



Behaviour Policy

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Approved by: Headteacher and Policy Governor 8.9.20

BEHAVIOUR POLICY for Walmley Junior School and Earlybirds

Walmley Junior School provides a secure and stimulating environment in which our children exhibit pride in themselves, their school and their community. Our children's achievements in all aspects of life are celebrated and they are actively supported to reach their full potential as learners and members of society. We expect all of our children to contribute to the values which underpin our very foundations: **respect, honesty, kindness, generosity, perseverance, politeness, conscientiousness** as well as caring for themselves, each other and their environment. It is through these values and the support of our whole school community that we ensure enjoyment, happiness and academic excellence.

Maintaining High Standards

Behaviour at Walmley Junior School was graded 'outstanding' in both Ofsted Inspections in 2011 and 2014 and always links back to our Walmley Values. These, along with the British Values, are used to show how children are responsible for their own actions and the choices they make. Good behaviour is encouraged by maintaining the highest possible degree of consensus by staff and parents and a shared responsibility is expected. The school values are shared with parents regularly and a home/school agreement contract is signed upon entry to the school. All staff are encouraged to recognise, praise and reward good behaviour and to deal with unacceptable behaviour in a firm and consistent manner.

"Good to Be Green" is a whole school rewards system which underpins our shared values. All staff and children understand its mechanics and use the system to ensure consistency right across the school. In brief, the aim of "Good to Be Green" is to recognise those children who are always "green" and reward them through entry into a half-termly prize draw and through awarding privilege cards. The privileges are agreed between individual classes and teachers at the start of each year. A class warning is always given before a yellow card is issued. Pupils are encouraged to end the day "green". Red cards are given for continued disruption (2 yellows) and immediately for swearing/offensive/discriminatory language, fighting or hurting others intentionally, racism or homophobic language. However, this list is not exhaustive and they may also be given for other extreme behaviour. Any pupil receiving a red card automatically misses their morning playtime as a consequence of their action, with their "choice" to do this emphasised consistently. "Good to Be Green" is used by all staff, including PPA and group teachers.

Home School Links

It is important that parents and teachers and all other members of staff are seen to be working together, supporting each other in promoting the aims and values of Walmley Junior School. Parental involvement in school life is sought and encouraged in many different ways:

- Comprehensive induction pack sent out to all new parents;
- Induction morning/afternoon for Y2 children in the term before the children start school into Year 3;
- Ensuring that members of staff are accessible via a prior appointment;
- Encouraging good channels of communication in both verbal and written forms;

- Parents and all staff understand that issues concerning behaviour are dealt with quickly and in partnership;
- Making parents aware of rules and expectations of the school on a regular basis;
- Creating regular opportunities for staff and parents, by prior arrangement, to meet formally and informally (parents' evenings, parents' association, before and after school) to impart positive comments or concerns regarding behaviour;
- Being honest and open about a child's behaviour choices and building a partnership to work together to support children;
- Sending a letter home to parents if a child receives a red card;
- Inviting parents to discuss concerns and building home/school relationships when the need arises and as soon as possible if there is a problem;
- Involving parents in specific interventions to help with behaviour at school and at home.

All staff in school are responsible for the behaviour and safety of the children. They can do this in conjunction with the Headteacher and Deputies and can support good behaviour by:-

- Implementing the whole school policy including the use of house points and "Good to Be Green";
- Modelling the behaviour we expect to see from children;
- Reminding children about the Walmley Values;
- Insisting on high standards of work and behaviour;
- Encouraging pride in the school environment and personal appearance, including uniform;
- Maintaining high standards of cleanliness, hygiene and tidiness in the classroom;
- Expecting children to return equipment and resources to the correct place after use;
- Expecting children to walk to and from assemblies/play times, P.E., etc. in a quiet and orderly fashion;
- Ensuring that the children are well supervised at all times, including visits off site.

Teachers should ensure effective classroom management is achieved primarily through the provision of a well-planned and stimulating curriculum delivered in an organised, well-resourced way. Lessons should be accessible and cater for the needs of all children. Children should be encouraged to respect the space, work and property of their peers and to be considerate of their feelings and opinions. Provision may need to be made for children with specific needs. All children should be educated, as far as possible, with their mainstream peer group. The "Good to Be Green" system should be used consistently to reward children and address any behavioural issues that may arise. If a class teacher has concerns regarding a child's behaviour, a referral should be made to the Inclusion Manager or Phase Deputy in the first instance, and then to the Headteacher.

Teachers should establish expectations at the start of each half term and issue reminders regularly. Explicit instructions should be given regarding moving around school, playtimes/wet playtimes, using the cloakrooms and toilets. These routines will become even more essential in light of the COVID-19 pandemic.

The two teachers on duty are expected to be outside promptly on their duty day. They should position themselves in between the two netball pitches and actively supervise play, focusing on preventing behavioural and safety issues.

It is their responsibility to communicate whether it is wet play or dry enough to use the upper/lower field, in their bubble, to children and staff. Duty involves patrolling the playground, focusing on preventing behavioural and safety issues.

Lunchtime supervisors and Earlybirds staff

Children are expected to respect all adults within the school and the decisions they make. Staff are trained to ensure that behaviour is dealt with consistently and in line with this policy. Lunchtime staff are assigned to bubbles of children and should follow the rota for where they should be supervising at different times. Any issues over lunch time should be reported to the class teacher in the first instance. However, more serious incidents can be brought to the attention of the phase deputies.

Although the system of lunchtime cards is currently suspended, supervisors can recommend to the class teacher any child they feel may deserve extra house point or a privilege card.

At lunchtime, children will be encouraged to:-

- Line up properly and calmly (at a safe distance) while waiting for their lunch;
- Wash their hands thoroughly before and after eating;
- Display good manners both at the table and the serving hatch;
- Remain in their assigned zone in the hall;
- Converse quietly;
- Tidy up after themselves;
- Be responsible for collecting and putting away their own lunch boxes;
- Play collaboratively with others.

At lunchtime, staff can support the children in achieving the above by:-

- Carrying a copy of the Walmley Values with them and reminding children about making good behaviour choices;
- Letting the class teacher know about any child who has made excellent behaviour choices over lunchtime;
- Ensuring that children settle down quickly to eat and stay in their seats until they are ready to go out to play;
- Staff eating their school lunches with the children in their bubble;
- Monitoring the level of noise and reminding the children that unnecessary talking should be avoided;
- Encouraging good manners and helping the children to develop good eating habits;
- Lining the children up before they go into the hall (socially distanced wherever possible), wash their hands and ensuring that they come into dinner quietly;
- Walk around the playground and engage children in conversation or initiate play;
- Ensure bubbles are kept separate at all times;
- Sharing concerns about behaviour with class teachers or members of the SLT.

Educational Visits

All educational visits are suspended for at least the Autumn Term and this will be reviewed at the end of each term by the SLT. Children are often complimented on their behaviour when out on educational visits. The risk assessment should also include behavioural issues that may arise. This includes considering the needs of individual children, including staff ratio. Children and staff must be clear about any safety regulations and the behavioural expectations must have been discussed prior to the visit – the need for courtesy and respect for people, property and environment.

Unacceptable Behaviour

KCSIE 2020 Peer on Peer Abuse

Peer on peer abuse is not condoned; abuse is abuse and should never be tolerated or passed off as ‘banter’, ‘having a laugh’ or ‘just part of growing up’. There are procedures in place to minimise the risk of peer on peer abuse happening in school. Action is always taken against bullying (including cyberbullying and sexting), physical and verbal abuse and sexual violence or harassment. Initiation/hazing type violence will not be tolerated. Watching or doing nothing can suggest support for unacceptable behaviour. Racism is unacceptable at Walmley Junior School. The gendered nature of peer on peer abuse is recognised in school, i.e. that it is more likely that girls will be victims and boys perpetrators. However, all peer on peer abuse is unacceptable and will be taken seriously. All forms of peer on peer abuse must be addressed without delay and reported to the Headteacher so it can be investigated, recorded and dealt with accordingly.

All forms of bullying are identified and dealt with through the **S.T.O.P.** approach. Children are taught what bullying is and what they should do if they feel they are being bullied. This approach is regularly communicated with parents. Any reports of bullying are dealt with in a timely manner and there is a clear escalation process. **See Appendix 2**

Rewards

Staff are encouraged to send children to the Headteacher or Deputy Headteachers at any time, with their work, for praise and recognition. Positive behaviour and high standards are to be encouraged at all times by valuing and rewarding children’s achievements both in class and around school. Children’s individual/group work is valued through high quality displays, used to develop children’s self-esteem.

House Points are given to pupils for good behaviour or work as part of our policy. House points encourage good behaviour, attitude to learning and raise children’s self-esteem. Also, they promote teamwork as house points are collated half-termly and the winning house receives an agreed reward, e.g. extra play and an ice lolly.

Privilege cards should be given regularly to those pupils who are consistently making positive behaviour choices in class. Cards must be used within one week of receiving them.

Whole School Recognition

- Sharing of achievements in class assemblies;
- “Good to Be Green” raffle half termly;
- Special year group bubble merit assemblies where children’s success in work, good behaviour and consideration towards others is celebrated;
- Half-termly house points competition.

Consequences

- All teachers and TAs have been asked to manage low-level disruption through the “Good to be Green” system;
- Red cards are a clear consequence which results in the missing of a playtime.
- Time out – children can be removed from situations where they are causing problems for other children. This is at the discretion of the teacher. This should not be for an extended amount of time and the child must have an appropriate task to occupy them.
- Children who are persistently disruptive can be referred to:-
Headteacher and/or Deputy Headteachers
- Children should always apologise to the adult or child affected by their behaviour.
- Children behaving in an antisocial manner in the playground should have to spend the remainder of the playtime period with the teacher or supervisor on duty in the playground. Persistent offenders should be drawn to the attention of the Phase Deputies.
- In extreme cases, if a child refuses to comply, is being violent or verbally aggressive, then a member of the SLT must be called will make a decision based on the safety of the child/other children. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging school property and to maintain good order and discipline in the classroom.
- Extremely poor behaviour or consistent disruption can result in an internal, fixed term or permanent exclusion from school. This decision is always made by the Headteacher or a Deputy Headteacher in the Headteacher’s absence.
- Occasionally it may be necessary for the safety of individuals and other pupils in school to conduct a search amongst pupils’ personal belongings in the case where we an item has gone missing. A search may also be instigated where an adult believes that a child possesses an item which could be used to cause harm to themselves, others or school property. There will always be more than one member of staff present when a search takes place and it should be done so with the child present, if appropriate. Depending on the item found, any sanction taken will be in line with The Good to be Green behaviour principles within school. Parents do not have to be informed before a search is carried out. However, it may be necessary to inform parents of the outcome of a search undertaken.

Teachers have the power to discipline pupils even when they are not at school or in the charge of a member of staff. This includes:

- when they are taking part in any school-organised or school-related activity or;
- travelling to and from school or;
- wearing school uniform or;
- are otherwise identifiable as a pupil of the school.

Or misbehaviour at any time, whether or not the above conditions apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.
- If pupils make an allegation against school staff that is found to be malicious, the matter will be referred to the police.

We believe in a positive approach where the emphasis is on rewarding good behaviour. Once a reward is given, it must not be taken back. Access to any curriculum area is an entitlement to all children and cannot be withdrawn as a sanction. If a child has received an exclusion, alternative provision must always be made.

Appendix 1

Our Walmley Values

**Respect, honesty, kindness, generosity, perseverance,
politeness, conscientiousness**

Teachers' Expectations for consistency

- All shirts to be tucked in, ties worn appropriately.
- No jumpers to be worn around the waist.
- No jewellery to be worn, except watch and small earrings.
- Hair accessories must be simple and in keeping with school colours.
- Be silent after the first bell on the playground.
- Walk into school quietly.
- Walk on the left-hand side of the corridor.
- Collect your coat and bag from the cloakroom quietly.
- Move to your group classroom sensibly and quietly.
- Move around the school quietly.
- No caps/hats to be worn around school.
- Be polite to everyone, including holding doors open etc.

Appendix 2

Our Approach to Bullying

What do we think bullying is at Walmley Junior School?

S.T.O.P **Several Times On Purpose**

Bullying behaviour is not an accident; a bully hurts someone Several Times On Purpose. A bully can hurt someone in the following ways:

- Physical: e.g. kicking, hitting and damaging their belongings.
- Verbal: e.g. name calling, threats and making offensive remarks.
- Indirect: e.g. spreading nasty stories about someone, gossiping and leaving someone out from social groups.
- Cyber: e.g. online messages, texts or making nasty phone calls or putting unkind videos on YouTube.

What should parents do if they think their child is being bullied?

S.T.O.P **Start Telling Other People**

If you think your child is being bullied, let us know in school. We cannot deal with an issue unless we are made aware of it.

You can also help your child:

- Tell them they do not deserve to be bullied and it is not their fault.
- Help them to be positive - to walk and act confidently even if they don't feel that way inside.
- Do not encourage children to fight back. This quite often makes things worse.
- Do not contact the other parent to tell them their child is a bully. This almost always makes things worse.
- Encourage them to tell someone what has happened straight away. It is difficult to deal with a problem that happened weeks ago.

What are school doing to ensure we are being proactive to prevent bullying?

- Listen to the concerns of children and investigate incidents as fully as possible, listening to all involved.
- Organise the school to minimise opportunities for bullying.
- Use the Walmley Values to ensure children know how to treat one another with respect.
- Make sure the children know what bullying is and what to do if they are being bullied.
- Deal quickly, firmly and fairly with incidents in an appropriate manner for each individual case.
- Involve parents when this is necessary.
- Support the victim and bully by continual monitoring of their behaviour.
- Where necessary, increase their self-esteem.
- Where necessary, involve support from outside agencies.

What can parents do to ensure they are being proactive to prevent bullying?

- Take an active interest in your child's social life. Discuss friendships and how to be a good friend.
- If they are different in some way, help them to be proud of it; it is good to be an individual. Help them appreciate the differences of others in a positive way.
- Discuss issues such as racism, religious beliefs and homophobia with your children in an age appropriate way. Children are not prejudiced or discriminatory unless they have heard these views elsewhere.
- Teach them to respect the views and opinions of others. Just because they do not share these views, it does not make them wrong.

What is the escalation process?

If you believe your child is being bullied, please speak to the class teacher in the first instance. Following this, you would need to speak to the Phase Deputy Head. If you are not happy the problem has been resolved, it should then be referred to the headteacher.

If you still unhappy, please refer to our complaints policy.

Your child will hear this message regularly in school and, if you have any concerns, please come and speak to us.