



# Behaviour Policy

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Approved by: Full Governing Board 20.9.23

# BEHAVIOUR POLICY for Walmley Junior School and Earlybirds

## Our Walmley Values

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

### **Objectives**

- To create a school ethos which is positive, child centred and promotes self-discipline, cooperation, respect and tolerance towards others.
- To have a structured and consistent approach to behaviour to safeguard the physical, emotional and mental wellbeing of the school community.
- To prevent and tackle bullying
- For children to follow the school rules and values.

### **Roles and Responsibilities**

#### **The Governing Board**

The governing board will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

#### **The Headteacher**

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

#### **Staff**

Staff are responsible for implementing the behaviour policy consistently, modelling positive behaviour and the school values, providing a personalised approach to the specific behavioural needs of particular pupils and recording and reporting behaviour incidents using the school system.

The senior leadership team will support staff in responding to behaviour incidents.

#### **Parents**

Parents are expected to support their child in adhering to the Walmley Values, inform the school of any changes in circumstances that may affect their child's behaviour and discuss any behavioural concerns with the class teacher promptly.

#### **Pupil Expectations**

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Make it possible for all pupils to learn
- Move quietly and sensibly around the school

- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school and online

### **Good to Be Green Approach**

This 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 regularly. However, both yellow and red cards can be issued to demonstrate when a behaviour is unacceptable.

A warning is always given before a yellow card is issued and pupils are given the opportunity to change their poor behaviour. 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, sexual harassment, 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 (with a member of the SLT) as a consequence of their action, with their “choice” to do this emphasised consistently. The sanction of a red card is used as a time to reflect on their poor behaviour choice once they have had time to step back from the situation. Children are encouraged to consider how they will learn from this in the future. “Good to Be Green” is used consistently by all staff, including PPA and group teachers.

### **Rewards and Sanctions**

When children choose to follow the school rules and demonstrate the Walmley Values, they will be rewarded with:

- ✓ Verbal praise
- ✓ House Points
- ✓ Stickers/stampers
- ✓ Merits in assembly
- ✓ Privilege cards
- ✓ Lunchtime awards
- ✓ Visiting the SLT with their work/achievement
- ✓ End of term house point treats

At Walmley Junior School, we believe it is important that the child is aware that it is the behaviour that they are exhibiting that we find unacceptable, not the child themselves. Incidents of inappropriate behaviour should be dealt with in a calm and controlled manner.

When children choose poor behaviour and fail to meet the high expectations of the Walmley Values, sanctions will be given:

- Clear verbal warnings (For pupils with ASC in particular, the teacher explains which school/classroom rule has been broken and then focuses on what the pupil must do i.e. what they want the pupil to do, rather than what they don't want them to do).
- 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 as soon as they are ready to engage.
- Children who are persistently disruptive at a low level should be referred progressively to:-
  - **Year group leaders**
  - **Deputy Headteachers**
  - **Headteacher**
- Red cards (time to reflect) are given will result in the child missing a playtime on the following day. Parents are informed by letter and/or phone call. All red card incidents are recorded.
- Children behaving in an antisocial manner in the playground should 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 to 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 exclusion, a lunchtime exclusion, a suspension or permanent exclusion from school.

### **Exclusions**

Exclusions are extreme sanctions and are only administered by the Headteacher or the person with delegated responsibility, in line with LA Exclusion Guidelines. The Headteacher will inform parents and the Governing Body of any incidents and the action taken leading to an exclusion. Behaviour likely to warrant exclusion includes (not an exhaustive list):

- Deliberate physical acts that cause significant harm
- Leaving the school premises
- Significant and/or persistent disruptive behaviour to other children or staff
- Significant and/or persistent aggressive behaviour to other children or staff

- Significant and/or persistent dangerous behaviour which threatens the well-being of other children and staff
- Persistent bullying where other sanctions/support have not altered behaviour
- Making unsubstantiated allegations or threats to other children or staff
- Potentially bringing the school into disrepute
- Bringing weapons or any substance with the intention of misuse onto school premises

On the child's return to school, a reintegration meeting between either the Headteacher or Deputy Headteacher, parents and the child is arranged to reflect on the reason for exclusion and discuss expected behaviours moving forward.

### **Intervention**

At Walmley Junior School, we believe that positive behaviours are more likely to occur by proactively supporting pupils to behave appropriately. Pupils will regularly be taught explicitly what good behaviour looks like across the school, however some pupils may need additional support to reach the expected standard of behaviour. Where possible, this support will be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place. This support will be targeted and reviewed regularly through IBPs, Provision Plans or Behaviour Charts.

Class Teachers can refer pupils to our School Counsellor to provide either one-to-one or group support, where necessary.

### **SEND**

At Walmley Junior School we consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND on an individual basis and these pupils may require some additional support. We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for us to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or likely to suffer, significant harm. Where this is the case, we will follow our child protection and safeguarding policy.

### **Residential Visits**

The school reserves the right to withdraw a pupil if they demonstrate poor standards of behaviour in school that would pose a serious health and safety risk on a visit to a residential centre. This includes pupils who have been issued a suspension.

### **Off-site Behaviour and Sanctions**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school wearing school uniform or in any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

### **The Use of Reasonable Force**

There are circumstances when it is appropriate for staff in schools to use reasonable force (Team Teach) to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

### **Searching and Confiscating Items**

The Headteacher and staff they authorise have a statutory power ([DFE Guidance for Searching, Screening and Confiscation July 2022](#)) to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify is banned:

- Knives and weapon
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the pupil).
- Tobacco and cigarette papers
- Fireworks
- Inappropriate images

### **Bullying and Child on Child Abuse**

At Walmley Junior School we will ensure that all incidents of sexual harassment and/or violence and bullying are met with a suitable response, and never ignored. Comments will never be dismissed as 'banter' or 'part of growing up' and quick action will be taken. Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Details of our school's approach to preventing and addressing bullying and Child on Child Abuse are set out in our Anti-Bullying Policy.

**We believe in a positive approach where the emphasis is on rewarding good behaviour. 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.**