



Wavell Community Primary School

Behaviour Policy

2024 – 2026

Rationale

At Wavell Community Primary School, our policy is based upon Part 7 of the Education and Inspections Act 2006 (Appendix i) and promotes the British Values of democracy, British law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

We aim to ensure all children:

- Are safe
- Demonstrate excellent attitudes to learning
- Care for themselves and each other
- Are polite and respectful towards adults and each other
- Are prepared for life beyond the doors of Wavell

At Wavell Community Primary School, our behaviour policy is fully inclusive to every child. Children's ability to manage and reflect upon their behaviour is essential to enable them to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens.

Wavell Community Primary School serves diverse families from all corners of the world who bring many differing life experiences to our school community. Parents are important partners in their child's learning and are encouraged to get involved in the life of the school. Parents are always made welcome, and staff will always find time to support and listen to any concerns.

Our behaviour management is based upon our visions and values, which run through every element of school life at Wavell. Our vision and values ensure that all children are prepared for the many different relationships they will encounter in their highly mobile lifestyle, and helps prepare them to be ready for different situations they find themselves in. Our Wavell Core Values are:

Respect and Responsibility

Compassion and Kindness

Resilience and Courage

Excellence and Achievement

Inclusivity and Equality

Intent

At Wavell Community Primary School, we aim to help children develop the qualities and attributes they need to thrive as individuals, family members and members of society, taking into consideration the military context and high mobility that our children encounter. Our behaviour policy supports us to scaffold the spiritual, moral, social and cultural (SMSC) growth of children, and to attend to their emotional, mental and physical development. Together, we strive for excellence in order for every child to fulfil their potential. Children are taught and encouraged to be independent and self-reliant.



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School Rules

Children are taught to be respectful and to have responsibility for property, themselves and each other. We strive to create a safe and happy environment which ensures that these attributes are mirrored within daily life at school, thus preparing our children to be active citizens of the future.



Implementation

Rewards

We praise and reward children for expected and exceptional behaviour and for displaying our school values in the manner in which they conduct themselves. Examples of these are:

- Positive praise
- Written comments on children's work and individually in home-school diaries (including Tapestry in EYFS)
- Daily celebrations within class
- 'Star of the Week' certificate given out in Celebration Assembly
- EYFS visual green and red faces to communicate reward/sanction
- EYFS and Key Stage One and Key Stage Two – Marvellous Me stickers
- Key Stage Two - House points
- All - Wavell Stars for 'above and beyond' behaviour, attitudes linked to our values and for exceptional work

Rewards - Star Stickers, Marvellous Me and House Points

In FS1, 'Can-Do Blue' is used to support children's independence and award them for positive choices and perseverance. Children can be awarded with a 'Sticker', which celebrates their individual achievement during the day.

In FS2, Key Stage 1 and Key Stage 2, all children are encouraged to display positive behaviours that link to our school values. Children can earn Marvellous Me 'Stickers', which are electronically sent to parents to celebrate their positive behaviour, attitude and good work within the school day.

In Key Stage 2, each child belongs to one of four 'Houses'. The houses are named Brompton, Gilling, Yafforth and Reeth to reflect our locality. House points are placed onto charts and counted weekly. These are collected and displayed each week and the winning house will be celebrated at the end of each term.



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Children’s successes are acknowledged for numerous reasons, these may include:

- Politeness and good manners
- Kindness and courtesy to others
- Good attitude to learning
- Adhering to class and school rules
- Being helpful (to a friend or a member of staff)
- Moving around school sensibly
- Good conduct during transitions and break times
- Homework completion to a good standard
- Excellent presentation of self and work
- Achieving House Star
- Upholding and demonstrating our Wavell Values

Wavell Stars

Throughout the school, Wavell Stars are awarded to children who show attitudes, behaviour or work which exceeds our expected standards of behaviour, attitude and conduct.

Certificates to award children’s achievement will be celebrated in an assembly.

Reward	EYFS	Key Stage 1 and 2
Bronze Certificate	10	25
Silver Certificate	20	50
Gold Certificate	30	75
Headteacher’s Certificate	50	100

Sanctions

Conduct Chart

We have a ‘Conduct Chart’ - a display in every classroom throughout the school, providing clear steps for the course of action taken for conduct that does not meet our expected standards.

Steps will be reset when the child shows that they have changed their behaviour.

With guidance from the SENDCo., reasonable adjustments where necessary to help support individual children.

Our Conduct Chart is a staged response to unacceptable behaviour:

All children’s names begin aligned next to the Action Board.

Start – A child’s name may be moved to ‘Start’ as a visual reminder to make appropriate choices. This is accompanied by a **Verbal Reminder** – *“This is a reminder - next time will be an action.”*

Action 1: Warning – *“You’ve been asked once, now choose to do the right thing.”*

Action 2: Final warning – *“This is your final reminder about behaviour/attitude – next time you will be moved.”*

Action 3: Moved within class – *“Moved away from the situation to help you improve your behaviour/attitude.”*

Action 4: Moved to another class – *“Move into another class for a period of time in order to think about behaviour/attitude.”*

Consequence: Detention/missing playtime – *“You now have a break time detention as a result of your behaviour/attitude”.*

- If a child receives an Action 4, they will receive a consequence.



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- An adult may move a child straight to any action if they are responsible for a 'serious incident'.
- If there is a 'serious incident' involving a child, parents will be informed and it will be recorded on CPOMs.
- If a child in KS1 or KS2 receives more than 3 Action 3s within a week, they will also have a consequence of missing a playtime.

Low Level Disruption

Our aim is to enable all children to learn to the best of their ability and not allow low level disruption to prevent this. According to the 'Below the Radar' report published by OFSTED, low level disruption may include:

- Swinging on a chair
- Repeatedly tapping pencil
- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the 'flow' of the lesson
- Being rude or unkind to children or adults

Serious Incidents

In our view, a 'serious incident' is defined as one of the following*:

- Inappropriate language which could be hurtful or harmful to others
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist comments
- Refusal to co-operate with a member of staff
- Running away
- Rudeness or insolence to a member of staff
- Deliberate damage to property
- Sexual harassment
- Bullying

*In EYFS, reasonable adjustments are made depending on the developmental age of the child.

If a child has been part of any misbehaviour exemplified by, but not limited to those listed above, they will be sanctioned appropriately in line with this policy.

Additional/Different

In Wavell Community Primary School, we recognise that for some children, a consistent approach and implementation of the behaviour system, as previously outlined, may not be effective in supporting a child to improve their behaviour. If a child regularly and repeatedly receives sanctions and behaviour is not improving, the next step is to carry out a behaviour assessment (completed by all adults working with the child). After completing the assessment two areas must be identified in which to focus and plan support for the child. A discussion with parents will then be carried out and a behaviour plan will be created (including personalised rewards and reasonable adjustments) with the child so that it can be used to develop positive targets for conduct.

Behaviour plans must be carried out for a minimum of 6 weeks and then the behaviour assessment used to reassess and monitor progress. If a child displays risky behaviour a risk assessment must also be completed at this time. Risky behaviours include a risk of harm/injury to self, others and or property. Both SENDCos across the federation are available to support throughout.



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Exclusions

Good discipline in schools is essential to ensure that all children can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's Behaviour Policy; **and** where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

When the Headteacher excludes a child, she will notify parents of the period of the exclusion and the reasons for it. She will also provide parents with the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing body and how the child may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting.

When considering exclusion, the Headteacher and Governing Body will use 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England' document and complete an exclusions form provided by North Yorkshire County Council.

The Role of the Parents and Carers

Communication is vital and parents and carers are expected to work in partnership with school staff. An open and honest relationship can help resolve minor incidents promptly. Parents and Carers, children and staff are required to sign and follow our Home School Agreement. It is essential that parents and carers discuss matters of positive and negative behaviour with their children and how it impacts on their learning.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the Education Act 2002, to implement our school Behaviour Policy consistently.

The Headteacher will set out measures in the policy which aim to:

- Promote excellent behaviour, self-discipline and respect
- Prevent bullying
- Ensure the school promotes inclusivity and equality
- Ensure that children complete assigned work
- Regulate the conduct of children

The Headteacher must also decide the standard of behaviour expected of children at the school, determine the school rules and any disciplinary penalties for breaking the rules. She will promote the Behaviour Policy to staff, parents and children at least once a year and it will be published on the website.

The Headteacher will monitor the implementation of this policy. This policy also applies to any child taking part in any school-organised or school-related activity; travelling to or from school; wearing school uniform or in some other way identifiable as a child at the school.



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The Role of the Governors

Governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

The school has a behaviour Link-Governor to monitor and ensure the implementation of this policy.

Our Behaviour Policy complies with section 89 of the Education and Inspections Act 2006. Alongside the Behaviour Policy, staff should also use the guidelines set out in the Education Act (Appendix v).