



# Waverley Junior Academy

## Behaviour and Rewards

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This is the Behaviour & Rewards Policy of:

Waverley Junior Academy

### Mission Statement

We believe that all young people are entitled to learn in an academy in which they feel safe and secure so that they can flourish as confident, resilient and successful learners.

We are committed to creating a caring and supportive environment in which our children develop self-discipline and respect for themselves and others.

Our staff will provide high quality learning and enrichment opportunities; encouraging Waverley learners to strive for excellence, to take pride in their achievements and to become the very best that they can be, so that they are empowered to make a positive contribution to their academy and wider community.

We will be aspirational for all our pupils; working in partnership with their parents and families to inspire them to be proficient and enthusiastic readers, creative thinkers, responsible citizens and lifelong learners.

Our STEM-based curriculum will be broad and balanced ensuring that every child experiences a high quality of education and their lives are enriched by their being members of the Waverley Junior Academy and ACET learning community.

## Introduction

A well-ordered inclusive environment and good behaviour are necessary for effective learning and teaching to take place. Good behaviour and behaviour management should help every child to succeed and to achieve his/her full potential

This policy outlines the procedures that Waverley Junior Academy will follow to ensure that our pupils are well-behaved, courteous and show respect for each other and the adults with whom they interact. This policy applies to mainstream pupils and pupils in the Integrated Resource. We acknowledge that children learn in different ways but our mission is for all children to be the best that they can be. Our academy behaviour policy actively promotes the responsibilities of all members of the academy to ensure self-discipline, self-respect, honesty, fairness, politeness and working together harmoniously.

Promoting positive behaviour requires a shared understanding and commitment by all staff and pupils, parents/carers, governors, outside agencies and the wider community. Consistency of practice is needed across the academy to ensure that pupils know and understand the standards of behaviour expected of them.

All members of staff understand the need to make adjustments when dealing with the behaviour of pupils with individual needs. There are some pupils who will have their own targets and support plans. These will be written alongside the pupil, their parents and other relevant professionals.

Fundamental to the behaviour across the academy is our 'Fabulous Five' this forms the code of conduct:

Manners

Pride

Respect

Kindness

Resilience

(see Appendix 1 for 'Fabulous Five' poster)

This policy aims to provide the means of ensuring:

A shared set of understandings

A framework for consistent approaches and practices

## The Aims of the Behaviour Policy

To create a caring, stimulating and secure environment in which pupils can work and play safely.

To raise pupils' self-esteem.

To promote and develop empathy and respect for self and others and prevent all forms of bullying among pupils.

To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.

To develop an awareness of, and adherence to, acceptable and appropriate behaviour with regard for authority.

To encourage pupils to value the academy environment and its routines.

To define the standards of behaviour the academy wants to achieve.

To value the rights of the individual.

To develop a sense of politeness and consideration for others.

To ensure that pupils are confident of their right to be treated fairly.

To acknowledge that the maintaining of good behaviour within academy is a shared responsibility. To ensure good behaviour is recognised and praised.

To empower staff with the confidence, skills and knowledge to determine and request appropriate behaviour from everyone and to respond in a consistent, effective way to challenging and difficult situations.

To ensure the policy is fully understood and is consistently implemented throughout the academy.

To ensure that parents are involved and understand the academy's aim for all pupils

To ensure effective mechanisms are in place for the monitoring and evaluation of this policy. To ensure suitable support is put in place for pupils with individual needs.

## Promoting Good Behaviour

Underlying this policy is a belief that the academy should provide every pupil with the opportunity to reach their full potential in an environment which encourages co-operation, understanding and tolerance. We want to create an orderly and caring environment where teachers can teach and every child can learn freely and fully. We believe that this can be achieved when:

Staff praise pupils for good behaviour.

Expectations of work and behaviour are high and clearly understood by all.

Staff inform parents of exemplary behaviour and achievements.

Rules are clear, consistent, fair and followed by all.

Rules are reviewed with staff and pupils.

Parents feel confident in the academy's ability to promote good behaviour / challenge poor behaviour.

There is a shared understanding and subscription to, the responsibilities and rights of all members of the academy community.

## Responsibilities and Rights

The understanding of and subscription to, the responsibilities and rights of all is fundamental to the education process. At Waverly Junior Academy we will value each child as an individual and monitor behaviour to help identify individual needs. In consultation with parents, we implement bespoke behaviour strategies for some pupils. All members of the academy community at Waverley Junior Academy have certain responsibilities and rights.

### Responsibilities (Staff / Pupils / Parents / Carers)

To lead by example

To be consistent in dealing with behaviour

To encourage the aims and values of the academy among the pupils

To have high expectations of all pupils

To support and care for each other and to treat others fairly and with respect

To respect each other's property and work

To listen to others, respect their opinions and recognise their efforts

To be aware of the academy's value and expectations

To support the values and expectations of the academy

To ensure that pupils arrive on time each day in full academy uniform and with equipment

To meet the educational, social and behavioural needs of all pupils

To provide an appropriate curriculum

To provide a clean, pleasant and safe environment in which pupils can work

To behave in a way that allows other pupils to learn

To do as instructed by all members of staff (teaching and support staff)

To keep the academy clean and pleasant

To communicate to the academy any necessary information that will help to support the education of their child.

If all members of the academy community take responsibility for their actions, then all pupils will have the right to;

Learn to their full potential

Have their efforts recognised

Be and feel safe

Expect their property to remain safe

Be treated fairly and with respect

Attend a clean and pleasant academy

Be able to celebrate their individual liberty

Feel welcome and a sense of belonging.

## REWARDS

Rewarding positive behaviour and celebrating success is a fundamental part of this policy and will be carried out in the following ways;

To reward and promote good attitudes towards learning

To make good behaviour the expectation

To celebrate achievement, attainment and involvement both in and outside of the academy

To build confidence, self-esteem and resilience through acknowledgement of achievement

To treat all children as individuals and celebrate their unique success

In consultation with parents, we implement bespoke reward strategies for some pupils.

What should be rewarded?

Achievement – working hard to achieve their full potential

Effort – recognition of commitment in order to achieve or succeed

Community – recognising an individual's commitment to the academy or the wider community

Others – attainment, attendance and punctuality

Respect - celebrating similarities, differences and the British Values

How are pupils rewarded?

Informal methods

This forms a large part of our constant praise and encouragement to children. We provide regular positive feedback for good behaviour, effort and achievement; we give this as often as possible. This may include;

Verbal praise and encouragement

Positive comments on work or in a pupil's planner

Stickers from members of staff

Sending home of positive postcards / texts messages / Star of the Day

Display of pupils' work

We take great pride in our displays, this gives recognition to pupils for their effort and encourages children to take pride in their work.

Pride assembly

Every Friday, during Pride Assembly (FS2-Y6), each class teacher nominates 2 children who have made them proud that week. This can be for a number of reasons, such as positive attitudes to learning, resilience, politeness, effort and achievement, and many others. These children will have a certificate presented in assembly, that they then take home. FS0+FS1 children will do the same, but in the FS setting.

Awarding of DOJO points (FS2-Y6)

Dojos are awarded to create a positive culture. This is an in-school reward.

Reasons for awarding a Dojo can be:

Being in school on time

Excellent piece of class work

Making a particularly outstanding contribution to lessons

Achieving a mark / level which is above target

Excellent support of other pupils/staff

Keeping an excellent planner

Additional homework

Being ready to learn

Using initiative

Taking part in extra-curricular activities

### House Teams

There will be four House Teams: pupils from FSO-Y6 will be placed in a team. For sporting events and other celebrations / events throughout the year, pupils will compete in these teams. The winning team will receive the trophy with the team colours.

### Extra responsibilities

There are a number of responsibilities in the academy that pupils can apply / be nominated for. These include Head Boy and Head Girl (both from Y6), Prefects (Y5/Y6 only), School Council members (2 from each class from Y1-Y6), Eco-Warriors, Reading Champions, Mentors, etc.

### SANCTIONS

All members of staff understand the need to make adjustments when dealing with the behaviour difficulties of pupils with individual needs (specifically around sanctions). There are some pupils who will have their own targets and support plans to discourage unacceptable behaviour. These will be written alongside the pupil, their parents and other relevant professionals. Class teachers, with support from the Leadership/Inclusion Team as appropriate, are responsible for managing any behaviour which does not support the academy's ethos or pupil's individual targets. Strategies will be adopted to support pupils in improving their behaviour. School staff will follow the Staged Referral System (outlined below).

For those pupils who do not uphold their individual responsibilities and do not comply with either the academy's Code of Conduct or their personalised behaviour expectations there will be sanctions. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil's conduct. The pupil's behaviour will then be monitored closely by the class teacher with support from a member of the Leadership Team. Incidents of unacceptable behaviour will be recorded in the SIMS behaviour log for the pupil, giving a brief description of the incident and the action



taken as a result. The Leadership Team will monitor the entries onto the system to ensure suitable support is put in place for pupils with individual needs if required.

At Waverley Junior Academy the safety and well-being of our pupils is non-negotiable. Where there is a concern that children may be at risk, school staff should follow the academy's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of an unmet educational or other need. Staff should consider whether a multiagency assessment is necessary.

### The Staged Referral and Intervention System

A staged referral system is necessary to ensure early intervention and the appropriate level of response. It should aim to correct unacceptable behaviour and provide pupils with support to address the causes behind the behaviour. Any staged intervention should be seen as a continuum from 'a quiet word in the classroom' to a multi-agency approach to help avoid a permanent exclusion. Pupils should be able to move up and down the continuum. If a pupil responds positively to support at any particular level then he/she should be congratulated, even rewarded, and consequently monitored at a lower level. If a pupil is moved to a higher level on the referral system this does not mean that staff relinquish responsibility at a lower level. Throughout higher levels of referral, it is expected that parents/carers will be informed of the type of intervention and involved in the support process. The following suggested staged structure is not definitive and a pupil may not work systematically through every stage. Examples of severe behaviour will warrant immediate higher levels of intervention. For some children, this system needs to be bespoke and those children will not follow the approach outlined below.

### The System

The majority of pupils follow the Code of Conduct at all times. A few pupils may occasionally need reminders about what is expected of their behaviour and for the vast majority of pupils, the following reminders will be sufficient; Ask (FS0-Y6)

Verbal warning – a quiet word with the pupil to let them know that their behaviour is not acceptable ('an ask').

### Tell (FS0-Y6)

If a second verbal warning is needed, the child has a further reminder that their behaviour is not acceptable ('a tell').

### Reflection time (FS0--Y6)

If a pupil continues to display inappropriate behaviour after a 'tell', 'reflection time' will be given and this will be logged on SIMs. They may miss part or all of break

time and need to explain their actions to a member of the Leadership Team. Once a child receives three reflection points, their parents / carers will be informed and a discussion about next steps will take place.

If further adult support is required in order to deal with disruptive behaviour, the member of staff should seek support from a member of Leadership Team or inclusion.

#### Reflection time (FS0+1)

Reflection time for the younger children will take place in the child's own classroom and will be recorded on the parent app.

#### Out of class (Y1-Y6)

Should a pupil continue to a fourth reflection time, they will be taken out of their class (for up to one day). In this circumstance, the pupil will be provided work from the class teacher and will work in another classroom. During this time the pupil will be allowed to use the toilet and will be allowed usual break-time/lunch snacks.

However, they will not mix with peers until they return to their own class. The length of time, will depend on the age of the child and will ultimately be at the discretion of the Principal. This will be logged on SIMs.

#### Out of class (FS0+1)

Reflection time for the younger children will take place in one of the other FS classrooms, recorded on the parent app and there will be a conversation between parent / carer and the Foundation Stage Leader.

#### Report Card (Y1-Y6)

A child who requires those constant reminders of how to behave, but is still receiving a number of 'reflection' sessions, maybe, after consultation with parents/carers, be placed on a report card. This has measurable targets that the child can work on achieving and the card is sent to/from home every evening. This will be logged on SIMs.

#### Internal Exclusion (Y1-Y6)

Internal Exclusion is staffed by the Inclusion Team. Pupils can be placed in Internal Exclusion either at WJA, AA or another Trust school. Parents/carers are informed about Internal exclusion, the reasons why, and the number of days the pupil will spend in Internal Exclusion. The pupil will be provided work by the class teacher to ensure curriculum entitlement is maintained. Pupils are completely isolated from the rest of the academy and they are expected to display high standards of behaviour at all times. Failure to do so will result in an extension to the number of days to be spent in Internal Exclusion. This will be logged on SIMs.

#### Fixed Term Exclusion/Permanent Exclusion

The Principal, or Vice Principal in their absence, can decide to issue a Fixed Term Exclusion from the academy, or in the most serious cases a Permanent Exclusion. Parents/carers will be contacted and will be expected to make immediate arrangement for the collection of their child from the academy premises. Following a conversation with the Principal, Vice Principal or Inclusion Lead, a letter will either be given to the parent/carer when they arrive at the academy to collect their child, or it will be delivered to the home address the same day. This will be logged on SIMs.

### Dealing with Racist Incidents

Racist incidents are always investigated by the Principal, or Vice Principal in their absence. All incidents of a racist nature are reported to the Chair of Governors, logged on SIMs and a central record will be kept for monitoring purposes by the Principal. All parties involved in the incident will be spoken to as the basis of an investigation. Parents of the victim and perpetrator will be informed immediately of the incident and the actions taken will then be then logged onto SIMs. The perpetrators involved in a racial incident will be spoken to about the seriousness of their actions and receive a consequence. Please see the Equality Policy for more details.

### Sexism

Sexist comments are those which discriminate based on sex. We want everyone to feel included, respected and safe in our academy. We will not tolerate verbal abuse, which includes name-calling and sexist comments. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Record the incident on file
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction if there is a repeat of the incident, inviting the perpetrator's parents/carers to a meeting with the Principal.

The RHE curriculum educates pupils about what healthy and respectful behaviour towards one another looks like. Staff are trained to identify such behaviours and as incidents arise, information will be shared through briefings in order to update staff about the prevalence of such incidents in the academy and measures in place to address this.

Pupils, parents and staff will be consulted with at parents' evenings and other time throughout the year to gain feedback and identify any actions needing to be taken regarding the consistency and adherence to policy.

All enquiries regarding behaviour, including complaints should be made to **Rachel Bolton**, Principal, Waverley Junior Academy.

