



Behaviour Policy

Policy agreed: November 2024

Policy review date: September 2026

Approved by: Full Governing Board 20.11.24

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.
- To keep children safe

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

Our Walmley Way

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 is to focus on all the positive choices children make and to give clear advice and sanctions for poor choices.

Rewards – Celebrating success

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

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

Consequences for poor behaviour choices

<p>Stage 1: Low level disruption</p> <p>‘Time to refocus’</p>	<p>Calling out, interrupting the teacher, making silly noises or faces, distracting others from their learning, poor listening, producing work of a low standard, messing with equipment</p> <p>Consequence: verbal warning and reminder of what is expected, five minute loss of play/lunch time with class teacher, name on whiteboard to refocus</p>
<p>Stage 2: Medium level disruption</p> <p>Write name in class Red Book for record keeping</p>	<p>Repeated low level disruption, failure to follow adult instructions, unkind behaviour towards others, bad manners, use of inappropriate language</p> <p>Consequence: Reflection time with class teacher, a written reflection, letter of apology, explaining the impact of their behaviour choice on the learning of others, behaviour chart, time out in another classroom, teachers to meet parents</p>
<p>Stage 3: High level disruption</p> <p>Write name in school office Red Book for record keeping</p>	<p>Repeated medium level disruption, persistent name calling/teasing, refusal to work/follow adult instructions, swearing/offensive/discriminatory language, fighting or hurting others intentionally, sexual harassment, racism or homophobic language</p> <p>Consequence: Headteacher/AHT involvement, parental involvement, letter of apology, loss of break /lunch time, in-school support</p>
<p>Stage 4: Serious level disruption</p>	<p>Repeated high level disruption (in Red book 3 times), deliberately hurting others, stealing, vandalism, bullying, verbal aggression towards staff or pupils</p> <p>Consequence: Headteacher/AHT involvement, formal meeting with parents, exclusion from school trips, put on report, behaviour contract, internal exclusions, fixed term exclusion, external agency support, permanent exclusion</p>

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 Board 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 wellbeing 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 Assistant 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 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 fixed term exclusion.

Off-site Behaviour and Consequence

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 weapons
- 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

Child on Child Abuse

Walmley Junior School takes a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. It is especially important, not to pass off any sexual violence or sexual harassment as ‘banter’, ‘just having a laugh”, part of growing up’ or ‘boys being boys’ as this can lead to a culture of unacceptable behaviours and an unsafe environment for children (for the purpose of this policy, when referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school).

Harmful sexual behaviour by children and young people includes a range of behaviours in a variety of situations and can be defined as: – “Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult”.

Children and young people who display harmful sexual behaviour (HSB) will be identified at the earliest opportunity and their behaviour addressed in order to both meet their needs and to protect other children. It is important to remember that children and young people who display harmful sexual behaviours may themselves have considerable unmet needs. For some the manifestation of harmful sexual behaviours may be as a direct result of suffering abuse themselves.

Walmley Junior School will follow the Birmingham Protocol to support families and children when sexual behaviours become problematic and harmful and provide professionals with guidance about how to identify such behaviours and how to respond to them. In the event of an incident of HSB, we will investigate, taking the advice of external agencies where appropriate, and carry out appropriate sanctions.

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

Preventing Bullying

Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group, either physically or emotionally. At Walmley Junior School we have a separate policy which deals with the procedures we follow in instances where bullying has been reported. However, as a school we are dedicated to the prevention of bullying by fostering an ethos of respect for others, an understanding of the value of education and a clear understanding of how our actions affect others. This is delivered through assemblies, and across the curriculum in subjects including Drama, PSHE, History and English.

Outside agencies are also used, such as the police, to deliver messages to the pupils to help protect them from situations outside school where they may be vulnerable to bullying; this includes; use of social media and other electronic communication, the dangers of carrying weapons and the dangers of criminal exploitation.

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.