



WBS Behaviour Policy  
**William Barcroft Junior School**

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**Date Presented to Governors**  
Governors' Role in Monitoring and Evaluation

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**Ethos / Principles**

At William Barcroft Junior School, we strive to provide a caring ethos where everyone in the school feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enables all children to reach their full potential, emotionally, socially and intellectually.

The primary aim of this policy is to promote good behaviour. We have clear rules and boundaries and staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour.

The behaviour expectations have been built up and developed and they are built fundamentally on trust. Where there is trust and the policy is applied fairly, consistently and with good motive, it works wonderfully. The children in our school must know that it doesn't matter who behaves, with which adult present and at what point in the day, the consequence will be exactly the same and the reaction will be similar.

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**Purpose and Aims**

This policy aims to promote high expectations of behaviour and achievement for all students and encouraging them to choose appropriate behaviours by:

- promoting good behaviour and a safe environment, self-discipline and respect, with all students showing 'respect and courtesy towards teachers and other staff and towards each other;
- providing a 'common language' of rights, respect and responsibility which should be considered when speaking with students about their behaviour, positive or negative;
- expecting parents to 'encourage their children to show respect and to support the school's authority to discipline its pupils;
- ensuring consistency in the way all staff, students, parents and carers promote 'behaviour for learning' in the classroom and throughout the school, ensuring that work is completed and thus effective progress is made by pupils;
- making it clear that effective behaviour for learning in lessons is the responsibility of the classroom teacher in collaboration with the pupils, with all teachers being 'good at managing and

improving children's behaviour

- making it clear that there is a direct link between responsible and respectful behaviour and effective learning, with pupils taking responsibility for their learning
- preventing bullying.

This policy recognises the importance of high standards of behaviour for the Social, Moral, Spiritual and Cultural (SMSC) development of students and forms a key element of that policy. It also acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEND).

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### **Roles and Responsibilities**

Key roles and responsibilities in promoting positive behaviour

- 1.1. The Local governing body has overall responsibility for the implementation of the Behaviour Policy and procedures.
- 1.2. The Local governing body has overall responsibility for ensuring that the Behaviour Policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- 1.4. The Headteacher is responsible for the day-to-day implementation and management of the Behaviour Policy and procedures.
- 1.5. The Pastoral/Behaviour lead is responsible for collecting and interpreting data, implementing systems, and updating the senior leadership team on the effectiveness of the provision.
- 1.6. Class teachers are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and contributing to ILPs.
- 1.7. All staff, including teachers, support staff and volunteers, are responsible for following the Policy. They are also responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the Headteacher.
- 1.8. Pupils are expected to engage fully in the process.

### **Roles and responsibilities in promoting positive behaviour**

#### **All staff will:**

- Ensure children know you use the tracking sheet system;
- Take time to talk with children and help them understand the consequences of their actions;
- Help pupils understand why we as a school cannot tolerate this behaviour;
- Ensure that before the children go home any issues have been resolved;
- Take time to understand what has resulted in the child behaving like this;
- Ensure you are a positive role model for following systems in school;
- Cooperate with SLT when offered advice around behaviour;
- Ensure children wear badges if they are to help in school.

#### **Pupils will:**

- Respect and care for others;
- Listen to others;
- Learn/work cooperatively;
- Follow the school rules

- Value and take responsibility for their environment;
- Be aware of their own emotions and actions and take responsibility for these.

**Parents, carers and families will:**

- Support the school when reasonable sanctions have been implemented;
- Promote positive behaviour at home in order to have continuity between home/school;
- Initially contact a member of staff (learning mentor) if they have concern about the way their child has been treated;
- Initially contact the class teacher if they feel their child’s behaviour, in or out of school, is impacting on the child’s emotional well-being.

**Exclusions**

Whilst we are a fully inclusive school and do not wish to exclude pupils, on the rare occasion (when all other possibilities have been exhausted), it may be necessary to exclude. If this action were to be taken then we would follow the guidelines as set out in our separate Exclusion policy.

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**Consistency in Practice**

Every child who comes to our school is an individual, so although everyone must follow the rules (just as in society) some may need additional support and strategies and help in understanding. The key to team work with behaviour is developing a close bond with the children. Interactions between adults and pupils are a clear indicator of the level of behaviour that will manifest. The tracking sheet system is central to this trust. Should the children behave in an unacceptable manner their name will be placed on the tracking sheet. All class tracking sheets are placed on a central server and can be accessed by all members of staff, including administration staff. Each day is a new day, therefore a fresh start for the children, so behaviour incidents are recorded daily.

	<b>W</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>	<b>Stage 5</b>
<b>Name</b>	<b>Warning</b>	<b>Time out in the classroom</b>	<b>Time out with staff</b>	<b>Partner Class</b>	<b>Phone call home</b>	<b>SLT / Head</b>

Given the consistent approach across the school, there should be a similar number of tracking sheet incidents in each class. Tracking sheets are tallied weekly and the Headteacher and pastoral team can identify patterns and trends in classes. This information can be used to look at further support for children if needed.

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## Rewards

It is important that achievement and good behaviour are rewarded. At WBJs we have several ways of doing this. Golden tickets are awarded for good work and recording such things as exceptional effort, improvement in behaviour, volunteering to help and support other children or adults. Once ten golden tickets are received these can be exchanged for a 'team' token that will accumulate towards team prizes.

To reinforce good learning and work, behaviour and attitude we also use:

- Verbal praise
- Golden tickets
- Team tokens
- Display work throughout the school
- Postcards home
- Star of the week in each year group weekly
- Attendance awards
- Book tokens
- Children sent to the headteacher or subject coordinator to show their work.

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## Sanctions

Attendance on trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable they will not be allowed to go. This also applies to additional things such as performances and discos. This will only be sanctioned by the Headteacher and only after other sanctions have not worked.

### Rules on the playground

Children must:

- Follow instructions first time
- Stand still when the first whistle blows
- When the second whistle blows, line up quickly
- Play in designated areas

### Rules in the lunch hall

- No shouting
- No throwing food
- Stay seated at all times whilst eating
- Put up your hand to request to clear away
- No running
- Listen to the lunchtime supervisor
- Always be polite to lunch staff

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## Supporting Behaviour outside of the classroom

Lunchtime behaviour guidelines:

A different system is used at lunchtime that is separate to the tracking system used in the classroom so that consequences are fair for the action/deed done.

The system involves points based on the severity of the action as follows:

- 1 point = Being bossy; not playing nicely; gossiping; not following the dinner hall rules.
- 2 points = name calling; winding children up; pushing/shoving; staring/looking inappropriately at others.
- 3 points = spoiling other children's games; climbing in trees and bushes; misuse of equipment.
- 4 points = spitting, swearing, disrespecting (breaking) property.
- 5 points = Physical contact: hitting, kicking, fighting or strangling (*Child sent to SLT on the playground. Loss of lunch the following day*)
- 6 points = Refusal, defiance (*Child sent straight to the member of SLT on the playground*).

- As with any system, this requires discretion. Children must be pre-warned and talked to regarding what they are doing – restoratively to resolve the problem.
- If children are assigned 5 or 6 points then they are immediately sent to the member of SLT available on the playground for 'time out' and reflection.
- Children who receive 5 points will lose their lunch break the next day. Any child who has lost their lunch will instead spend this time with the member of staff allocated for Pyramid on that day.
- The maximum number of points a child can accumulate each week is 7.
- Children with 7 points or more will be placed with a member of MLT/SLT during breaks and lunch for reflection.

A sheet including all of this information is available for the learning mentors to record children's points on.

On occasions, the above will not always work for some children and they may require a different system of support to enable them to cope with extended periods of 'free' time.

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YR  
AMID**

Start at:

0 minutes... For 3 days



5 minutes... For 3 days



10 minutes ...For 3 days

This will continue to increase dependent if the child can 'manage' their time outside.

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**Links to other Policies**

Anti-Bullying Policy  
Exclusion Policy  
Safeguarding

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March 2020

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