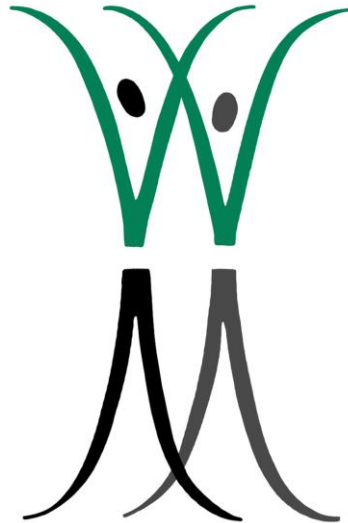


WE GROW SUCCESS!



Wavendon Gate School

Behaviour policy and statement of behaviour principles

Date of last review:	January 2023
Date of next review:	January 2024
Type of policy:	Statutory/WGS
Frequency of review:	Yearly
Governor committee:	Curriculum Committee

Rationale

At Wavendon Gate School, our behaviour policy is designed to provide a clear strategy so that staff, pupils and parents can work together with the common purpose of helping everyone to learn. It aims to promote a nurturing environment in which everyone feels happy, safe and secure. The school expects every member of the school community to behave in a considerate and respectful way towards one another. The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships built on mutual trust. The school recognises and promotes positive behaviour, as it believes that this will develop an ethos of kindness and cooperation.

This policy is designed to encourage positive behaviour, rather than merely deter anti-social behaviour. Our school has high expectations of behaviour and our behaviour policy is designed to ensure that everyone can become positive, responsible and increasingly independent members of the school community.

This policy has been developed through a consultative process involving children, parents, staff and governors. It therefore reflects a common and agreed view. To ensure that this continues to be the case, it will be reviewed annually and comments will be regularly invited through parent surveys and meetings of the School Council, staff and governors.

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Detail that Behaviour is learned, just as Maths and English are and is taught as part of the Curriculum so that children know and understand what good behaviour looks like
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline that our behaviour policy does not refer to punishments or sanctions. Instead pupils are taught to understand that there is always a consequence to their actions.

2. The 'Wavendon Gate Way'.

At Wavendon Gate School, we endeavour to develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are kind, honest, polite, respectful and courteous. We believe that as pupils practise these behaviours over time, those routines become habits that positively shape how they feel about themselves and how other people perceive them.

All desirable behaviour in school can be categorised into one of these principles.

There are 3 behaviour principles that underpin our behaviour curriculum; the Wavendon Gate Way. The 3 Rs are:

- Respectful
- Responsible
- Ready (to learn)

Further information about The Wavendon Gate Way can be found in Appendix 5.

3. Recognition

At Wavendon Gate School, we endeavour to manage behaviour through building a school culture of mutual respect centred on the teachings of The Wavendon Gate Way. We focus on recognising and highlighting positive behaviour choices in our classrooms and around the school. Pupils learn that their actions have consequences; some of which are more desirable than others.

We will recognise acceptable behaviour in the following ways:

- With a smile or other non-verbal cue
- With words
- With house points
- With Values Pebbles
- With Golden Tickets
- With stickers
- Through Star of the Day
- In Subject Star Assembly
- With attendance awards
- On the class Recognition Boards

The staff at Wavendon Gate School adopt a warm strict approach to behaviour management, will try to catch children doing the right thing and show our approval promptly and are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. A full list with definitions is available in Appendix 2 of this policy.

3. Challenging Behaviour

Occasionally, pupils will display more challenging behaviour and do not follow the Wavendon Gate Way. Pupils and parents need to know what will happen if pupils behave in unacceptable ways. Consequences are clear & progressive, so that everyone knows what will happen if a pupil's behaviour does not improve quickly.

The traffic light system (See Appendix 2). This visual aid will be displayed in each classroom at all times. Although the display will be in the classroom, the system is in place whenever and wherever pupils are in school (including on the field, playground and off site). All staff can use the traffic light system to support with behaviour in school.

At Wavendon Gate School, **misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

In the first instance, any of these behaviours would be challenged by the pupil's class teacher/adult and the pupil would be given the opportunity to demonstrate appropriate behaviour in the immediate future.

At Wavendon Gate School, **serious misbehaviour** is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Forming gangs
- Racist, sexist, homophobic or discriminatory behaviour

Occasionally when pupils display more challenging behaviour and do not follow the Wavendon Gate Way consequences could be:

- A reminder of expectations from a member of SLT
- A loss of break time or lunchtime
- Removal from class – internal seclusion
- Rainbow Room support
- All instances would result in a phone call home from the pupil's Phase Leader.

Should a pupil need to be removed from the lesson for their or the class's safety, they can go to the Rainbow Room where they will complete their work and reflect upon their behaviour.

The Headteacher and SLT will be informed of all serious behaviour incidents via the schools behaviour tracker – linked to the class markbooks. SLT will regularly review all behaviour incidents on the online behaviour tracker. If a pupil continues with this challenging behaviour, parents will be invited into school for a meeting (usually involving the behaviour lead and the head teacher). In the meeting, it will be made clear that the behaviour is unacceptable and the repercussions of it continuing (up to possible fixed term suspension).

At this point the following may be introduced:

- Behaviour Plan
- Team around child meeting (including SENCo, Class Teacher, Behaviour Lead and other adults who work with the pupil).
- Referral to external support
- Structured timetables (reduced timetable, formal structured lunchtime timetable)
- Positive Behaviour Plan (shared with all staff)
- Regular check in meetings with parents
- Implementation of ABCD behaviour recording sheets (see appendix 6)

Any child who receives more than **3 red traffic lights in a week** could be placed on a Behaviour Plan. The Behaviour Plan will provide support and guidance for the pupil, staff and parents. Steps will be taken to support the pupil with managing their behaviour alongside careful monitoring and communication with parents.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

3.1 Safe Handling

Team Teach is an approach to resolve challenging behaviour by employing de-escalation techniques to ensure safe outcomes. In some circumstances, Team Teach trained staff may need to use reasonable force to intervene to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

All incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

3.2 Possession of any prohibited items

For the safety of our pupils and staff, some items are prohibited from being in pupil's possession on the school grounds.

They include:

- Alcohol
- Tobacco and cigarettes
- E Cigarettes
- Lighters
- Illegal drugs
- Fireworks
- Weapons including knives
- Any item that a member of staff reasonable suspects could be or has been used to commit an offence (cause injury, damage to property)
- Mobile Phones (in classrooms)

At Wavendon Gate School we recognise that mobile phones can be a useful safety measure for our KS2 pupils who walk to and from school. However, mobile phones are prohibited in classrooms. Therefore, these pupils hand their phones into their class teacher at the beginning of the day where they are then locked away until the end of the day and redistributed at home time. There may be exceptions through medical need (diabetics with monitoring app on mobile device) that allows some mobile phones in classrooms. This can be arranged through written consent.

3.3 Confiscation

Any prohibited items (listed in section 3.1) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Should the school identify the need to screen or search a pupil, the January 2018 DFE advice as outlined in the document 'Searching, screening and confiscation – Advice for Headteachers, school staff and governing bodies' and 'weapons protocols for schools' will be followed.

The Headteacher and School Leaders have the statutory power to search pupils and their possessions and can search a pupil at Wavendon Gate School without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Staff authorized by the Headteacher to search or screen a pupil without consent at Wavendon Gate School are: The Deputy Headteacher, the Assistant Headteacher (SENCO).

3.4 Suspension/Exclusion

A suspension is a final resort but could occur if:

- A child's behaviour continues to affect the education and well-being of others.
- Children's safety cannot be guaranteed.

The decision to suspend or exclude a child from Wavendon Gate School can only be made by the Headteacher. Should unacceptable behaviour warrant the need to consider either suspension or exclusion then the Headteacher will follow the most recent DFE guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'.

See Suspension and permanent exclusion Policy for further details.

4. Child on Child Abuse

At Wavendon Gate School, we believe that all children should receive their education free from humiliation, harassment and abuse. Therefore, it is the responsibility of all adults working in the school to ensure that children learn in an honest, nurturing atmosphere where everyone feels safe and respected. We consider the ongoing education of children essential in order to develop skills and strategies to allow them to identify, cope with and, ultimately, prevent bullying. At Wavendon Gate School, we work hard to create an ethos which protects children from unpleasant behaviour and we are committed to dealing with any incidents immediately in order that the children involved in any incidents are made aware know that such behaviour is unacceptable.

These behaviours could include (but is not limited to):

- Physical Bullying
- Verbal Bullying
- Intimidation
- Exclusion of others
- Cyberbullying
- sexual harassment
- Racial abuse
- Homophobic abuse

Definition of Bullying

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

At Wavendon Gate School, we do not condone any form of bullying, whether physical or verbal abuse or persistent teasing. Any parent who suspects that their child may be a victim of any kind of bullying should contact the school as soon as they have a concern. Further information on reporting and action can be found in Appendix 1.

4.1 Reporting and responding to an allegation of bullying

At Wavendon Gate School, pupils and parents should feel confident that problems are dealt with quickly and efficiently, following the guidance within this policy. We use curriculum time (PSHE) to explore issues around bullying, considering other people's point of view, the role of friendship and self-esteem. We also proactively tackle bullying through our assembly programme making pupils aware of what constitutes bullying and the harm it can cause.

Through education, our pupils are aware that if they believe that they are being bullied they must immediately report this to a member of staff. Equally, pupils are encouraged to speak up on behalf of their peers.

4.2 Action taken by School to Prevent Bullying

- All complaints taken seriously and dealt with quickly and firmly
- High levels of adult support in the playground
- Staff awareness training - to look out for signs of bullying as well as regular updates about our procedures should an incident occur
- Education of children on aspects of bullying and the appropriate way to behave towards each other taught through the curriculum
- Provision of equipment to occupy children at lunchtime
- Providing a curriculum which stresses the importance of children learning tolerance, learning to take responsibility and caring for others
- Recognising and rewarding positive behaviour
- Using peer group pressure actively to discourage bullying
- Educating children on how to report unpleasant behaviour

Children are regularly informed of the school behaviour policy through the curriculum during assemblies and class time. The key messages are:

- Children do not deserve to be bullied, it is **WRONG**
- To go straight to a member of staff and report any incidents of bullying
- That children will not get into trouble if they tell
- To be proud of who they are
- To try not to show that they are upset. It is hard but a bully thrives on someone's fear
- To be assertive - say "NO!"
- Walk away confidently
- That fighting back makes things worse

- To take action if they know someone is being bullied. To do nothing is wrong - tell an adult immediately

The same procedure applies to any racial or sexual harassment.

4.3 Action taken when bullying is suspected

If bullying is suspected we talk to the suspected victim, the suspect bully and any witnesses. If any degree of bullying is identified, the following action will be taken:-

We support the victims in the following ways:

- By offering them an immediate opportunity to talk about their experiences.
- Informing the victims' parents/carers
- By offering continuing support and reassurance when they feel they need it.
- By taking steps to restore self-esteem and confidence
- By arranging for special supervision in the playground
- By taking steps to prevent more bullying.

We also discipline, yet try to help the bullies in the following ways by:

- Restorative conversations about what happened, to discover why they became involved
- Involving the bully's parents/carers
- Continuing to work with the bullies in order to change their behaviour
- Requesting help from support services
- Taking one or more of the disciplinary steps below, to prevent more bullying:
 1. The bully will be officially warned to change their behaviour by a member of the Senior Leadership Team.
 2. The bully maybe excluded from certain areas of the school premises eg: playground.
 3. The bully's parents/carers will be informed verbally and asked to discuss the matter.
 4. If bullying continues, then the bully's parents/carers will be formally informed in writing.
 5. If bullying continues, then they may receive a fixed term suspension.
 6. If such behaviour does not end, then there may be a recommendation for permanent exclusion.

(Help, support and counselling will be given as is appropriate to both the victims and the bullies).

4.4 Advice for parents

- Take an active interest in your child's social life and chat about friends and their activities (including online communications).
- Watch for signs of distress or a change in the behaviour of your child.
- Inform the school immediately if you suspect your child is being bullied. Your concerns will be taken seriously and appropriate action will follow.
- Advise your child **not** to fight back. It makes matters worse and your child could then be accused of bullying!
- Make sure your child is fully aware of the school procedure concerning bullying.

5. Roles and Responsibilities

At Wavendon Gate School, it is everybody's responsibility to ensure that pupils behave in a positive, safe manner.

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour policy and its affiliated content eg: The Wavendon Gate Way Behaviour Curriculum (see Appendix 5). The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (Appendix 5). The headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in class mark books (see Appendix 4)
- Responsible for setting the tone and context for positive behaviour within the classroom following the Wavendon Gate Way (Appendix 5).

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

7. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Training

The behaviour and culture in our school are paramount to pupil's success. Therefore our staff participate in regular CPD to support behaviour management. This begins with their initial induction but will also form part of continuing professional development throughout their time at the school.

9. Links with other policies

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

10. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and curriculum committee every year.

Date Agreed:	
Signed:	
Review Date:	January 2024

Appendix 1: Bullying Reporting and Action Procedure

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Exclusion	A child can be bullied by being excluded from discussions/activities/games, with those they believe to be their friends
Damage to property or theft	Children may have their property damaged, stolen or hidden. Physical threats may be used by the bully in order that the pupil hands over property to them.
Intimidation	Bullying can also include making rude gestures and intimidation; acts that make a person feel uncomfortable.

Appendix 2: Consequences

2.1 List of rewards

- Housepoints – At Wavendon Gate School, our 4 house teams are: Furzton, Willen, Caldecotte and Tongwell. All children belong to a house team. Children can earn housepoints for work of a high standard, positive behaviour etc. These housepoints are tallied up weekly to discover their weekly score. This is announced in Friday's assembly. The winning team over the term will be rewarded with an additional playtime and non-uniform day.

- Values pebbles – At Wavendon Gate School, there are 6 school values. Our values were selected by the pupils to represent their school. Each half term a different value is highlighted in class and whole school assemblies. Pupils who demonstrate these values at any point in the year will receive a values pebble from a member of staff. They can be placed in the pots outside of the library.
- Post cards – At Wavendon Gate School, staff have a set of bespoke postcards that can be posted home to acknowledge excellent work or positive behaviour in school. The postcards have been designed by the pupils to reflect their achievements in school.
- Stickers - At Wavendon Gate School, stickers are available to recognise good work, effort or behaviour. Some members of staff (Assistant Headteacher, Deputy Headteacher and Headteacher) have their own reward stickers that pupils may receive if they are sent to one of them for positive behaviour or excellent work.
- Golden ticket - At Wavendon Gate School, pupils who achieve certain targets e.g.: reading three times a week with an adult can receive a golden ticket. All golden tickets go into a raffle at the end of each term. The raffle is drawn during the final assembly of the term. Draw winners receive a Headteacher's prize! There is no limit on how many ticket entries any single child may have. Golden tickets will also be awarded for Star of the Day (see below) and Subject Star (see below).
- Star of the Day - At Wavendon Gate School, class teachers will select a daily Star of the Day. The Star of the Day will be someone who has impressed their teacher that day. They may also have gained other rewards during the day. The Star of the Day will be displayed in the classroom for all to see over the following week.
- Subject Star – Every week at Wavendon Gate School, a curriculum subject area is brought into focus. Prior to Friday assembly, one pupil in each class will be selected as that subject's Subject Star. The Subject Star is the pupil who has displayed knowledge, effort or understanding within the focus subject of the week. In assembly the weekly winners will all be rewarded with Golden Tickets. A piece of their work will also be displayed on 'The Wall of Fame' for everyone to see.
- Recognition Board – In every classroom at Wavendon Gate School, desired learning behaviours (set by the class teacher or whole school) will be displayed on the Recognition Board. The behaviours are likely to have come from the 'Wavendon Gate Way' Behaviour Curriculum (see Appendix 5). Staff will model the behaviour and point out good examples and role models as they are observed. If all pupils can consistently display that behaviour across a week, they will receive a whole class reward.

In Foundation Stage, where our youngest children are learning how our school operates, these rewards may not all apply like this straight away.

2.2 The Traffic Light System

The traffic light system is a visual aid that is displayed in each classroom at all times. Although the display will be in the classroom the system is in place whenever and wherever pupils are in school (including on the field, playground and off site). All staff can use the traffic light system to support with behaviour in school.

All children will start the day on green. The green traffic light represents expected positive behaviours. Staff will have high expectations of behaviour across the school (as set out in 'the Wavendon Gate Way' Behaviour Curriculum) and pupils will be expected to adhere to them. Staff should be clear about their expectations and routines. Emphasis is on choice. If a child chooses to misbehave, consequences will follow. These will include a clear verbal reminder of what is expected. Should a pupil misbehave (in line with the school's misbehaviours guidance – see Behaviour Policy Section 3) the pupil's name will be moved to the yellow traffic light. The yellow traffic light is a warning. When issuing the child with a yellow warning staff should explain why the pupil has been moved to yellow (after observing a correction to the negative behaviour staff can

give positive verbal feedback when appropriate). Depending on the offence the pupil may be asked to sit in the shared area. Being sent out is not always a punishment but may provide some 'cooling down time'. Time outside of the classroom should not be indefinite and a member of staff (teacher or teaching assistant) should address the individual's behaviour with them prior to them re-entering the classroom.

Persistent misbehaviour (repetitive disruption to learning) will not be tolerated and serious misbehaviour (in line with the school's misbehaviours guidance – see Behaviour Policy Section 3) would see the pupil moved onto the red traffic light. Depending on the time of the offence the pupil will now lose some of their break or lunchtime. All instances of pupils going onto the red traffic light are logged on online class mark books. The parents of all children who go onto the red traffic light will receive communication from their child's Phase Leader. This may take place on the playground but is more likely to be a phone call home.

Should a pupil need to be removed from the lesson for their or the class's safety they can go to the Rainbow Room where they will complete their work and reflect upon their behaviour. A child should always be escorted by an adult to the Rainbow Room. Pupils will need to explain their behaviour to Phase Leaders and reflect upon their actions to avoid any repeat of such behaviour in the future. Following the consequence, the next session becomes a fresh start for the child (back to the green traffic light) with a clear expectation that the unacceptable behaviour will not happen again

The Head teacher and SLT will be informed of all incidents but especially serious incidents involving physical contact. SLT will regularly review all behaviour incidents on the online behaviour log to determine whether an Individual Behaviour Plan should be implemented. Any child who receives more than **3 red traffic lights in a week** could be placed on a Behaviour Plan. A meeting between parents, Class Teacher and SENCO would be arranged to draw up an Individual Behaviour Plan. The Behaviour Plan will provide support and guidance for the pupil, staff and parents. Steps will be taken to support the pupil with managing their behaviour alongside careful monitoring and communication with parents. However if the Behaviour Plan fails to have a desired impact the school will seek the support of external agencies

Fixed term suspension is a final resort but could occur if: A child's behaviour continues to affect the education and well-being of others Children's safety cannot be guaranteed (See Exclusion Policy)

Appendix 3: Behaviour Traffic Lights

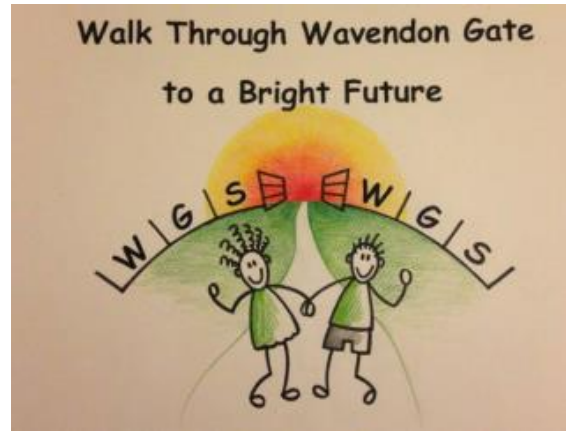
Level	Behaviour	What will happen	Examples of behaviour demonstrated	Action following behaviour
Green	Positive	Child will remain on the green face. This is expected. Positive praise from the teacher will be used to reinforce the positive behaviours.	<ul style="list-style-type: none"> • demonstrating the Wavendon Gate Way • following instructions • talking quietly, and only when this is allowed • behaving sensibly • working quietly • keeping their possessions organised • being a good role model to others 	<p>The child could get more than one of these rewards. This is the teachers' decision.</p> <ul style="list-style-type: none"> • Praise • Housepoints • Pebbles (if they display a value) • Stickers • Moved onto the Recognition Board
Yellow	Inappropriate misbehaviour	<p>Pupils will have one whole class or personal warning and give a 'choice' before going onto the yellow face so they are aware of their inappropriate behaviour to give them a chance to stop.</p> <p>If the child continues after the warning, they then get moved to the yellow face. Staff will explain why this has happened and what the pupil should have been doing. Staff will look to praise the pupil for correcting their behaviour when it is observed.</p>	<ul style="list-style-type: none"> • Not following an adults instructions • Disrupting learning: eg calling out • Disrespect for personal space and order eg pushing in the line • Not completing work • Poor attitude • Disrespect towards staff eg answering back in an inappropriate way 	<p>This is the order in which the consequence will happen.</p> <ol style="list-style-type: none"> 1. A whole class or personal warning 2. A verbal reprimand with name moving to yellow face and an explanation of the appropriate behaviour (for some identified pupils the explanation may happen in private at an appropriate time so that the situation does not escalate) 3. The child may be removed from the class if they are disrupting other children from completing their work.
Red	Continued misbehaviour or serious misbehaviour	<p>If the pupil is displaying a misbehaviour that is shown in the previous list and that behaviour continues or escalates, then they will instantly move to red face.</p> <p>If the pupil commits a serious misbehaviour, then they will move to the red face.</p>	<ul style="list-style-type: none"> • Persistently refusing to do work • Rough play eg hitting/punching/kicking • Physical violence towards anyone • Consistently misbehaving • Inappropriate language eg swearing 	<p>This is the order in which the consequence will happen.</p> <ol style="list-style-type: none"> 1. All pupils on a red face and the incident that occurred will be recorded on the online class mark book. 2. At the end of the day a member of the SLT (Phase Leader) will speak with their parents either by phoning them or speaking to them on the playground 3. At the next available opportunity the pupil must stay in at break or lunchtime in their classroom supervised by their class teacher (the length of punishment is generally 15 minutes) 4. If the behaviour continues, the child and parent may have to agree a behaviour plan.

Appendix 4: Logging Behaviour Incidents

When challenging behaviour is witnessed or reported it must first always be investigated. When establishing the facts in relation to an incident, staff will apply the civil standard of proof, ie. 'on the balance of probabilities' it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

1. Once it has been established that an offence has occurred (in line with this policy) and consequences have been applied the behaviour must be logged on the class mark book of the pupil(s) involved.
2. Whoever witnessed or had the incident reported to them must be the same person who logs it. This also applies at break and lunchtime and when an incident requires further investigation.
3. The class mark book includes drop down tabs to record: the date, time, lesson/activity, pupils, offence category, description of offence and any follow up action. Where prompted, use the prepopulated dropdown options. All of these fields must be filled in.
4. In particular, it is important that the 'description' field the author logs the lead up to the behaviour (antecedents), the behaviour itself and what followed (consequences).
5. The mark books are monitored by the learning mentors and the SLT.
6. Once contact has been made with parents the Phase Leader should complete the initials and feedback sections. This is a record of who made contact with parents, if a message was left that needs following up on and any further feedback from the conversation with home.
7. This whole process is vital in tracking behaviour trends and supporting both staff and pupils.

Appendix 5: The Wavendon Gate Way



The Wavendon Gate Way

Overview of Content

Introduction

At Wavendon Gate School we endeavour to develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are kind, honest, polite, respectful and courteous. We believe that as pupils practise these behaviours over time, those routines become habits that positively shape how they feel about themselves and how other people perceive them.

Teaching the 'Wavendon Gate Way' curriculum

As we return each September, the behaviour curriculum is taught explicitly alongside the National Curriculum. The 'Wavendon Gate Way' is taught to pupils, so that they understand what is expected and encouraged and what is prohibited. It defines the expected behaviours in school, rather than only a list of forbidden behaviours. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'Wavendon Gate Way' is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based including regular quizzing to check and strengthen retention. Teachers will also model these behaviours and ensure pupils have many opportunities to practise especially at the start of a new academic year or after prolonged break from school routines. Behaviours can be taught in the classroom but must be reinforced in different locations and times throughout the school. It is expected that all pupils will know the content of the behaviour curriculum and be able to act upon it. Behaviour focuses will be recognised during Key Stage assemblies across the year. These opportunities will be used to highlight positive habits.

When a pupil of group of pupils is displaying the correct behaviour, positive rewards should be used to reinforce the action. Equally verbal reminders or consequences should be applied to those who are not demonstrating the 'Wavendon Gate Way'. Both are important and necessary to support whole school culture.

A1	A2	Sp1	Sp2	Su1	Su2
<p>Explicit teaching of WG Way in class and through whole school assemblies, class assemblies and modelling</p> <p>Whole school focus: General Behaviour, the FANTastics, Lining up, Assembly</p>	<p>Ongoing revision and modelling of content</p> <p>Whole school focus: Entering School, End of day routines/exiting the classroom</p>	<p>Ongoing revision and modelling of content</p> <p>Whole school focus: Manners, Attendance and punctuality, School uniform</p>	<p>Ongoing revision and modelling of content</p> <p>Whole school focus: Classroom routines, Completing work</p>	<p>Ongoing revision and modelling of content</p> <p>Whole school focus: Lunchtime, Playtime behaviour:</p>	<p>Longer term recap of Wavendon Gate Way</p> <p>Whole school focus: Behaviour outside of school</p>

The process for teaching behaviour explicitly is as follows -

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

Although there will be particular focuses throughout the year, It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in

an optimised environment and where teachers are free to teach unimpeded. Equally, it is important that staff can be seen modelling these desired behaviours so that pupils have the opportunities to see that the principles matter to everyone.

Adaptations

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied at all times when teaching the curriculum. Any reasonable adjustments are permitted but the SENCo should be made aware in advance.

Behaviour Curriculum Content

3 behaviour principles underpin the 'Wavendon Gate Way'. Below are our 3 Rs and included are some examples.

Respectful	Responsible	Ready (to learn)
<ul style="list-style-type: none">• Please and Thank You• Holding doors• Giving way at bottlenecks• Talking kindly to others• Greeting one another• Look after the property of others	<ul style="list-style-type: none">• Completing work on time• Bringing equipment to school• Keeping your workspace and classroom tidy• Accepting responsibility for your actions• Saying sorry when you make a mistake	<ul style="list-style-type: none">• Being in the right place at the right time• Sitting silently• Listening carefully• Giving the speaker 100% of your attention• Working hard and on task

General Behaviour

- Know that there are 3 behaviour principles in school (the 3 Rs).
- Know that if you respect someone, you have a good opinion of their character or ideas.
- Know that being responsible means being able to be trusted to do the right thing without supervision.
- Know that being ready means being prepared for the next action or instruction.
- Know some examples of these 3 principles (how do you show respect, responsibility, readiness).

- Know that the 'Wavendon Gate Way' curriculum must be followed at all times
- Know that all pupils follow the 'Wavendon Gate Way' curriculum to become better learners and to build positive habits which will help everyone to be successful throughout life.
- Know that actions have consequences.
- Know that 'House Points' are earned for the class (or members of the class) for particularly good work or behaviour.
- Know that pupils who do not follow school rules will have a consequence for this.

Around the School - Fantastic Walking

- Know that we walk around school using **Fantastic Walking**.
- Know that Fantastic walking means -
 - Facing forwards
 - At a steady pace
 - Neat single file
 - Total silence
- Know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.
- Know that we walk on the left side of the corridor to avoid collisions.
- Know that it is polite to give way at 'bottlenecks' (narrow passages, single doors, blind corners).
- Know that it is polite to hold doors for others.

Fantastic Listening

- Know that we use **Fantastic Listening** in class. This means that we -
 - Face forwards, hands together
 - Always sit up straight
 - Never interrupt
 - Track the speaker
- Know that we all do Fantastic Listening to ensure everybody is able to learn without distractions.

- Know that 'House Points' are earned for the class (or members of the class) for particularly good work or behaviour.
- Know that pupils who do not follow school rules will have a consequence for this.

Entering School

- Know that we enter the school in a calm orderly fashion
- Know that only 6 pupils should be in the cloakroom at any one time.
- Know that it is polite to greet your teacher or other adults on arrival.
- Know that this is a good opportunity to go to the toilet.
- Know that there are some items that you will need to bring into class with you.
- Know that there will be a task from your teacher awaiting you in the classroom and that you will be expected to attempt it on arrival.
- Know that if you arrive late that we use Fantastic Walking to make sure the learning of other children is not disrupted as people move around school.

Manners

- Know that you should always say '**please**' when you are asking for something.
- Know that you should always say '**thank you**' when you receive something or someone does something nice for you.
- Know that you should let any waiting adults through a doorway before walking through yourself.
- Know that you should say 'Good morning/afternoon' to adults if spoken to.
- Know that it is polite to give **eye contact** to the person you are talking to.
- Know that it is important to show **gratitude** to others by thanking people for what they have done for you.

End of the day routine/exiting the classroom

- Know that they can leave the classroom once they have been dismissed by their teacher/an adult in the room.
- Know that their workspace and classroom should be left tidy.
- Know that only 6 pupils should be in the cloakroom at any one time.
- Know that pupils leaving must stay in a straight line while walking to the playground/gates.
- Know that they must not go home until the teacher has checked that the correct adult is picking them up.
- Know that these procedures are put in place to keep all children safe at home time.
- Know that it is polite to say goodbye your teacher or other adults on departure.

Playtime Behaviour

- Know that you must walk from your classroom to the playground using Fantastic Walking.
- Know that you must play safely without hurting anyone.
- Know that we do not 'play fight' because we may hurt someone by accident.
- Know that you must be **kind**, by including people in your games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that some outside spaces are prohibited.
- Know that, when called, you must line up in your lining up order quickly.

Lining up

- Know where your line should start (usually in front of your teacher or an adult).
- Know who you stand in front of and who is behind you when requested to line up alphabetically (EG: fire drill).
- Know that you stand in silence facing forward.
- Know that your line moves through the school using **Fantastic Walking**.
- Know that an adult may request a particular pupil is at the front or the back of the line.

Classroom routines

- Know the order that you always line up in silence.
- Know the routine for entering the classroom and getting ready to work.
- Know where you sit in class during lessons (including 'carpet places').
- Know the routine for handing out exercise books in the classroom.
- Know that you should only go to the toilet at playtime or lunchtime or if you are ill during lessons.
- Know to get equipment out ready for the lesson and to look after it.
- Know that any deliberate damage to school equipment will incur a consequence.
- Know how to put your hand up to answer a question or participate in discussion.
- Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.
- Know that when you want help you raise your hand and wait quietly unless the teacher has indicated otherwise.
- Know that answers should usually be given in full sentences.

Behaviour outside of school

- Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.
- Know that you should be considerate of other people arriving and leaving school.
- Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting.
- Know that being considerate means thinking about other people's needs, wishes and feelings

Completing work in books

- Know how to set out work in books according to the Wavendon Gate School Presentation Policy.
- Know that each piece of work needs a date and title.
- Know that you must use 'one square, one digit' when writing in maths books.
- Know how to underline titles using a ruler.

- Know how to correct mistakes by drawing a straight line through your work.

Attendance and Punctuality

- Know that you must try to attend school every day.
- Know that you must try to arrive at school on time every day.
- Know that attending school on time every day is important so that you don't miss important learning.

Assembly

- Know that you must walk around school using **Fantastic Walking**.
- Know that we sit in our year groups in the hall.
- Know that we use **Fantastic Listening** in assemblies.
- Know that we leave assembly using **Fantastic Walking** once dismissed by whoever is leading the assembly.

Lunchtime

- Know where you line up for lunchtime when you are called.
- Know where you sit in the dinner hall during lunchtime.
- Know that you should use a quiet voice in the dinner hall.
- Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1).
- Know that you should leave your dining space clean and tidy ready for the next pupil.
- Know that you should finish what you are eating before wishing to your seat.
- Know that you should ask for permission to leave the hall from a Midday Supervisor or other adult.
- Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to Midday Supervisors.

School Uniform

Know that school uniform consists of –

- Dark trousers, black or grey skirt, grey polo shirt, school sweatshirt and black shoes. Dark shorts can be worn in the warmer weather as can green check dresses. Headscarves should be white or black. Know that all shirts must be tucked in.

Jewellery

- Know that, on health and safety grounds, we do not allow pupils to wear jewellery in school except for earring studs in pierced ears, small objects of religious significance and a watch.

PE

- Know that, for PE, pupils must wear black shorts or black tracksuit bottoms, green T-shirt, trainers for outside. A sweatshirt can also be worn in colder months.

Appendix 6: ABCD chart

ABCD Chart

Name:

School: Wavendon Gate

Class

Week:

Instruction: for each instance of behaviour, record the context of behaviour (date, time, activity, staff, location). Briefly describe the antecedent (what happened before), behaviour of concern (and possible function), the consequence (what happened afterwards) and what we might do differently next time (if applicable).

	Antecedent: What happened immediately before?	Behaviour: (eg: kicked a peer)	Consequence: What happened immediately afterward?	Possible Function the behaviour? (reason)	Do: What are staff/school going to do to reduce the likelihood of the behaviour in the future?
Date: Time: Activity: People: Place:					
Date: Time: Activity: People: Place:					
Date: Time: Activity: People: Place:					