



WIMBORNE JUNIOR SCHOOL

Behaviour Management Policy

Our School Values and Aims

At Wimborne Junior School we aim to provide a happy, safe, caring environment where everyone feels valued and has an equal right to be treated with courtesy and respect.

This is achieved through everyone having high expectations and being actively involved in decision making.

In order to provide a consistent and fair approach to managing behaviour it is important that everyone follows our agreed system of rewards and sanctions and has the opportunity to discuss them where appropriate.

We believe that good standards of behaviour exist when the children are highly motivated: this is dependent upon a range of quality teaching methods, which are well matched and sensitive to the needs of the individual.

We seek to involve parents in celebrating all children's successes and achievements.

Who was consulted?

A committee of the governing body worked with the school council to agree what constitutes good behaviour and develop this policy. All students are consulted at the beginning of each academic year on the rules, rewards and sanctions. Parents are encouraged to support the policy through the home-school agreement.

Relationship to other policies

This policy is linked to the drugs, teaching and learning, and equality policies, and the home-school agreement.

Rights

- We all have the right to feel safe here
- We all have a right to respect and fair treatment
- We all have a right to learn

Responsibilities

1. To have a right to something means we also need to show responsibility to enjoy that right

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2. If we want to be respected, and to have our property respected, it means we too, as an individual, need to be responsible in making sure we respect other people's feelings, and to show respect for their property

Our Golden Rules

We treat others as we would like to be treated

Do

1. Do be gentle
2. Do be kind and helpful
3. Do be polite
4. Do follow instructions
5. Do listen to people
6. Do be honest
7. Do work hard
8. Do look after property

Don't

- Don't hurt anybody
- Don't hurt other people's feelings
- Don't be rude
- Don't disobey
- Don't interrupt
- Don't cover up the truth
- Don't waste time
- Don't waste or damage things

N.B. For our Golden Rules in the playground, number 7 is substituted for:

Do play cooperatively Don't spoil other people's games

When moving around the school we walk quietly and sensibly on the left.

Our STAR Values

Our STAR values reflects the ethos of our school. Each letter represents a core value which we follow:

Sincerity
Teamwork
Achievement
Respect

Children and staff can nominate children who have demonstrated our STAR values and are awarded with a trophy in our Friday Celebration Assembly.

Playground Rules

- We are caring, kind and considerate
- We always show respect
- We are always honest
- We say please and thank you
- We share and take turns
- We ask children on their own if they'd like to join in with our games
- We put our litter in the bin

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Code of Conduct for Behaviour at Lunchtime

- We stand in line quietly
- We say please and thank you
- We carry food and drink carefully
- We never talk when there is food in our mouth
- We don't make work for others by making a mess
- We always show respect to staff on duty

Rewards & Sanctions

Rewards

We praise and reward children for good behaviour in a variety of ways:

- We congratulate children with verbal praise (see appendix 1).
- We use do-jos to reward behaviour and good work.
- We give individual do-jos/merits and class do-jos merits
- Golden Time
- Class Merit Parties
- Headteacher award (fortnightly)
- STAR values award (weekly)
- Behaviour, effort and excellent work certificates (3- in total) are given to children at the end of each day
- Star of the week
- Attendance award
- Punctuality prize

Do-jos

- Any member of staff may give out a do-jo. They are used in the classroom and on the playground.
- Upon receiving a do-jo this is inputted by the teacher on to the whiteboard.
- Every five points will be converted to a merit.
- Do-jo cards can be given to pupils during lunchtimes by lunch supervisors.

Merits

- Any member of the school staff may give merits.
- There are a number of reasons for receiving merits (see appendix 2)
- There are four levels of certificates and badges, which are produced in year group colours; bronze 25 merits, silver 50 merits, gold 100 merits, platinum 200 merits.
- All certificates will be presented weekly in a Celebration Assembly.
- The collection of merits will start afresh at the beginning of each academic year.

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- Merits will be tracked through the do-jo website

Class Merits

- Class merits aim to achieve teamwork within the class.
- Class merits are used to reward the class when they work together to achieve: a tidy classroom, a good working environment, supporting each other and lining up and moving around the school sensibly.
- Any member of the school staff may give out class merits.
- Each half term there will be a class merit party to reward classes who have achieved the total number of class merits required. (10 class merits x number of weeks in half term)

Class Merit Parties

A class needs to collect/achieve an average of 10 class merits a week over a half term to earn a whole class merit party.

At the end of each half term whole class merit parties will take place between 1.30pm - 3.20pm after Celebration Assembly. Children can bring party food to share and board games. They will wear their school uniform unless it is a special non-uniform day.

Golden Time

- Golden Time takes place every Friday afternoon.
- Every child is entitled to Golden Time as a reward for good behaviour.
- 2 yellow cards in any 1 day results in 5 minutes lost Golden Time.
- Children have the opportunity to gain 3 minutes lost Golden Time back the following day with good behaviour and the remaining 2 minutes the following day.

Good To Go

If a member of the ELSA Team or DHT/HT has free time at the end of the day, they will collect two children from each class in a year group for ten minutes extra play. This is for children who always behave.

Additional Strategies for Celebration of Good Behaviour

Some children may need additional strategies to celebrate good behaviour. These children may have behaviour charts (Look What I Can Do Charts) and records (see appendix 4) that earn them rewards alongside the school's reward system. This provides a more immediate recognition of their good behaviour or their willingness to try in order to monitor and encourage good behaviour.

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Playtimes

Sometimes children may find unstructured times, such as break and lunch times, hard and can misbehave resulting in sanctions. To prevent this from occurring children, who find this unstructured time difficult, can go to the 'Disney Room' at break and lunch times where they are supported by a designated member of support staff. In addition to this, there are two playground supervisors who organise and run fun team games to engage a range of children in the upper and lower school playground.

Sanctions

Children have been taught to understand that they always have a choice in the way in which they behave and that all behaviour has its consequences. Appropriate behaviour leads to rewards and praise and unacceptable behaviour leads to sanctions

The teacher will use their own repertoire of techniques in the classroom before using a yellow card or after two yellow cards before using a red card. These may include: corrective statements, looks, moving a child away from a group, positive reinforcement that a child is capable of doing what they have been asked, sending a child to work in another class, losing part of a playtime, taking work home to finish, talking to parents to express concern (appendix 4).

Red and Yellow Card System

- Yellow cards are used to warn children that their behaviour is unacceptable, offering them the time to think about the choices they make and remind them of the possible consequences should this behaviour continue.
- Any member of staff may give yellow and red cards. They are used in the classroom and on the playground.
- Upon receiving a yellow card that child's name is written on the sad side of the board.
- A second yellow card = a tick next to the child's name and 10 minutes lost Golden Time. Children can earn 5 minutes back the next day.
- A third yellow card = a red card which results in a detention.
- Detention = an after school detention (30 minutes). Parents will be informed when their child has received a detention, this will be in writing and a phone call.
- Detentions are recorded in the class 'Behaviour Folder' by the class teacher. This may be used to inform EBD IEPs. (see appendix 5 for guidelines).
- All staff adhere to the detention guidelines with consequences that build upon each other as a child receives more detentions (appendix 6)

From time to time issues may arise which need the immediate attention of the Headteacher, Deputy Headteacher, Assistant Headteachers/Phase Leaders or Year Leaders who will need to consult with appropriate staff as to which area of the policy will need to be applied at short notice. Community service can be given by members

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of the SLT to pupils who need supervised time off the playground or need to undertake restorative work within the school community.

Appropriate sanctions will be given to children who have not followed our Golden Rules and/or STAR values.

If a member of staff or child is hurt intentionally by another child, statements will be collected by all of the children involved and the parents will be informed (see appendix 7, 7a and 7b). Staff will use incident form to record all information and pass to relevant member of SLT (appendix 7c). Depending on the outcome of the investigation the child may be excluded for a specified period of time. The LA regulation for exclusion will be followed.

Where there is definite wilful damage, the school will seek the support of the parents to reimburse the owner, or school.

Red and yellow cards will be used when children do not follow the Golden Rules or the school's STAR Values (see appendix 8)

Exclusion

For exclusions, the governing body or Pupil Discipline Committee will have regard to any guidance given by the Secretary of State.

For permanent exclusions and fixed-period exclusions of more than 15 school days in any one term, the governing body or Pupil Discipline Committee will meet no earlier than the sixth school day and no later than the 15th school day after receiving notice of the exclusion.

For fixed-period exclusions of more than five school days in any one term up to and including 15 school days, the governing body or Pupil Discipline Committee will meet no earlier than the sixth school day and no later than the 50th school day after receiving notice of the exclusion.

The minimum time limit will not apply to any exclusion which would result in a pupil losing an opportunity to take a public examination. In such cases the governing body or Pupil Discipline Committee will try to meet before the date of the examination, and if this is not practical the chairman of the discipline committee will review the exclusion before that date.

If the governing body or Pupil Discipline Committee decide that a pupil should be reinstated they will give the appropriate direction to the Headteacher (who is under a duty to comply with it) and inform the parent and LA of their decision. If they decide that a pupil should not be reinstated, they will inform the parent, the Headteacher and the LA of their decision. In the case of a permanent exclusion they will notify the parent in writing of their decision and the reasons for it within one day. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

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Children will not be punished for behaviour outside of school when the pupil is not under the charge of a member of staff.

Malicious Allegations against a member of staff

Please see Malicious Allegations Policy.

Equal Opportunities

Wimborne Junior School makes every effort to give equal opportunities to all children to access the curriculum regardless of age, gender, religious belief or ability, giving children the opportunity to succeed. To comply with the General duty to promote race equality we shall aim to;

- eliminate unlawful discrimination
 - promote equality of opportunity
 - promote relations between people of different racial groups
- (see Race Relations Policy for more specific duties)

This policy is to be read in conjunction with our safeguarding and inclusion policy.

Arrangements for monitoring and evaluation

The governing body (*or Pupil Discipline Committee*) will evaluate the impact of this policy by receiving data from the Headteacher analysed by year group, gender and ethnicity on:

1. Number and range of rewards for good behaviour each term
2. Fixed-term and permanent exclusions – number of and analysis of behaviour
3. Number of detentions and analysis of behaviour
4. Instances of bullying and action taken
5. Support provided for the victims.

Agreed date: Autumn 2017

Review date: Autumn 2019

Appendix 1

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100 ways to say "very good"

You've got it	Now you've figured it out	Well look at you go
Super	Sensational	Way to go
You're on the right track now	That's better	Now you have the hang of it
That's right	Nothing can stop you now	You certainly did well today
That's good	Excellent	You're doing fine
You are very good at that	Perfect	Good thinking
That's coming along nicely	That's the best ever	You really are learning a lot
That's much better	Fine	Keep on trying
Good work	Terrific	You outdid yourself today
I'm happy to see you working like that	You've got your brain in gear today	I've never seen anyone do it better
You're working really hard today	That was first class work	Good for you
Exactly right	Wonderful	I think you've got it now
You're doing much better today	Much better	Good going
Now you have it	You've just about mastered that	I like that
Not bad	That's better than ever	Marvellous
Great	Nice going	That's a good (<i>boy - girl</i>)
Now you figured it out	You're really going to town	I'm proud of you
That's it	Outstanding	It's a pleasure to teach you when you work like that
That the best you've ever done	Fantastic	Good job (<i>name of child</i>)
You've just about got it	Tremendous	You figured that out fast
Congratulations	Now that's what I call a fine job	You remembered
I knew you could do it	You did that very well	That's really nice
That's quite an improvement	You must have been practising	That kind of work makes me happy
You are learning fast	You're doing beautifully	You're a winner now
Keep working on it, you are getting better	You're really improving	Keep working on it, you're getting better - repeat
Good for you	Right on	You're getting better every day
I couldn't have done it better myself	That's great	You did it that time
You make it look easy	Superb	That's not half bad
You really make my job fun	Good remembering	Keep up the good work
That's the right way to do it	Congratulation you got (<i>number</i>) right	You haven't missed a thing
	Keep it up	Nice going
	You've got that down pat	

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One more time and you'll
have it
You did a lot of work today

That's the way

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Suggested reasons for receiving dojos/me

Handwriting	Knowing
Folder presentation	Smiling
Computer work	Not ca
All maths in lesson correct	Making
Correct superspell/catchwords	Doing
Concentration	Not te
Effort	Not bu
Good work	Not sw
A good answer	Lining
Homework	Keepin
Good PE work	Using
Spellings	Owning
Good work in music lesson	Being
Listening	Being
Good research	Helpin
Picking up details from videos	Being
Up to date with work	Respec
Finishing a reading book	Being
Working hard	Being
Working quietly	Encour
Working well in a group	Saying
Improving you work for yourself	Being
Trying your hardest	Respon
Doing the best in class	you to
Making an effort	Being
Reading silently	Being
Neat work	Tidies
Changing a reading level	Tidyin
Catching up with work	Bringin
Times tables	Remem
Writing long interesting stories	Punctu
Passing a test	Being
Staying in seat	Gettin
Good behaviour on outings	Clearin
Following the school rules	Doing
Listening well in assembly	Playin
Not fiddling	Singin
Not talking	Lettin
Sitting up straight first time	Showin
Walking in the corridor	Lookin
Picking up litter	Taking
Keeping your area tidy	Using
Doing your monitor job well	Being
Tidying up after yourself	Sharin

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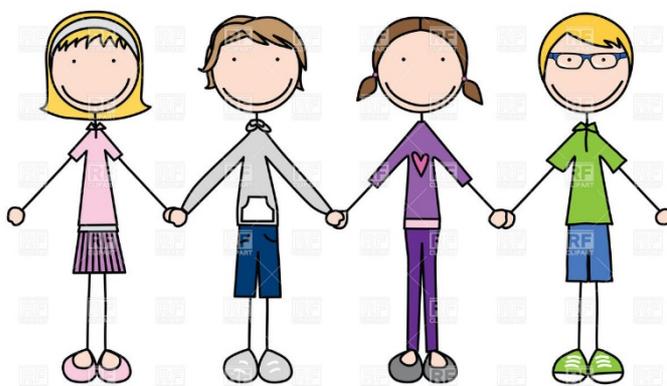
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Classroom Sanctions

We love having a positive, safe environment in school but sometimes we need to think about our behaviour.

1. A look or a friendly warning from an adult.
2. Removed from the group and sitting somewhere else.
3. Losing part of break time/dinnertime.
4. Yellow Card.
5. A second yellow card = 5 minutes lost Golden Time.
6. Being sent to another classroom.
7. A third yellow card = a red card which results in a detention.
8. Detention = an after school detention (30 minutes).

IF immediate attention is needed then child will be sent to the Year Leader/Phase Leader or failing that the Deputy Headteacher or Headteacher.



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Appendix 5

Record of Behaviour Guidelines

Record of behaviour folder will consist of:

- Class list - this list will be highlighted once a child has been recorded in the "Record of Behaviour Folder"
- Each child will have separate wallet with their name on it, filed in alphabetical order
- Any unacceptable behaviour and detention will be recorded in this folder
- Masters of all proformas and certificates

The contents of this folder can be used as evidence to help write targets for EBD IEP's

Teachers are to monitor the contents of this folder and may decide to monitor further the behaviours of particular children by putting them on report and using the "Progress through Self Control" sheets.

This folder will provide a continuous record throughout the four years and will be passed up through the school.

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Appendix 6

Detention Guidance

Detentions are given either as a result of a red card or an accumulation of yellow cards. Children will always receive a verbal warning first to give them an opportunity to improve their behaviour. If a child has been warned several times about an action this could result in an immediate detention.

There are specific behaviours that could result in an immediate detention without prior warning as the children are regularly reminded about the consequence of these behaviours. These are:

- swearing
- persistent name calling / teasing
- stealing
- spitting
- kicking and fighting - hurting other children
- threatening others
- climbing over fence / furniture
- deliberately spoiling another groups game/activity
- answering back to any adult
- damaging school equipment or property
- running around dining room
- throwing food in dining room

Detention Schedule

1st detention - 30 minute after school detention

2nd detention - 30 minute after school detention

3rd detention - 30 minute after school detention - child on behaviour chart / diary for a week.

Parents to meet with Year Leader.

4th detention - 30 minute after school detention

5th detention - 30 minute after school detention

6th detention - 30 minute after school detention. Parents to meet with Headteacher.

For more information please refer to our Behaviour Policy which can be found on our school website.

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Appendix 7
Statement

Statement by

Date.....

Concerning

.....

Witnessed by

.....

Recorded

by.....

Signed

Appendix 8

Reasons for Yellow Cards on the playground

- We need to keep out of the school building unless we have permission to stay inside or need to use the toilet. We don't go into the school building unless we have permission.
- We respect the different areas of the playground. We don't play noisy game in the quiet area.
- We walk in the quiet area. We don't run around in the quiet area.
- We stop playing and stand still quietly when the whistle blows. We don't play, run around or talk when the whistle blows.
- We walk quietly and sensibly to the line on the second whistle. We don't run to the line on the second whistle. We don't talk or go out of line when we go into school.

Reasons for Yellow Cards in the packed lunch/hot dinner room

- We talk quietly to children on our table. We don't talk loudly and we don't shout.
- We make our table and floor clean by putting litter into the bin. We don't drop our food on the table or the floor.
- We make our plates clean in the hot dinner room by scraping off unwanted food. We don't leave dirty plates.
- We use our good table manners. We don't use poor table manners.

Reasons for Red Cards on the playground

- We will play sensibly. We don't play roughly or hurt others. We do not fight or swear.

Reasons for Red Cards in the packed lunch/hot dinner room

- We walk and sit down quietly and sensibly at our table. We don't run around the packed lunch hall or hot dinner room.
- We don't throw food.

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