



## WAKEFIELD GIRLS' HIGH SCHOOL - Junior Section

<b>Document Reference</b>	<b>WGHS Behaviour JS Policy</b>
<b>Version Number</b>	V1.05
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<b>Name of Approver / Committee</b>	WGHS GEC
<b>Date Ratified</b>	<b>08.05.2024</b>
<b>Date of Next Review (Annually)</b>	<b>May 2025</b>

**VALIDITY – Policies should be accessed via FireFly to ensure the current version is used.**

### CHANGE RECORD - REVIEW PERIOD ANNUALLY

<b>Version</b>	<b>Date</b>	<b>Change details</b>
V1.04	September 2023	Sam Rowley, Director of Junior Section
V1.05	April 2024	Reviewed, Sam Rowley Director of Junior Section

To be published on the following:

<b>Staff shared</b>	<b>X</b>	<b>School website</b>	<b>X</b>
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# WGHS JS Behaviour Policy

## 1. Purpose of the Policy

Wakefield Girls' High School is an environment where all individuals are respected and their individuality is valued. The environment is nurturing and supportive and where each student is able to realise their full potential in every aspect of school life. Pupils are encouraged to achieve, self-discipline is promoted and good behaviour is the norm.

### List of abbreviations and meanings

<b>HoS</b>	Head of School
<b>DoS</b>	Director of Section
<b>SEN</b>	Special Educational Needs
<b>SenDCo</b>	Special Educational Needs and Disabilities Coordinator
<b>SLT</b>	Senior Leadership Team

**May / Should** Advisory

**Shall / Must** Mandatory

## 2. Introduction

This policy and the schools' policies have been written having regard to the Department for Education guidance in [Behaviour and Discipline in schools](#); Advice for head teachers and school staff September 2022. This policy should be read in conjunction with the School's Anti-Bullying Policy.

Wakefield Girls' High School also acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN and disabilities. This policy and its procedures are compliant with the Children and Families Act 2014 and related legislation.

Wakefield Girls' High School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. Everyone should treat one another with dignity, kindness and respect. It should be noted that the standards expected are applicable both in school and outside school such as when the pupils are on school visits, attending sporting engagements and also when pupils are travelling to and from school. They apply to pupils regardless of age. They are intended to be positive in their purpose and to guide and encourage each pupil to act appropriately for the good of all.

## The School's values

**Empowered** – we make a difference by using our voice, speaking up for what we believe in and bringing positivity and proactivity to everything we do.

**Together** – we support each other now and into the future and build real and lasting connections with our community.

**Aware** – the way we understand and support the diverse world we live in and develop a strong sense of social responsibility makes us ready for the future.

### 3. Policy Aims

The purpose of this policy is to support effective teaching and learning by providing a structure within which positive behaviour is encouraged and supported through:

- The recognition and appreciation of achievement in all aspects of school life;
- provide a framework of pastoral support in which the policy operates in addition to communication with parents, and the legal background to specific procedures;
- The application of a fair and consistent system of sanctions which addresses the needs of individual WGHS students (including those with special educational needs or a disability) as well as those of the school community as a whole.

### 4. Roles and responsibilities

The Head has overall responsibility to determine the school's behaviour policy, set the standard of behaviour expected of pupils, determine the school rules and any disciplinary sanctions for breaking the rules.

The Head, together with the SLT, will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority to discipline disruptive behaviour and the pupils exhibiting such behaviour, ensuring that this happens consistently across the school. The member of staff with day to day responsibility for behaviour management in the Junior Section is the DoS. However, we believe that every member of the school community has an important role to play in creating a positive learning environment. It is particularly important that all adults working in the school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is observed.

All staff have a responsibility to:

- provide a safe, welcoming environment;
- place the emphasis on learning and teaching;
- ensure students follow the school expectations during lessons, along the corridors
- and in free time;
- recognise, praise and reward appropriate behaviour;
- ensure early intervention in cases where behaviour falls below the expected standard;

- take responsibility for any misbehaviour initially – seeking support/advice when required;
- ensure sanctions are applied consistently, are in proportion to the nature of the incident and any relevant background context, and to take into account where appropriate the circumstances/ needs of the pupil;
- work in partnership with parents and guardians.

It is understood that there may be variations in staff acceptance and tolerance of pupils' behaviour in class or elsewhere in school activities depending on the nature of the class and content of the lesson or activity, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated.

## **5. Expectations and standards of behaviour**

It is a privilege to be part of our community. In return its members have a duty to behave in a manner which does them and the school credit. Students should be polite, helpful and considerate; they should behave sensibly and with sensitivity towards others. All students should show a full and proper commitment to their academic studies and co-curricular activities. Good behaviour in lessons is essential for all students to learn successfully and behaviour that inhibits learning in lessons will not be tolerated. This is promoted at Wakefield Girls' High school in a number of ways, and there is a strong pastoral ethos at the School, which encourages positive moral, social and spiritual attitudes. Our core values and ethos are embedded throughout assemblies, academic and extra-curricular lessons including: visible kindness, mutual respect, service and sensitivity towards others.

The very highest standards of conduct are expected and insisted upon, not only in the school building and during lessons, but also on the sports field and on trips and visits.

Punctual attendance at school is required.

Positive behaviour includes wearing correct uniform and PE kit and high standards of dress, and moving around the school in a manner which is orderly and respects the health and safety of others. Expectations regarding uniform and orderly conduct is reinforced in assemblies and by targeted work by the school.

## **6. Promoting Good Behaviour**

Rewards are more effective than punishment in motivating students and the school is committed to promoting and rewarding good behaviour. A system of rewards and support applies across the entire range of students. It seeks to create and reinforce positive relationships between all members of the school community, and the wider community it serves. It also endeavours to promote respect for personal and communal property.

## The Golden Rules

Golden Rules are displayed in all classrooms and reflect the conduct and behaviour that is expected of the pupils at all times. They are:

- Be kind and helpful
- Be thoughtful
- Do work hard
- Be honest
- Do listen
- Do look after property

## Rewards & House Achievements / Points

All staff are encouraged to respond to all evidence of commitment, good work and positive behaviour (in or out of the classroom) with praise and most importantly, validating or encouraging the student's own pride.

We also believe that students should recognise their own endeavours and successes in order for their intrinsic motivation to be heightened and long lasting.

We aim to reward good behaviour informally and to recognise achievements of all different kinds through verbal commendation, assemblies and publications. Rewards often lead to House Points: these will be added up for specific rewards in school in addition to certificates and recognition through praise.

Recognition of positive behaviour can be through:

- Celebratory calls, postcards or emails home
- Praise in assemblies
- Referral to the Head for recognition
- House Points result in certificates being handed out in whole school assemblies
- School awards for Empathy and Hard Work
- House Point rewards
- Star of the Week certificates awarded in whole school assemblies and hot chocolate with the DoS

House Points are awarded by staff to recognise any type of achievement deemed worthy of such rewards, These achievements may include high test or exam marks, a series of excellent homework pieces, significant progress or improvement, hard work, evidence or background knowledge, an outstanding piece of independent work, a notable good class presentation or debate, or a positive contribution to class discussion. They may also be rewarded for school service, extracurricular participation and achievement or House contribution.

House Points will be recorded by teachers in SIMS and these will be shared with Parents via Firefly and logged 'Achievements'. At key points, students will be awarded a certificate and may earn hot chocolate with the DoS when a 'Star of the Week' award is handed out.

- 100 house points - form tutor letter is sent home
- 150 house points - bronze certificate is awarded alongside a letter from the DoS

- 200 house points - silver certificate is awarded alongside a letter from the DoS
- 250 house points - gold certificate is awarded alongside a letter from the Head and a celebratory visit to the Head at breaktime
- 350 house points- platinum certificate is awarded alongside a letter from the Chair of Governors for the Girls' School

### Sports Colours

School Colours are based on commitment to school teams as well as reaching a successful standard. The specifications for colours can change depending on the Year Group's ability and commitment to school sport. Junior Section Sports' Colours are awarded in an assembly during the last half term of the year, ordinarily after speech day. The criteria for awarding these Colours in sport are as follows:

- An outstanding level of performance in every area of the activity
- An excellent knowledge of the activity including rules, tactics, techniques and choreography
- A commitment to all practices, training sessions and matches
- For Dance Colours you would need to attend school Dance Club
- An excellent level of sportsmanship
- A high level of motivation
- Demonstration of leadership qualities in a sporting setting

### End of Year awards and prizes

Prizes and awards are handed out at the end of the year in the awards section of the Junior Section speech day. Whilst the number of prizes and the categories for which awards are given can vary depending on the cohort and the events of any given year, the structure is based around the following:

- Y3 & Y4 - Form Prize, Special mention for Empathy, Special mention for hardworking, Music x2, Games x2
- Y5 & Y6 - Form Prize, Outstanding achievement in English, Outstanding achievement in mathematics, Special mention for Empathy, Special mention for hardworking, Music x2, Games x2

A number of named cups, donated by alumnae, retired teachers or benefactors, are also awarded on the day.

## **7. Undesirable behaviour**

It is extremely important that poor behaviour is addressed and Wakefield Girls' High School will not tolerate poor conduct or unkindness.

We view moments of poor behaviour as times when a student might require further support and adopt a restorative approach. As a team of practitioners, we aim to demonstrate consistency in

our tolerance of poor conduct but have a range of strategies which can be employed to suit the needs of the individual and the behaviours that they are presenting. The strategies include, but are not limited to:

- Positive behaviour reinforcement
- Reflective time
- Restorative discussion(s)
- Seeking advice from the SendCo
- Teacher and student discussion
- Discussions with the wellbeing coordinator
- Share concerns with DoS and parents
- Meeting with the DoS and parents, in some circumstances with the Head
- Planned strategies to support the individual, reviewed weekly / fortnightly

Our approach is child specific and we respond to the individual and staff will contact parents if there are ongoing concerns about a student's conduct. The following sanctions are used by the school in instances of inappropriate behaviour:

- verbal reminder / warning
- move within the classroom
- behaviour points being allocated
- losing some playtime at lunch or break
- accumulation of behaviour points leads to a referral to the DoS
- significant, isolated behavioural incidents are referred directly to the DoS
- withdrawal from lessons (internal exclusion)
- withdrawal from participation in whole school activities

Any of the above that are underlined will also result in a phone call home to parents explaining the sanction and the reasons for it.

Whilst not exhaustive and also allowing for staff's professional judgement, a list of behaviours that could result in behaviour points and the actions that would ordinarily be taken are **outlined in appendix 1** as a guide.

## 8. School records

Records are retained and monitored by pastoral staff and the DoS using CPOMS and SIMS. SIMS and Firefly behaviour points will clear after the first half-term of the Autumn term. It will be termly thereafter.

The DoS keeps a record of serious disciplinary sanctions and the Head reports serious disciplinary cases to the Board of Governors.

## **9. Considering individual student needs**

We believe that all staff in our school need to take account of the individual needs and circumstances of the students when implementing behaviour policies.

We expect staff to make reasonable adjustments in the application of our behaviour policy for students with special educational needs and/or disabilities. All staff will be provided with regularly updated information regarding students who have neurodiverse needs or disabilities. It is expected that staff will use this information wisely when implementing this policy.

## **10. Searching students**

*Informed consent.* The school staff may search a student with their consent for any item. If a member of staff suspects that a student has a banned item in their possession, they should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed. If the student refuses, the staff member will need to consider the urgency of the search and whether it should be undertaken without consent.

*Searches without consent.* In relation to prohibited items, the Head and staff authorised by the Head, may search a student or student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession such as those listed within the Fixed term and Permanent Exclusion Guidance. Such action will be taken in accordance with DfE new guidance of 'Screening, searching and confiscation: advice for schools'.

## **11. Partnership with parents**

The school believes in building a strong working relationship with parents, caregivers and families for the best outcome of every student. Therefore we are keen for parents to be actively involved in the education of their child. Contact with parents may include:

- routine contact via the class teacher during the academic year, via telephone or email
- meetings
- early involvement through planning and discussions for academic or pastoral interventions
- invitations to agency meetings



## APPENDIX 1 - Disciplinary Sanctions: guidance

Sanctions are listed to indicate a normal progression in severity. It may be appropriate to issue sanctions out of sequence according to circumstance.

There are some offences so serious that they will be dealt with at the discretion of the DoS or Head at whatever level is deemed appropriate. If there is any criminal behaviour, the school reserves the right to contact the police authorities.

A total of 5 behaviour points: a meeting between Student and DoS as a Verbal Warning and a phone call home. There would also be a consequence of losing some breaktime and/or lunchtime.

A total of 6 behaviour points: A meeting including parents, DoS and the student. There would also be a consequence of losing some breaktime and/or lunchtime.

	Description/possible reasons	Point	Consequence
<b>WJUNKIND/UNHELPFUL</b>	Unkind or Unhelpful <ul style="list-style-type: none"> <li>● Saying or doing things that could reasonably be perceived to be unkind and which have caused upset for another pupil</li> <li>● Not sharing communal equipment fairly and according to the teachers instructions</li> <li>● Talking back to an adult/ rude responses</li> </ul>	1	Point awarded on SIMS and visible on Firefly
<b>WJCLASSROOM</b>	Not listening well/not working hard <ul style="list-style-type: none"> <li>● Repeatedly being distracted by other things</li> <li>● Repeatedly being distracted by other pupils</li> <li>● Repeatedly distracting other pupils</li> <li>● Repeatedly shouting out</li> <li>● Continuing a conversation with another pupil despite being asked to stop</li> <li>● Deliberately disregarding instructions</li> </ul>		
<b>WJPROPERTY</b>	Not looking after property <ul style="list-style-type: none"> <li>● Intentionally or recklessly losing the property of another</li> <li>● Intentionally or recklessly breaking/ damaging the property of another</li> <li>● Taking the property of another and keeping it for an unreasonable length of time</li> </ul> Bringing in unapproved or banned items to school (A		

	rolling list to be available to parents on request).		
<b>WJPEORG</b>	Forgotten piece of kit or equipment for PE, Games or swimming x2 <ul style="list-style-type: none"> <li>• Forgotten Recorder (Year 3 and Year 4) x2</li> </ul>	1	Point awarded on SIMS and visible on Firefly
<b>WJCLASSORG</b>	Not producing, upon request, their reading book or homework diary (should be brought daily) x2  Coming to school in, or bringing to school, the incorrect clothing without prior explanation from parents x2  Late homework without prior explanation from parents x2		
<b>WJHONESTY</b>	Being Dishonest <ul style="list-style-type: none"> <li>• Deliberately not telling the truth to an adult in school</li> <li>• Spreading a rumour they know to be false</li> </ul>	2	Points awarded on SIMS and visible on Firefly
<b>WJPHYSICAL</b>	Not being Gentle and/or Thoughtful with physical actions for example by <ul style="list-style-type: none"> <li>• Pushing/Shoving</li> <li>• Unwanted physical contact with another pupil</li> </ul>		This behaviour may result in loss of some playtime at lunch or break AND / OR Referral to DoS and contact home
<b>WJCONSEQUENCE</b>	Fighting Spitting Bullying Stealing Bringing illegal items into school  Repeated or 'Severe' examples of any preceding behaviour may warrant an intermediate sanction or a 5 point sanction depending on severity.	5	Points awarded on SIMS and visible on Firefly  This behaviour may result in loss of some playtime at lunch or break.  Referral to DoS and contact home