



Walmsley C of E Primary School

Behaviour and Motivation Policy

Date of Issue: 1st September 2024

Next Review Date: 1st September 2025

Policy Cover Note

Title of the Policy	Behaviour and Motivation Policy
Summary/Reason for bringing to the Board for Approval	Reviewed Annually
Statutory Requirement	Yes
Decisions to be made / recommendation on options	
Name of the author	Jo Atherton
Date written	September 2024
Date for Review	September 2025
Policy/procedure to be published on the website	Yes
Amendments/Updates	Updated in line with KCSiE. Levels of escalation adapted

Vision

Guided by God, we will provide rich, memorable learning experiences which will build character in each individual child.

We will ensure that all children are able to flourish and experience God's wonderful world in all its fullness.

Together as a family we aim to love, respect, aspire, trust, show compassion and be resilient.

Statement of intent

Walmsley C of E School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Every child will be encouraged to understand the meaning and significance of faith, experience God's love and develop the spirituality to enable them to live out our Christian values of **RESILIENCE, TRUST, ASPIRATION, HOPE RESPECT AND LOVE**.
- Every child will achieve their full potential through being a highly motivated, resilient and independent learner who embraces new experiences, has confidence to tackle challenges and go on to develop a lifelong love of learning.
- Every child will value themselves as a unique individual with special qualities and strengths developing self-discipline and honesty; taking responsibility for their own actions and appreciating their ability to make a positive difference in the world.
- Every child will appreciate and respect others, celebrate differences between individuals and groups and respect and care for God's creation and the environment.

In order to do this, we will constantly reflect the Christian ethos of our school in our relationships with our children, their families, our staff, the church and the wider community.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing

- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) policy outlines the specific procedures that will be used to assess these pupils for any SEMH related difficulties that could affect their behaviour.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) 'Use of Reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Providing guidance and support for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - SENCO.
 - Headteacher.
- As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy or running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression

- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Use of mobile phones in school
- Graffiti
- Or breaks our Golden Rules. The Golden Rules are outlined below:
 1. We are gentle- we don't hurt others.
 2. We are kind and helpful- we don't hurt anybody's feelings.
 3. We listen- we don't interrupt.
 4. We are honest- we don't cover up the truth.
 5. We work hard- we don't waste our own or others' time.
 6. We look after property- we don't waste or damage things.

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Positive Discipline Framework

Every teacher at Walmsley CE Primary follows our whole school classroom discipline plan. The plan provides a framework around which all classroom behaviour management efforts can be organised. The aim of the classroom discipline plan is to have a fair and consistent way to establish a safe, orderly, positive classroom environment in which the teacher can teach and the children can learn.

The classroom discipline plan consists of three parts:

- **Rules** that pupils must follow at all times
- **Positive Recognition** that pupils will receive for following the rules.
- **Consequences** that result when pupils choose not to follow the rules.

Step 1 - Rules

Everyone in school follows the same rules – our 'Golden Rules'

1. We are gentle- we don't hurt others.
2. We are kind and helpful- we don't hurt anybody's feelings.
3. We listen- we don't interrupt.
4. We are honest- we don't cover up the truth.
5. We work hard- we don't waste our own or others' time.
6. We look after property- we don't waste or damage things.

These rules are in place all day long, throughout all activities in and out of Walmsley CE Primary. They inform the children clearly of the behavioural expectations all staff have on them at all times. In order to bind these rules together, Class Dojo is used.

Step 2 – Positive Recognition

The second part of the discipline plan motivates the pupils to follow the rules. Positive recognition is the sincere and meaningful attention the teacher gives a child for behaving according to expectations. At Walmsley CE Primary we provide positive recognition in the following ways:

- Verbal praise and encouragement
- Weekly award assembly with certificates
- Taking good work to senior leaders who will provide children with a wrist band, certificate or sticker
- Behaviour awards – stickers, DoJo points, and learning points
- Special privileges
- Positive notes/texts/phonecalls home

In every classroom, the teacher keeps a positive behaviour log using Class DoJo. All staff consistently praise children throughout the day and they are rewarded for following the school rules, good behaviour, working hard and being helpful and considerate. Children are then able to spend their accumulated Dojos in the Dojo shop.

Class Rules/ 'Always' board

At the start of the new school year, each class discusses the behaviour expectations as set out in our school rules in an age appropriate way. The rules are displayed in all classrooms outlining the behaviours that the class should ***always*** demonstrate:

1. At Walmsley CE Primary we are always gentle
2. At Walmsley CE Primary we are always kind and helpful
3. At Walmsley CE Primary we always listen
4. At Walmsley CE Primary we are always honest
5. At Walmsley CE Primary we always work hard
6. At Walmsley CE Primary we always look after property

'Always' boards celebrate those pupils who are ***always*** choosing to make the right choices for behaviour and learning. They are also used to encourage challenging and/or struggling pupils to make the right choices in lessons and non-structured times such as playtime and lunchtime.

Each class creates a display with a journey of five steps and a character/marker/photo for each child. These displays can be any theme chosen by the class teacher. All pupils begin with their marker at the beginning of the path and as they consistently demonstrate following our

behaviour and learning expectations their marker can move upwards along the path to an **'always'** badge. When a pupil completes their **'always'** journey, they will receive a band/badge in the end of term celebration assembly. Once awarded, the band/badge should be worn every day with pride. The pupil must continue to demonstrate school's behaviour expectations and the **'always'** expectations.

Step 3 – Consequences

Consequences are the third part of the classroom discipline plan. There are times in school when pupils choose not to follow the rules of the classroom. When a pupil's behaviour justifies the application of a sanction one will be issued in order to deter future repeats.

Throughout the school there is a 5 level behaviour escalation process in place to deal with inappropriate behaviour (see Levels of Escalation chart – p10)

Consequences are carefully planned in every classroom and teachers know in advance how to respond to pupil's misbehaviour. Consequences are always presented to the pupil as a choice. In this way they learn that they are in control of what happens to them. In every classroom there is a discipline hierarchy which is progressive, starting with re-focusing pupil's behaviour with a warning.

In cases of severe misbehaviour such as fighting, vandalism or defying a teacher, the hierarchy of consequences will not be followed. In this case, an adult will take the child straight to the deputy head/headteacher. If this is not possible, a message will be sent to the office in order for the deputy head/headteacher to remove the pupil from the classroom.

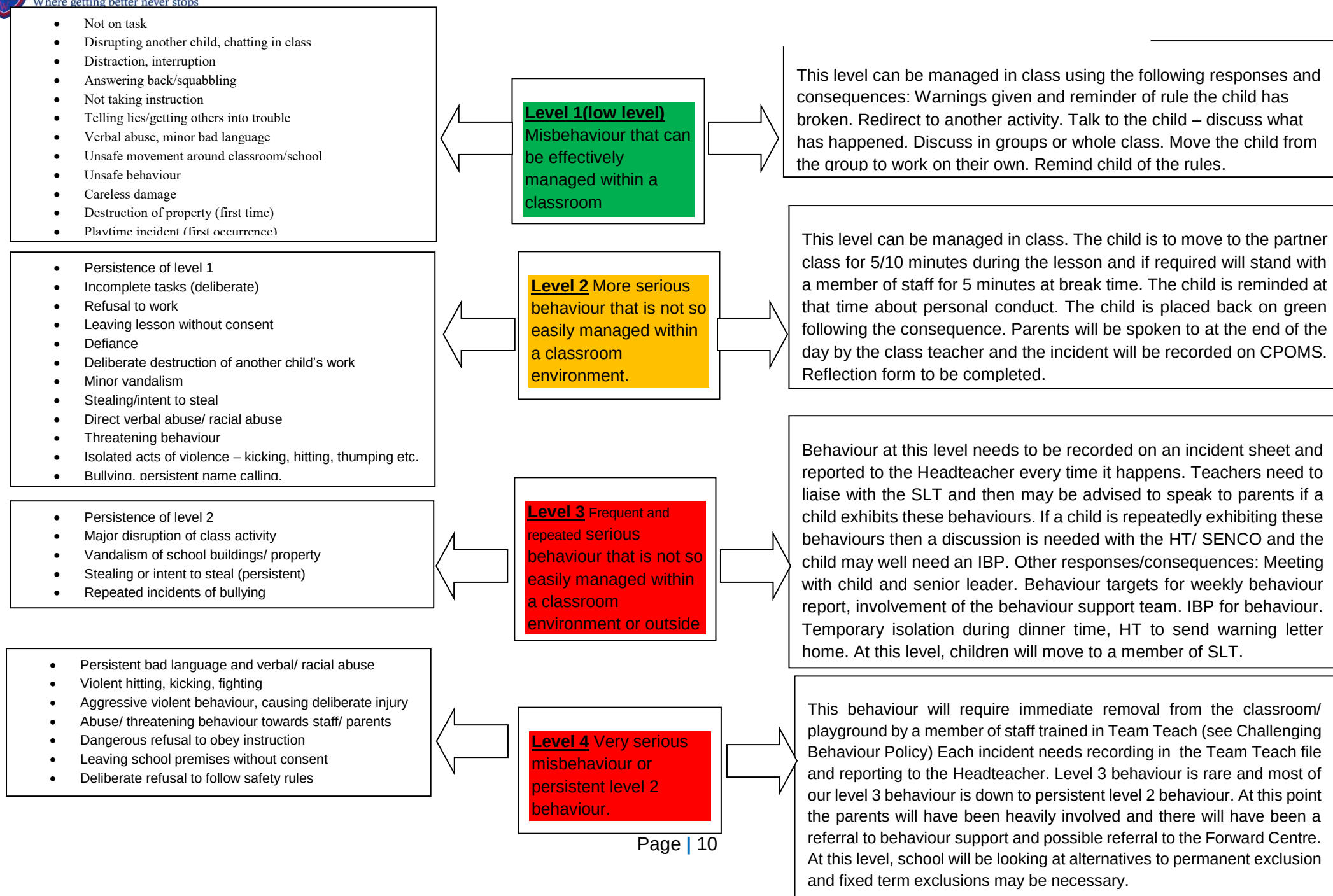
In reception, children also follow a hierarchy.

- 1) A warning is given and the child is left to try again
- 2) The child is taken out of the area/activity and given something else to do.
- 3) The child is sat on a chair for a time to settle down – no activity, using a timer.
- 4) Parents are informed of any serious incidents.

For throwing things or hurting other children time out is given straight away.

At the end of the consequence, where appropriate, the pupil will receive further guidance about what they did wrong, the impact of their actions and what they can do better in the future. They will also be offered further support if appropriate which may include:

- The school engaging with parents/carers
- A change of class/group
- Consideration by the SENCO
- Allocation of a key worker/pastoral support
- Referral to a specific external support service e.g. Aspire
- Additional pastoral support



For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

6. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Behaviour curriculum

Positive behaviour using our Golden Rules will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside after playtimes and lunchtimes.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

At Walmsley CE Primary School, positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate to sanction the pupil.

Where a pupil is identified as having SEND, the graduated response will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
- Visual timetables in use in every class.
- Providing pre-teaching activities to pupils when necessary.
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding Autism, Dyslexia and other conditions.

All staff will be made aware of reasonable adjustments that must be made in response to additional needs. These will be detailed on an individual's pupil passport. It is the class teacher's responsibility to create a pupil passport and share it with all staff and visitors who come into contact with an individual.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Providing a quiet, safe space for the pupil to calm themselves in.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Positive Handling Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the DfE Suspension and Permanent Exclusion guidance.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Internal isolation

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parent/carer, and other agencies if relevant, where necessary.

7. Suspensions

Walmsley CE Primary follows Government guidance on suspensions and operates within the principles of fairness and natural justice. The Headteacher has the power to suspend a pupil for a fixed period. This power cannot be delegated but may be exercised on the advice from senior leaders where there has been moderate, persistent or serious breaches of this behaviour policy. The Headteacher has the power to suspend a pupil on disciplinary grounds for a maximum of 45 days in a school year.

Suspension and permanent exclusion are the most serious sanctions available to the school and will be issued when behaviour warrants such intervention. For the majority of pupils a suspension will not be necessary. The school aims to exhaust other sanctions before turning to a suspension. When establishing the facts in relation to a suspension the Headteacher will apply the civil standard of proof, i.e. 'on the balance of probabilities'. This means that the Headteacher will accept that it is more likely that an incident happened than it did not happen. The headteacher will take into account their statutory duties in relation to SEN duties when considering whether to suspend/exclude a pupil.

The school will take reasonable steps to set work for the pupil during the first five school days when they are suspended. For longer suspensions, the school will arrange suitable alternative educational provision from the sixth school day of the suspension.

A suspension can be issued for part of the school day or for a number of days. A suspension cannot be converted to a permanent exclusion. However, in the event that evidence has come to light which, at the end of the suspension, warrants a more serious sanction to be imposed the Headteacher may issue a permanent exclusion.

8. Permanent Exclusion

A permanent exclusion will be used in response to persistent breaches which other sanctions, intervention and strategies have not been able to effectively manage, or a serious breach of this behaviour policy. It will be used when allowing the pupil to remain at the school would seriously harm the education or welfare of the pupil or others at the school.

A serious breach will be a singular event which warrants permanent exclusion from the school. These may include, but are not limited to:

- violence towards students, staff or visitors;
- drug use or possession;
- serious but false allegations against a student or staff.

Exclusions will follow the Department for Education's statutory guidance on exclusions.

9. Child on Child abuse

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedure for handling child-on-child sexual abuse and harassment are detailed in the Child on Child abuse section of the Child Protection and Safeguarding policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

10. Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the police to consider if action might be appropriate against the accused. Where such an allegation is made, appropriate support will be provided to the members of staff affected.

11. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item, e.g:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes.
- Lighters
- Aerosols
- Energy drinks

12. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct (Home School Agreement) will apply

both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school-related activity
- In any way identifiable as being a pupil at the school

Staff may also discipline pupils for misbehaviour outside of the school premises, including conduct online, that:

- Could negatively affect the reputation of the school
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

13. Anti-bullying

At Walmsley, we operate a zero-tolerance approach to bullying of any kind. Pupils are encouraged to speak to an adult they trust if they are being bullied or know of someone who is being bullied.

If a pupil finds themselves being bullied on-line then evidence should be kept (for example a screen grab) and this could possibly be presented to the Police, as this type of bullying is seen as illegal and can be followed by prosecution. We will take our lead from the Police in these cases.

All pupils receive information, advice and support during PSHE lessons and collective worship as to how to deal with bullying and raise their awareness of the different types of bullying e.g. racism, homophobia, sexual exploitation, religious, cyber bullying, prejudice based and discriminatory etc. This list is not exhaustive. Please also refer to Walmsley CE Primary's Anti-bullying policy.

14. Data collection and behaviour evaluation

The school will collect data from the following sources:

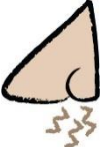
- Behaviour incident data
- Attendance, permanent exclusion and suspension data
- Use of pupil support units and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

15. Monitoring and review

This policy will be reviewed by the headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

KS1 Managing My Emotions

Wellbeing score	Feeling face	Senses	Questions	Write or draw your answer
5			What can you hear?	
4			What can you see?	
3			What can you feel?	
2			What can you smell?	
1			How did you feel?	

KS2 Managing My Emotions

Wellbeing score	Feeling face	Senses	Activity
5			List 5 things that you can hear 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
4			List 4 things that you can see 1. _____ 2. _____ 3. _____ 4. _____
3			List 3 things that you can feel 1. _____ 2. _____ 3. _____
2			List 2 things that you can smell 1. _____ 2. _____
1			Think about 1 thing that is good about you 1. _____

Behaviour Reflection

Name _____

Date _____



Why do I need reflection time? (Which Golden Rule have I not followed?)



What should I have done to follow our Golden Rules?



What can I do to make it right?

Class teacher comment:

Class teacher to CPOMS please.

Appendix 3 – EYFS Behaviour Monitoring Log/ KS1 Behaviour Monitoring

	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
English	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Provision	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Maths	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Reading	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Lunch – dining hall	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Lunch – outside play	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Topic	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Provision	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Tidy up time	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Key worker time	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Story	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
End of the day review	Teacher comment: _____ _____	Teacher comment: _____ _____	Teacher comment: _____ _____	Teacher comment: _____ _____	Teacher comment: _____ _____

KS2 Behaviour Monitoring Log

	Monday	Tuesday	Wednesday	Thursday	Friday
Entry to class/ Morning activity	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
English	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Phonics	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Playtime	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Maths	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Lunch – dining hall	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Lunch - outside	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Afternoon lesson	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Playtime	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
Assembly/reading	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊	☹️😊😊
End of the day review	Teacher comment: _____ _____	Teacher comment: _____ _____	Teacher comment: _____ _____	Teacher comment: _____ _____	Teacher comment: _____ _____

Appendix 4 Behaviour Report Card - Name:

	Monday 5= excellent, 4= good, 3= satisfactory, 2= poor, 1= very poor, 0= inadequate	Tuesday 5= excellent, 4= good, 3= satisfactory, 2= poor, 1= very poor, 0= inadequate	Wednesday 5= excellent, 4= good, 3= satisfactory, 2= poor, 1= very poor, 0= inadequate	Thursday 5= excellent, 4= good, 3= satisfactory, 2= poor, 1= very poor, 0= inadequate	Friday 5= excellent, 4= good, 3= satisfactory, 2= poor, 1= very poor, 0= inadequate
Entry to class/ Morning activity	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
English	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Guided reading	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Playtime	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Maths	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Lunch – dining hall	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Lunch - outside	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Afternoon lesson	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Playtime	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Assembly/reading	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
End of the day review	Teacher comment: _____ _____	Teacher comment: _____ _____	Teacher comment: _____ _____	Teacher comment: _____ _____	Teacher comment: _____ _____

Class: _____ Date: _____

	Session 1	Session 2	Playtime	Session 3	Lunch	Session 4	Playtime	Session 5	Sign/ comment
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

This card MUST be given to your teacher to be completed at the end of the lesson and checked by the Headteacher at the end of each day.