



**Winterbourne Junior Girls' School**

**Positive Behaviour Policy  
(Statutory)**

This policy is to be read in conjunction with the following policies: Teaching and Learning, Special Educational Needs, Medical Conditions, Anti-bullying, Equal Opportunities, Inclusion, Assessment and Parent Code of Conduct.

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## **OUR VISION STATEMENT**

Our school encourages a positive approach to all aspects of school life by creating a safe caring and stimulating learning environment for all.

### **ACHIEVEMENT**

To give everyone equal access to a broad and balanced education so they can realise their full potential and invest in quality training for all.

### **SELF**

To develop in everyone a sense of self-esteem, independence, enjoyment and co-operation.

### **INVOLVEMENT**

To involve pupils and all adults associated with the school, in our organisation and discipline.

### **RESPECT**

To have respect for and courtesy towards others regardless of race, age, gender or ability.

### **COMMUNICATION**

To communicate with parents, governors, other schools and the wider community



**'Vincam' – together we conquer**



## **1. Definition of Terms**

This section aims to clarify what we mean by terms as used in this behaviour policy.

### *Discipline*

Being capable of acting within clear expectations, rules, routines and responsibilities without direct supervision. This needs a degree of self-management that will enable the maintenance of a supportive and purposeful community atmosphere.

### *Behaviour Management*

Knowing one's strengths and weaknesses in terms of behaviour, and developing the strategies to build upon these strengths whilst improving the weaknesses.

### *Rights*

The needs of each person, balanced with a notion of responsibility to assist others in their needs too.

### *Responsibilities*

The need to care about oneself, others, belongings, equipment and our school

### *Reward*

A strategy employed to encourage

### *Consequence*

The result of an action, behaviour or conduct

### *Sanction*

A strategy employed to encourage reflection on unacceptable actions. The aim is to lead to a change in behaviour when a similar situation is encountered in the future.



### *Bullying*

Verbal or physical abuse to another person with an aim to cause fear or discomfort. This can also arise through preventing an individual feeling happy, secure, positive or comfortable.

It must be stated however, that bullying is **not** the case when the behaviour is being produced by both parties, nor when there is a falling out among friends. It is to be accepted that quarrels and arguments occur at various times, on a more frequent basis than when incidents of bullying take place.

See **Anti-Bullying Policy**

### *Respect*

The action that comes with responsibility. It is intrinsically linked to patience, thinking ahead, turn taking and fairness, listening and communicating, self-management and the treatment of property. Essentially, the message is one and the same as the Gospel.

### *Unacceptable*

Any behaviour that does not comply with the ethos of the school. This can also be applied with the non-conformity of the school or classroom rules.

## **2. Rationale**

For the most part, the children in our school community are lively, enthusiastic and caring pupils, who enjoy the freedom to work and play together without being hindered by other children's actions. From time to time however, people who live in a community will not always agree and difficulties arise. Our aim is to create an atmosphere based on

- respect
- tolerance
- consideration for others
- co-operation
- and a feeling that everyone matters

Pupils will learn from experience to expect fair and consistently applied rewards and sanctions, and distinction will be made between serious and minor misdemeanours.



Individual circumstances will be taken into account but consistent standards of praise and punishment will be applied.

We will encourage children to:

- take responsibility for their own actions at all times
- show respect for each other, all personal belongings and school equipment
- to be truthful and honest and listen to what others have to say
- find someone to talk to if they feel angry or just need time to calm down
- go to an adult for help if they need it
- inform an adult if any form of bullying is occurring
- act in a way which brings credit to our school
- understand that their parents will be informed if they have behaved continually in an inconsiderate and unsafe way.

### **3. Race Equality and Equal Opportunities**

We believe that it is important to prepare our children for life as citizens in a multi-ethnic society in which there should be race equality, harmony and an absence of racism. We are committed to tackling racial discrimination and to promoting equality of opportunity. Any incidents of a racist nature will be dealt with following our Behaviour Policy. This school is committed to an active policy against racism in line with the Croydon model. We refer to the document 'Preventing Racial Harassment in Schools'.



#### **4. Aims**

- To ensure that all persons within the school take responsibility for their own actions.
- To create a safe, orderly school where everyone is respected, regardless of gender, age, ethnicity, ability and beliefs.
- To be consistent when dealing with all incidents and to be fair in all interactions.
- To reward people for 'getting things right' and to minimise the use of sanctions.
- To ensure that when sanctions are used, they are applicable to the misdemeanor wherever possible.
- To inform students and parents and carers about behavioural expectations and consequences.
- To encourage a working partnership with parents and carers.

So that the pupils will:

- Develop values that will resonate with them their whole life
- Be tolerant and understanding, with consideration for the rights, views and property of others;
- Develop a responsible and co-operative attitude towards work and towards their roles in society;
- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- Take a pride and responsible interest in caring for their environment.



Staff will:

- Use positive recognition to motivate pupils to choose responsible behaviour.
- Promote positive behaviour through our R.E., PHSE and Citizenship curriculum,
- Provide positive examples and attitudes.

To this end we employ a set of school rules and identify rewards and sanctions

1

**Be kind**

**be friendly, generous and considerate**

2

**Listen**

**take notice of and act on what someone says; respond to advice or a request**

3

**Be honest**

**speak the truth and act truthfully**

4

**Look after property**

**be responsible for your own possessions and take care of the property around you**

5

**Be Safe**

**Do not put yourself or others in danger**

**Aspirations, Expectations, No Excuses – VINCAM – ‘Together we Conquer’**



### **Rewards (see Appendix 1 – Behaviour Ladder)**

Staff give rewards to students who behave consistently well, and to those who have made a special effort to do so. Staff will praise a student/class immediately upon their good behaviour and say why they are pleased.

Rewards are consistently applied and not taken away as a sanction.

Rewards include:

- Verbal praise, smiles
- Team/House Points
- Individual, group and class reward systems, teacher led e.g table points
- Reward stickers
- 'Star of the Day'
- Sharing work and positive behaviour with other adults and children
- Headteacher's awards
- Winterbourne awards
- Half termly
- Punctuality and attendance cups with extra playtime
- Certificates of Achievement for outstanding or improving work.

### **Unacceptable Behaviour (see Appendix 1 – Behaviour Ladder)**

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the school rules; or make suitable reparation. The staff always tackle the behaviour and not the student and provide opportunities for students to correct their own behaviour.

The school operates a 'traffic light behaviour scheme' - where cards are used to ward off inappropriate behaviour - each day the children start on green, if a misdemeanour occurs the child is given a warning by means of a yellow card - if the behaviour continues a red consequence card is given - this behaviour will be noted in the class behaviour folder and parents will be notified. The aim is for all pupils to stay on 'green'.

Pupils who have been accused of behaviours that go beyond the 'every day situation' i.e. where outside agencies could become involved due to the



nature of the incident will be interviewed in the first instance with a parent/guardian present.

Extremely poor behaviour must be reported to the headteacher or deputy headteacher immediately. A letter will be sent home or a phone call made to the parents. For continual unacceptable behaviour or in the case of serious verbal or physical violence the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

Only the headteacher (or acting headteacher) has the power to exclude a child from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this.

If the headteacher excludes a child she informs the parents immediately, giving reasons for the exclusion. At the same time the headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the Local Education Authority(LA) and the governing body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term.

The governing body itself cannot exclude a child or extend the exclusion period made by the headteacher.

## **5. Guidelines**

- a. Around the School
- b. Playtimes     - Good Weather  
                      - Inclement Weather
- c. In the Classroom



- d. Educational Visits
  - On The Coach
  - Walking
  - On the Educational Visit

### **A. AROUND THE SCHOOL**

1. In the corridors the children should walk in a quiet fashion on the right hand side of the corridor.
2. Children should greet staff, visitors and other children when appropriate, using names if known.
3. When going into a classroom knock and then enter.
4. The front door is for staff, visitors, parents and children who arrive after school has begun. For security reasons, when unaccompanied, children are not allowed to open any door leading to the outside.
5. No child is allowed unaccompanied in the staff car park.
6. Children should always be properly dressed in the correct school uniform - as stated in the current school brochure.
7. Children are not allowed to wear any jewellery to school.
8. Teachers may discuss with pupils any misdemeanours on the way to and from school.

### **b. PLAYTIMES**

#### **Good Weather**

1. Children should arrive between 8.30am and 9 am. and proceed directly into school to prepare for the start of the day.
2. Children may play only on the designated girls playground area.



3. Equipment is provided for playtimes. Children should not bring their own play equipment to school.
4. Fruit or cereal bars are allowed at breaktime.
5. All litter is to be placed in the bins provided.
6. At the end of play the whistle is blown, the children walk to their lines. Pupils file into the school building a class at a time accompanied by an adult. The duty teachers are the last to enter the building and secure the doors.
7. No child may leave the playground, or enter the school, (e.g. going to the toilet) without the permission of the duty teacher or midday supervisor.
8. Once the external door has been opened by a member of staff, children should make their way out promptly at playtime.
9. Pupils who stay in at break time must be under the supervision of an adult.
10. Children are expected to play in a safe manner.

### **Inclement Weather**

1. At 8.45am, on wet mornings, children enter the school as normal.
2. Indoor play is identified by .....The duty teachers and TAs patrol the classes and corridors.
3. Each classroom has a set of wet weather play rules clearly displayed in the room.
4. Children should be appropriately occupied in seated activities.
5. No scissors, compasses, or other unauthorised equipment is allowed. ICT units may be used if the class teacher has given permission.



6. Children may eat their fruit at wet playtimes but all waste must be disposed of appropriately.

### **C. IN THE CLASSROOM**

1. A copy of the school rules is displayed in each class.
2. Children answering the register should use the teacher's name.
3. The school's Staff Handbook and Positive Behaviour policy are on display in each classroom for information.

### **D. SCHOOL OUTINGS**

A risk assessment is carried out for each trip which must be approved by the Headteacher prior to that trip. These signed risk assessments are stored in the office.

#### **On The Coach**

1. Children sit quietly with seat belts strapped.
2. If possible children should not sit in either of the front seats or the centre of the rear seats.
3. No child is to stand up or attempt to change places while the coach is in motion.
4. Eating or drinking is not allowed on coaches.
5. No litter may be left on coaches.



6. Children must never distract the coach driver or other drivers on the road.
7. Teachers and helpers must position themselves throughout the coach.
8. Head counts are taken at each stage of the journey.
9. Teachers should read the school safeguarding policy and adhere to all of its regulations e.g. sick bags, First Aid and emergency bags are carried at all times, along with the designated mobile phone as stated in risk assessment.

Emergency First Aid bags must also contain a full class list/s with telephone numbers in a sealed envelope in case of an emergency.

### **Walking to and from...**

1. Supervising adults will all wear high visibility jackets.
2. Wherever possible, pupils walk in pairs, communicating only to their partner.
3. Pupils walk in single file if appropriate.
4. When crossing the road - 2 adults must be either side of the crossing space.
5. Only when instructed to do so, the children step out onto the road and cross in between the two adults.
6. Children should be reminded that they are representing our school and are therefore in the public eye.
7. Children should be reminded to BE SAFE, this includes discussions with strangers etc...

### **The Educational Visit**



1. Good behaviour, as outlined by the teacher, is expected at all times and in all public places.

Before setting out on a trip, pupils should be reminded to:

- Thank any adult who has helped
  - Be aware of other groups and visitors and respect their needs
  - Be sensible, quiet and polite
  - Move in a calm, orderly manner at all times
  - Keep to their group and do as their leader asks them
2. Pupils are expected to behave in a manner that reflects the school's values and ethos.
  3. Full school uniform must be worn unless it is inappropriate for a particular outing.
  4. Drinks must be in cartons or plastic containers. No cans or glass bottles are allowed.
  5. Parents and helpers accompanying children on the outing report to the school office on arrival and will be given guidelines and a group list by the teacher in charge of the outing.
  6. If cameras are allowed on a trip, pupils must be reminded NEVER to post these pictures on the internet/social networking sites etc...
  7. Children can **only** bring the recommended amount of money with them, which must be in a named purse or wallet. The school will not take responsibility for loss.
  8. Where a child's behaviour is deemed to be such that it jeopardises the health and safety of the other pupils, the school leadership team will decide upon a course of action. This could lead to the child being excluded from the outing and future events.



## 6. Repair and Rebuilding

This is the process by which problems are addressed, and strategies are put into place to prevent similar occurrences from taking place. The following items are to be exercised under the premise of professional judgement.

### Pupil Conference

- Stop and find out how people are feeling.
- Talk about what happened
- Listen to all sides of the problem, each child being able to give an account without interruption.
- Use a thinking map to consider the causes and effects of behaviour.
- Decide on how to move forward.

### Time-out

- Children can be removed from the classroom/playground for a period of calming down/reflection
- This can be outside the classroom, ensuring the pupil remains in sight of the teacher and the time is limited
- Wet play time-out can be in a corridor, outside the classroom.

### Other methods

- Involve senior teachers.
- Inform parents
- Pupil writes a letter of apology

In extreme cases a child might need more support to conform to the rules of our school. We then use a Behaviour Target Book to help. How long this sanction is used for will vary from child to child.

### Parental Involvement

When agreed action has not worked, the problem is discussed with the parents and the child. This discussion is between the class teacher and parent, a pastoral leader may be present.



### Conference

Where action involving pupil and parent has not resulted in a cessation of the problem, a conference takes place between the parent(s) and pupil, with class teacher and senior teachers (this may include headteacher) as to the next action that needs to take place.

### The Behaviour Folder

The purpose of the behaviour folder is as a record. All classes have a behaviour folder that is used at the professional discretion of the class teacher. All yellow card and red card incidents are recorded as are any repair/rebuild strategies logged. The additional purpose of this folder is to record any parental contacts including acknowledgment letters and any other behaviour related information.

### Lunchtime Behaviour

Any behaviour issues at lunchtimes should be referred to the class teacher first.

### Pastoral Responsibility

The teachers with pastoral/behaviour responsibility are:

All Class Teachers

Mrs James Jones - Pastoral Support

Mrs Scott Cree - Deputy Headteacher

Mrs Berkeley-Agyepong - Headteacher

## **7. Roles and Responsibilities**

**ALL MEMBERS OF THE SCHOOL COMMUNITY** (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims

We do this by:

- \* esteeming children and adults as individuals and respecting their rights, values and beliefs



- \* modelling and promoting good relationships and a sense of belonging to the school community
- \* providing a well ordered environment in which all are fully aware of behavioural expectations
- \* offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- \* encouraging, praising and positively reinforcing good relationships, behaviours and work
- \* rejecting all conduct involving bullying or harassment
- \* helping pupils to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently and for a prolonged period of time
- \* caring for, and taking a pride in, the physical environment of the school
- \* working as a team, supporting and encouraging one another.
- \* following safeguarding procedures in place.

### **Lunchtime Supervisors**

Lunchtime supervisors are treated with the same degree of respect as that given to teachers. This role forms a key part of the school's pastoral supervision that is recognised by all members of Winterbourne Junior Girls' School.

We acknowledge that time for conferencing and record keeping is limited in the playground. With this in mind we expect lunchtime supervisors to:



- Intervene positively when behaviour is unacceptable.
- Talk calmly and rationally to children displaying or reported to be displaying inappropriate behaviour.
- Help children to find an interest in the playground - individually or in groups, playing a game or talking.
- Use yellow and red cards as directed in the behaviour ladder and inform class teachers of these cards.
- Use notebook to record incidents of inappropriate behaviour.
- Use mediation strategies.
- Report any allegations of bullying behaviour to the child's class teacher at the first opportunity.
- More serious and persistent allegations must be reported immediately to the HT or DHT in order for the relevant investigation to be carried out and recorded.
- Give permission to every child who enters the building (except for lunch).

Lunchtime supervisors liaise with the senior staff, they note down and discuss any incidents that may have occurred with the class teacher each day. All supervisors are rotated during the lunchtime period and should supervise in all areas of the school.

There is a termly meeting between the Headteacher, Deputy Headteacher, and the lunchtime team to share business, good practice and air concerns.

## **8. Review and Procedures**

To ensure efficiency in behaviour management and therefore the upkeep of standards:

- \* the Positive Behaviour Policy is reviewed annually
- \* there are regular meetings of teaching and non-teaching staff to review behaviour issues/outstanding incidents
- \* the governors are kept informed and updated of any initiatives



- \* the school council (Headteacher and pupil reps.) meet regularly throughout the term and feedback is given to staff and pupils

The headteacher is responsible for monitoring the policy and procedures within the school

Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff / parents / pupils
- Feedback from classroom observations
- Questionnaires for parents / staff / pupils
- Number of pupils sent to the headteacher
- Number of individual behaviour plans set up in school
- Number of 'Red Cards' given.

The feedback from monitoring procedures will be used to evaluate the success of our strategies, to help us to make adjustments when necessary. It will also be used to identify good practice and to provide support and staff development where necessary.

### **Protocol for Parents and Carers**

We want all of our children to feel safe and secure at all times throughout their school day. Therefore (as set out in the home -school - child agreement) we would ask all parents to support our school ethos, procedures and rules, which are there to benefit and protect all children.

Sometimes a child may come home upset particularly when an established friendship has broken down or when others are being unkind. This can be as upsetting to a parent as it is to the child. Please however, keep an open mind remembering you are only hearing one side, or version, of the story. Respond by making sure your child knows the importance of telling an adult at the school when such an incident occurs e.g. teacher, learning support assistant or dinner supervisor. Reassure your child that telling is the proper thing to do. Retaliating or hitting out is only going to get them into trouble and won't resolve their problems so please do not advise them to do this. Remember it



is much easier for the school to sort out problems as they occur rather than days later.

If this strategy does not work or parents continue to have concerns then it is important they approach the class teacher to discuss the matter.

**Parents should never approach another child to discuss an incident that may have occurred in school.** The matter should always be investigated through the proper school channels and procedures.

If a parent wishes to discuss the matter with a member of staff then an appointment can be made by contacting the school office.

### **Security**

In the interests of everyone's safety and for the security of our school's resources it is important that every parent, carer and visitor enters the school via the school office entrance. This also includes the beginning and end of the school day when parents should not enter the building at any other entrance - even when they have an appointment with the class teacher.

The only exceptions to the above are parent evenings, assemblies, and concerts when the hall door is open.

Similarly children who are waiting for sisters should be under supervision at all times.

**Please also see - Parent Code of Conduct - ratified April 2016**



**Appendix 1**

Rewards for Appropriate Behaviour	Graded Incidences of Behaviour		Order of Sanctions (linked to the specific incident)		
<p>e.g</p> <ul style="list-style-type: none"> <li>-Staying on green</li> <li>-Verbal praise</li> <li>-body language</li> <li>-signs, (a smile, thumbs-up, a nod etc.)</li> <li>-rewards often personal to the class teacher</li> <li>-whole class rewards</li> <li>-Headteachers award</li> <li>-showing good work to Headteacher</li> <li>-sent to the Headteacher/Deputy</li> <li>-giving a special responsibility</li> <li>-celebration assembly Winterbourne award</li> <li>- class award</li> <li>-informing parents</li> <li>-end of year report with good comments on behaviour and attitude</li> <li>-reward time</li> <li>-postcards home</li> </ul> <p><b>To be revisited as a class every half term. Behaviours are age appropriate and are to be dealt with accordingly</b></p>	0	Children on task	0	Green Card	
	1	Inappropriate Learning Behaviours including:- <ul style="list-style-type: none"> <li>- deliberate time wasting</li> <li>- swinging on chair - flicking objects</li> <li>- not informing teacher when experiencing problems with work - resulting in poor behaviour</li> <li>-h/w regularly not handed in on time</li> </ul>	1	verbal warning – clear explanation of consequence (choices) <ul style="list-style-type: none"> <li>- eye contact</li> <li>- body language</li> <li>- stop and wait</li> </ul> Repeated behaviour at this level – <b>YELLOW CARD</b>	
	2	Behaviours including:- <ul style="list-style-type: none"> <li>- getting someone into trouble</li> <li>- speaking when an adult is speaking</li> <li>- calling out - squabbling- making rude noises on purpose</li> <li>- defacing school property</li> <li>- constantly distracting others</li> <li>- continuous low level disruption</li> </ul>	2	- <b>YELLOW CARD</b> <ul style="list-style-type: none"> <li>- Short loss of playtime/lunchtime (under supervision)</li> <li>- Cause and Effect Map</li> <li>- Informal contact with parents as appropriate</li> </ul>	
	3	Behaviours including:- <ul style="list-style-type: none"> <li>- insolence - smirking</li> <li>- lack of respect to adults</li> <li>- maliciousness (elements of bullying) – swearing (not aimed specifically)</li> </ul>	<b>Bullying</b> <ul style="list-style-type: none"> <li>- making fun of ...</li> <li>- selective friendships</li> <li>- deliberate exclusion</li> </ul>	3	-Longer loss of playtime/lunchtime (under supervision) <ul style="list-style-type: none"> <li>- Cause and Effect Map</li> <li>- If more than two incidents of level 3 behaviour then <b>-RED CARD</b> and make formal contact with parents – speak after school or telephone call</li> <li>- Continuous persistent = <b>Behaviour Target Book</b></li> </ul>
	4	Behaviours including:- <ul style="list-style-type: none"> <li>- refusal to comply (ignoring an adult)</li> <li>- answering back</li> <li>- spitting</li> <li>- swearing at another person</li> <li>- fighting</li> </ul>	<b>Bullying</b> <ul style="list-style-type: none"> <li>- name calling</li> <li>- passing threatening notes</li> </ul>	4	- <b>RED CARD</b> <ul style="list-style-type: none"> <li>- Incidences are to be reported to the DHT and to be dealt with – report back to class teacher how it was dealt with.</li> <li>-Cause and Effect Map</li> <li>- Regular display of level 4 behaviour requires contact with parents to be made by class teacher /DHT/HT – minutes of meeting to be recorded</li> <li>-Loss of privilege tie (fixed term 1 week)</li> </ul>
5	Behaviours including:- <ul style="list-style-type: none"> <li>- deliberate vandalism</li> <li>- racism</li> <li>- stealing</li> <li>- unprovoked violence</li> <li>- premeditated violence</li> </ul>	<b>Bullying</b> <ul style="list-style-type: none"> <li>- picking on characteristics perceived as weaknesses</li> <li>- physical violence</li> <li>- racism</li> </ul>	5	- <b>RED CARD</b> <ul style="list-style-type: none"> <li>- Headteacher contacts parents</li> <li>- Meet with child/parents and class teacher</li> <li>- Exclusion at lunchtimes</li> <li>- Fixed term exclusions</li> <li>- Permanent exclusions</li> </ul>	

**N.B. All behaviour from level 1 onwards will be recorded in the Class Behaviour Folder**

