



Name of Policy:

Positive Behaviour Policy

Reviewed Edition	November 2025
Next Review	November 2026
Role responsible for updating policy	SLT



Contents

Rationale	3
Aims	3
BELIEVE code of conduct:	3
A Positive Approach	3
How do we encourage children to follow the BELIEVE code of Conduct?	3
How are rewards and sanctions used at WFJS?.....	4
Rewards	4
Sanctions.....	4
What happens if I make a choice to not follow the Believe Code?	5
Here are our easy steps using our BELIEVE approach	5
Catch-up Zone.....	5
Recording, Monitoring and evaluating behaviour	5
Who is responsible for supporting behaviour in school?	5
Parents.....	5
Professional Conduct of parents	5
All staff.....	6
Role of the Mid-day Supervisors	6
Governors	7
Role of the Headteacher.....	7
What happens if a child really struggles to follow the school's values in extreme cases?	7



Rationale

This policy outlines the underlying purpose and management of pupil behaviour at Wallace Fields Junior School. It is designed to develop and nurture positive relationships between children, adults working in schools, parents and other members of the wider school community.

This policy is underpinned entirely by our **BELIEVE values**. These were written and voted for by the children themselves. It reflects current practice within the school and has the children's happiness and wellbeing at its core.

Aims

The aim of Wallace Fields Junior School is for every child to be able to **BELIEVE** in themselves. We believe that children can achieve their best if they aim for and celebrate: **Brilliance, equality, learning, inspiration, enthusiasm, vision, every pupil matters**. The school positive behaviour policy is therefore designed to support these values and encourage children and staff to help each other **BELIEVE** and achieve. **We have a BELIEVE Code of Conduct** to help and guide children to achieve.

BELIEVE Code of Conduct:

The BELIEVE code of conduct is a guide to help and encourage children to be able to BELIEVE in themselves and to make sure that their actions do not impact on someone else being able to BELIEVE.

- We are gentle with our actions and language
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We respect property
- We will avoid being a bystander

A Positive Approach

We believe that effective behaviour should encourage children to have high self-esteem and self-discipline. We believe that children should be encouraged to BELIEVE and therefore help each other to BELIEVE; not hinder each other.

We believe that self-esteem affects all thinking and behaviour and that it impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

How do we encourage children to follow the BELIEVE code of Conduct?

At Wallace Fields Junior School we will encourage the school values of BELIEVE at all times by:

- As adults, treat each other with respect at all times, therefore providing a positive role model for the children and each other
 - Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place
 - Reward positive behaviour with house points, Star of the Week awards and BELIEVE awards and class dojo points
 - Provide opportunity for all children to speak and be listened to
 - Treat all children fairly and apply this policy in a consistent way
 - Ensure that children follow the BELIEVE code of conduct
-

- Teach, through the SMSC school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us
- Use circle time to discuss arising issues for the children and allow children to discuss what is important to them
- To encourage the classes to work as a team

How are rewards and sanctions used at WFJS?

We aim to create a healthy balance between rewards and sanctions. Pupils will experience a consistently fair approach to sanctions. All systems are flexible to take account of individual circumstances.

We operate a stepped approach to sanctions, which allow children to identify the next consequence. Children, for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate children's best efforts will be celebrated through display and performance.

Rewards can be:

- Verbal praise to the children
- Verbal or written praise to parents
- Head teacher awards
- Class brilliance certificates
- House points
- Star of the Week
- Class dojo points
- Medals- e.g. sport events
- Positive phone call/email home
- Class-wide rewards and games for working as a team
- BELIEVE award
- Lunchtime extra play
- Stamps/stickers

Sanctions

In order to ensure a safe and positive learning environment, it may be necessary to use sanctions to enforce the basic rules. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow the steps approach.



What happens if I make a choice to not follow the Believe Code?

Here are our easy steps using our BELIEVE approach

Step	Action
1.	Verbal warning– this gives you a chance to rethink and change behaviour
2.	Name recorded by class teacher
3.	Asked to work in a different area or class to avoid distraction using 5 minutes of your time to discuss why the behaviour code has not been followed
4.	You will be asked to reflect and work in the Catch up Zone and complete any unfinished work
5.	Referral to Deputy Headteacher for further reflection
6.	Internal exclusion with Deputy Headteacher, or Headteacher for a restorative session

- ❖ There are exceptions to every rule.
- ❖ At teacher's discretion, parents will be informed in order to support the school.

Catch-up Zone

This is a supervised area where children catch up reading, ineffective homework or class work. It is not a punishment but an opportunity to catch up with unfinished work.

Recording, Monitoring and evaluating behaviour

If a class incident is particularly serious it is recorded electronically on the school system. These serious incidents will be communicated to parents. The Headteacher records incidents of prejudicial incidents.

Who is responsible for supporting behaviour in school?

Parents

We expect parents to behave in a courteous, polite and respectful manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher, who will take appropriate action. Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Professional Conduct of parents

Teachers expect that parents will behave in a polite manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Any meetings which become aggressive or rude, will be terminated and redirected to the Headteacher. Parents may be asked to attend future meetings with a senior member present and the teacher can refuse to hold spontaneous meetings alone.

All staff

We at Wallace Fields Junior School are positive, enthusiastic and have high expectations of both learning and behaviour. We foster a sense of self-esteem in all children, linked with an understanding of the needs of others through our BELIEVE values.

We encourage an initial informal meeting through our Open Door policy, as often a quick chat at the gate can assist any further developments. Professional emails can be used by parents and carer but there is a 24 hour response time. If there is an emergency, parents must contact the class teacher via the office.

We all ensure that the rules are followed in class.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Mid-day Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

Role of the Mid-day Supervisors

Mid-day Supervisors supervise and monitor children's safety, behaviour and welfare during lunchtime, both in the canteen and on the playground. Pupils are encouraged to well-balanced and healthy food and to display good manners whilst eating. Any concerns regarding pupils' lunches are recorded in a Causes for Concern book and are relayed to the Senior Mid-day Supervisor. Parents are informed of any ongoing food-related concerns.

Mid-day Supervisors encourage pupils to put into practice the BELIEVE values through the use of the Restorative System. Incidents of unacceptable behaviour are recorded in Behaviour Log Books -one per year group. For more serious unacceptable behaviour, pupils are sent for Time Out area in the playground during which the pupil will sit and reflect on his or her actions for between 5 to 15 minutes, depending on the severity of the incident. Once a child's name has appeared three times in the Behaviour Book, the pupil will be sent to the Deputyhead for detention. Mid-day Supervisors are in close touch with the class teachers and keep them informed of the more serious unacceptable behaviours at lunchtime. Reported incidents include, but are not limited to, the following:

- Bullying
- Homophobic remarks
- Racist remarks
- Sexist remarks

The Positive Play Leader leads playground activities and encourages a positive and active playtime. The Positive Play Leader encourages the Sports Crew to set up lunchtime equipment such as Table Tennis bats and balls, ensuring that a wide variety of play equipment is available.

The Mid-day Supervisors also encourage positive play on the playground and reward good behaviour with house points and other rewards such as:

- House Points are given out depending on the focus: in the canteen- eating everything on their plate/lunchbox, good scraping of plates, being polite, being kind, etc. and on the playground: playing nicely and properly with equipment, being a good friend, helping to tidy away equipment, etc.
- Class of the Month
- Certificates for helping out in the Canteen
- Organise various activities such as: quizzes, colouring and other food-related competitions,
- Outside reward discos for specific classes or groups (weather permitting)

In addition, mid-day supervisors adhere and encourage positive role models with regard to uniform policy.

Governors

The governors support the Headteacher in carrying out this policy. The Headteacher has the day-to-day authority to implement the school's positive behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues.

Role of the Headteacher

It is the responsibility of the Headteacher, to implement the school's positive behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher will support his staff and parents by investigating all serious allegations.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

What happens if a child really struggles to follow the school's values in extreme cases?

Only the Headteacher (or Deputy Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision via the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the Local Education Authority (LEA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

Wallace Fields Junior School does not tolerate bullying of any kind.

(See [Anti-Bullying Policy](#) for further information).
