



## Relationships for Learning (Behaviour) Policy

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Next review date: July 2025

Signed: Victoria Davis

Chair of FGB

## **Ethos of Walmley Infant School**

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At Walmley Infant School, we believe that our children should develop a love of learning and show care and respect for each other within the context of a happy, secure, and challenging learning environment.

This Relationships for Learning (Behaviour) Policy aims to promote good relationships within our school community to enable everyone to work together effectively, considerately and to promote good behaviour rather than only deter anti-social or unwanted behaviour.

At Walmley Infant School we have:

Kind hands

Kind feet

Kind words

We are safe.

We are ready to learn.

All adults within the school environment have a duty to provide positive role models in all inter-personal relationships and behaviour, including visitors to our school. Older learners are encouraged to care for and support younger ones in the playground and also in the classroom.

The Emotional Wellbeing and Mental Health of our children is paramount. We have adopted a Mental Health and Wellbeing strategy and our vision and ethos is:

"the strength and capacity of our minds to grow and develop, to be able to overcome difficulties and challenges and to make the most of our abilities and opportunities."

This ethos should be at the heart of all relationships in school.

Our School Charter is built on right choices with immediate consequences for wrong choices.

## **Preparation for living in Modern Day Britain**

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Walmley Infant School actively promotes the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

This is achieved through the effective spiritual, moral and cultural development of our pupils, as part of a broad and balanced curriculum and extra-curricular activities and through links with both the local community and the wider world.

In promoting our learners' spiritual, moral, social and cultural development (SMSC), we demonstrate our commitment to actively promoting fundamental British Values in ways which are appropriate to our learners' ages and abilities.

We will enable our learners to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The ethos and teaching of our school, which we make parents aware of, supports the rule of English civil and criminal law and we will not teach anything that undermines it. In our teaching about religious law, we will take particular care to explore the relationship between state and religious law.

This policy considers section 78 of the Education Act 2002 which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of learners of Walmley Infant School and of society. It also takes into account the non-statutory advice on British Values from the Department for Education (November 2014), the Prevent Strategy, the Teachers Standards and the Equality Act (2010) advice for schools.

### **The role of governors**

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The governing body have a duty, under section 175 of the Education Act 2002, to safeguard and promote the welfare of children.

Governors must establish general guidelines on standards of discipline and behaviour and review their effectiveness. They should support the Headteacher in adhering to these guidelines.

It is their responsibility to monitor the rate of suspensions and exclusions, and to ensure that school policy is administered fairly and consistently, in accordance with our school Suspension and Exclusion Policy. They must pay particular attention to matters of discrimination in any form so that no child is treated unfairly, particularly in respect of those children who have protected characteristics.

### **The role of the Headteacher**

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It is the responsibility of Mrs Murphy, the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently and to report to governors, when requested, on the effectiveness of the policy. It is also her responsibility to ensure the health, safety, and welfare of all children in school.

The Headteacher and Senior Leadership Team support positive behaviour by modelling the standards expected of pupils and staff at the school and by supporting staff in implementing the policy and managing behaviour. Mrs Murphy is responsible for determining school rules and any sanctions for breaking the rules. The Headteacher sets out measures in the behaviour policy which regulate the conduct of pupils (Section 89 (1) of the Education and Inspections Act 2006).

The Headteacher must have regard to any guidance or notification provided by the governing body which include the following:

- screening and searching pupils.
- the power to use reasonable force and other physical contact.
- the power to discipline beyond the school gate.
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
- pastoral care for staff accused of misconduct.

The Headteacher will keep records of all reported serious incidents of misbehaviour including for any child who is suspended for a fixed-term period or who is permanently excluded for repeated or very serious acts of misbehaviour. All suspensions will be notified to governors and the Local Authority. Suspensions lasting less than five days or ten lunchtimes will be reported to Governors through the termly Headteacher's Report. Any permanent exclusions or a suspension that would result in a child missing a national curriculum test would be reported straightaway. All exclusions will be reported to the Local Authority.

### **The role of the Assistant Headteacher with Responsibility for Behaviour**

The Assistant Headteacher, Mrs Whittall, is responsible for improving further the provision of a safe, secure and happy environment that meets the cultural, emotional, spiritual and moral needs of the whole school community. She is also responsible for improving provision, monitoring, and evaluating the impact of personal development and well-being of all learners. For these responsibilities to be fulfilled, the management of behaviour needs to be consistently effective throughout school.

The Assistant Headteacher is responsible for reviewing the behaviour policy and anti-bullying policy and ensuring that governors, staff, learners, and parents are following these consistently.

The Assistant Headteacher will analyse documentary evidence from behaviour records collected and meet with the Inclusion Leader, Mrs Grace, and other appropriate staff to discuss any strategies that need to be implemented.

The Assistant Headteacher, in collaboration with the Headteacher and Inclusion Leader, will support learners, staff and parents to manage behaviour and liaise with outside agencies when necessary.

### **The role of Teachers and Teaching Assistants**

All staff at Walmley Infant School have high expectations of children's behaviour. They endeavour to ensure that all children learn to the best of their ability.

Class teachers and teaching assistants are responsible for:

- following the school behaviour policy
- being a positive role model at all times.
- treating all children as individuals and with fairness, respect and understanding
- consistently and fairly supporting, praising, and rewarding learners' appropriate behaviour

- establishing and communicating clearly measures to ensure good order, respect, and discipline, enforcing the rules in the agreed classroom charter.
- applying consequences fairly, consistently, proportionately, and reasonably; taking account of any individual's Special Educational Need or Disability (SEND), and the needs of vulnerable children, offering support as appropriate.
- ensuring they do not discriminate against any learner on any grounds, particularly those who have protected characteristics, including race, gender, disability or sexual orientation and that they promote good relations between different communities.
- having a clear understanding of the extent of their disciplinary authority and taking part in necessary professional development on behaviour strategies if required.
- teaching and guiding individuals or groups of learners how to play together at playtime when on playground duty.

If a child repeatedly shows unwanted behaviours in class, the class teacher should keep a record of all such incidents. The consequence ladder will be followed depending on the nature of the incident. The behaviour logs will be analysed regularly to identify patterns of behaviour and to identify if specialist support is needed.

The class teacher or a senior leader will contact a parent if there are concerns about the behaviour or welfare of a child to develop a dialogue to support the needs of the child with the aim of promoting positive behaviour.

If necessary, the class teacher will collaborate with the Inclusion Leader and liaise with external agencies to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Educational Psychologist, social worker, Forward Thinking Birmingham, or the Local Authority's Behaviour Support Service.

### **Teachers' Powers**

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- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- This power also applies to all paid staff with responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils in certain circumstances when a pupil's unwanted behaviour occurs outside of school
- Teachers can confiscate pupils' property
- Physical violence is not acceptable in any form from either pupils or staff, neither is retaliation

### **The role of Lunchtime Supervisors**

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Lunchtime supervisors at Walmley Infant School must uphold the ethos of equity, consistency, respect and understanding and have high expectations of children's

behaviour. They support children to behave to the best of their ability. Lunchtime supervisors are made aware of the behaviour policy and are expected to follow it at all times. The Senior Lunchtime Supervisor, Mrs Salari, helps maintain consistency and organisation at lunchtimes and provides behaviour management support and advice to other supervisors or seeks guidance from other members of staff and the leadership team. It is important if unwanted behaviour occurs during lunchtime, that the observing lunchtime supervisor deals with the matter immediately in line with the consequence ladder. The lunchtime supervisors have committed to listen, help, to look out for, treat kindly, teach fun games, teach children how to play and to organise activities during lunchtimes. Lunchtime Supervisors took part in training, provided by Spark Active, to enhance their repertoire and knowledge of games to promote children's ability to play co-operatively.

Serious behavioural incidents that happen at lunchtime are recorded and passed to members of the Senior Leadership Team. Lunchtime supervisors are encouraged to verbally reward good behaviour to pupils/classes who have made good choices and by reporting this to the class teacher.

### **The role of parents and carers**

Staff at Walmley Infant School collaborate actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school. We aim to build a supportive dialogue between the home and school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. It is important that positive messages are passed onto parents and carers via a chat at pick up, email, phone calls or on Tapestry.

If a child receives a consequence from a senior leader or displays repeated disruptive or unsafe behaviour, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and if they feel necessary, the school governors. In these circumstances parents and carers should refer to and utilise the school's Complaints Policy (available from the school office or website).

We recognise the importance of good relationships between school and parents and carers to improve attendance, behaviour, and learning.

Parents and carers can help by:

- recognising that an effective school behaviour policy requires close partnership between parents, staff, and children.
- sharing relevant information with staff about situations at home which may contribute to changes in their child's behaviour.
- discussing school rules with their child, emphasising their support of them and assisting when possible, with their enforcement

- attending Parents' evenings/open days, parents' functions and by developing informal contacts with school
- knowing that learning and teaching cannot take place without sound discipline.
- remembering that staff deal with behaviour problems patiently and positively.
- discussing any concerns regarding their child with the class teacher as soon as they become aware of them, ensuring that any issues can be dealt with immediately.

### **The role of learners**

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The whole school charter reflects the ethos of Walmley Infant School and has been devised by learners and staff. The whole school charter reflects the main principles of the behaviour policy.

At Walmley Infant School we have:

Kind hands

Kind feet

Kind words

We are safe.

We are ready to learn.

All members of the school community try their best to follow all the statements in our rules every day to make sure that everyone in school is safe and happy so that we can have fun together when we are learning and playing.

Our Rules are displayed around school and in classrooms. Every class identifies examples of each of our school rules and time is taken to explain carefully what the school rules mean and how they link to our school expectations. Once shared, the children then need to agree to follow the school rules. This may be done in different ways, via signature, self-portrait, handprint or any way deemed suitable by the class teacher to show they agree to follow the rules.

## **School Charter**

**We use kind hands.  
We use kind feet.  
We use kind words.  
We are safe.  
We are ready to learn.**

### **How will we meet our rules?**

We will use walking feet and indoor voices in school to keep us safe.

We will try to sort out any problems by talking.

We will ask for help if we need it.

We will try new things and encourage others to enjoy things they have not tried before.

We will listen to each other patiently, reply politely, take turns, share, and respect each other's ideas.

We will always tell the truth and use good manners.

We will be friendly to all other children in school so that everyone feels included.

We will be proud of our own and others' achievements and celebrate them together.

We will look after our own belongings, those of others and school equipment and keep our school tidy.

We will be polite to visitors and make the right choices outside school so that people in our community have a good impression of Walmley Infant School.



**All learners and adults in school are asked to agree to follow our school rules. We try our best to do all these things every day to make sure that everyone in school is safe and happy so that we can have fun together when we are learning and playing.**

### **Valuing positive behaviours**

As a school, we will teach and promote the skills required to maintain positive behaviour and the ability to follow rules through explicit teaching of them, participation in Relationship and Health Education (RHE), assembly times and our Unicef Rights.

These activities will convey a model for high expectations of behaviour. Consideration for the needs of others, respect for cultural differences and opinions and the development of positive interactions with all members of the community is a major focus of our curriculum.

At Walmley Infant School we value positive behaviours by:

- giving positive verbal praise
- praising individuals and groups openly in class, corridors, assemblies, hall
- ensuring all adults are positive about what they wish the children to do.
- awarding Headteacher Awards, which are celebrated on Tapestry, to share achievements with parents.
- teachers identifying children to receive special awards during celebration assemblies.
- Children being awarded jumps on their class rewards charts, that will lead to rewards.

### **Walmley Infant School Nursery**

In Nursery, Personal, Social and Emotional Development (PSED) is at the heart of all the activities and shared learning we do with the children.

Children are rewarded by praise and overheard praise (the child hearing two adults praising the child's behaviour and efforts) and by teachers rewarding positive behaviour consistently and fairly.

The children are explicitly taught and learn about expectations for behaviour (e.g., "Good, sitting, good listening and good looking" at Family Time).

We follow the same schedule of sanctions and consequences in EYFS and KS1 but at an appropriate level for the development of each child. Children with behavioural challenges are supported individually with motivational charts and rewards as appropriate.

Our approach to behaviour management within Nursery is under constant review to ensure safety and consistency.

## **Class rewards**

Each class can celebrate positive behaviours by:

- Staff sending a message home in a child's home school book, on Tapestry or speak directly to the adult about really good behaviour.
- Each class has a reward chart displayed in the classroom. A child will earn a jump on the chart when they are displaying positive behaviour, trying hard with their learning, showing resilience, are helpful or have excellent manners. Once the chart is completed, there are 5 jumps in EYFS and 10 on KS1, the child receives a stamp on a chart. Once this is completed, 5 times in KS1 and 10 times in EYFS, the child shows the Headteacher for a headteacher's sticker which is shared on Tapestry and a certificate is taken home.
- Rewards may be given for exemplary behaviour e.g. stickers, certificates, visits to senior members of staff, Headteacher's award, golden time, choice of favourite activity or roles and responsibilities.

## **Supportive interventions**

There are some types of behaviour which are not positive and do not show consideration towards others. Some of these behaviours will be dealt with at classroom level by the class teacher using the classroom reward systems to encourage change. The choice of the child is always discussed directly at the time of the incident to identify which rule has been broken and how the child could behave differently in the future to make positive choices.

These behaviours might be:

### **High incidence/Low impact indicating that the child is not ready to learn.**

These behaviours will be dealt with by the class teacher following the consequence ladder.

- Fidgeting
- Calling out
- Talking at inappropriate times
- Not listening
- Answering back
- Disturbing other learners
- Running in school

Early identification of high incidence behaviours will be supported by:

- involving parents at an early stage
- regular check ins with the child
- supportive actions by the class teacher/teaching assistants/school/home/pupil e.g. setting up a daily or weekly reward chart

- introduction of an Individual Teaching Plan or Individual Behaviour Plan in conjunction with the Inclusion Leader which will be shared with the parent and child.
- Ensuring that all staff are aware of the behaviour path so it is supported consistently across the school.

The Inclusion Leader will collaborate with teachers and parents and with other members of the Senior Leadership Team to determine whether external support is necessary and where that support should best be obtained from.

**Low incidence/high impact which indicate that the child is using unkind hands, feet or words and is not safe:**

These behaviours may be dealt with by the Headteacher, Assistant Headteacher or other senior staff:

- Fighting
- Discrimination
- Using unkind words or name calling
- Swearing
- Stealing
- Running out of school
- Deliberate damage to school or personal property
- Name calling which is persistent and targeted.
- Throwing objects
- Bullying (see anti-bullying policy)

For persistent inappropriate behaviour, Individual Behaviour Plans will be introduced with specific targets relating positively addressing the above behaviours.

### **Consequences**

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Each class teacher is responsible for every child's behaviour during class time and must ensure that positive strategies are used to keep every child safe and secure (with Teaching Assistants in a supportive role).

Red 'Help' cards will be displayed clearly in each classroom. These are to be sent to office staff, the Assistant Headteacher or the Headteacher. The cards signify that help is needed in class or that a pupil has left the classroom and has not returned.

To support good behaviour management in class, a system of consequences has been put in place (Appendix 6). The Consequence Ladder is displayed clearly in each class, to act as guidance if a child chooses not to follow the class rules, all staff are to follow the consequence ladder consistently and fairly.

This consists of:

1. A verbal reminder
2. Time out in their own classroom
3. Time out in a different classroom
4. Time out with the Assistant Headteacher
5. Time out with the Headteacher

Consequences should be immediate. After the time out, a discussion will be had to help the child understand which school rule they have broken and what action they could have taken to avoid a consequence. For example, this could be that the child tells an adult instead of using unkind hands if they are feeling angry.

**Every classroom should display:**

- Class rules
- Class chart with children's names such as a lilly pad with frogs or a rocket
- Consequence Ladders (Appendix 6)
- 'Help' cards
- Behaviour policy

### **Staff Continuing Professional Development**

Each teacher is given the behaviour policy at the beginning of each school year to use as a guideline to follow which will promote positive behaviour and help develop a more consistent approach to managing behaviour, both in the classroom and around the school.

**Checklist on the basics of classroom management** - (*devised by Charlie Taylor - Government's Expert adviser on behaviour in schools*)

#### **Classroom:**

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Display the tariff of consequences in class.
- Have a system in place to follow through with all consequences.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

#### **Pupils:**

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

#### **Teaching:**

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

#### **Parents**

- Give feedback to parents about their child's behaviour - let them know about all the positive behaviour as well as unwanted behaviour.

#### **Assessing and managing risks for children who present challenging behaviours**

When challenging behaviour is being displayed, we will always consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer significant harm. Where this may be the case, school staff will follow the school's Safeguarding Policy. Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary. In the first instance an assessment of the child's actions should be carried out by the member of staff observing them using an ABCC chart (see Appendix 4).

The term 'risk' refers to any circumstances which could lead to adverse outcomes for the child or others. Risk assessment and management is a process that helps staff to consider risk issues, to act reasonably and to learn from everyday practice.

A risk assessment will be carried out by the class teacher and Inclusion Leader. Risk reduction options will be considered such as situations that may provoke difficult behaviour, preventative strategies and de-escalation strategies that are most likely to work, what is likely to trigger a violent reaction and specific strategies and techniques agreed by staff and parents which will be used if necessary and an agreed Behaviour Management Plan and/or risk management strategy created which will enable staff to follow a consistent approach each time challenging behaviour occurs.

Once agreed, the Behaviour Management Plan and Risk Management Strategy will be shared with all those responsible for implementing or monitoring the impact of the plan:

- the child
- his/her parents
- school staff
- other professionals involved with the child

The Individual Behaviour Management Plan alongside a Risk Management Strategy will be agreed by parents and evaluated termly.

Risk assessments will also be carried out when circumstances of staff change and put them at risk when working with a child presenting challenging behaviours, e.g. pregnancy, injury, illness etc.

### **Power to use reasonable force**

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Members of staff at Walmley Infant School 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 in the classroom. These are specifically to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

*Use of Physical Force in Schools, (DfE, 2013)*

Further guidance regarding the use of reasonable force can be found in the school's Care and Control Policy.

In the highly unlikely event that there is a reason to believe that a child has a knife or a weapon, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm, the Headteacher or Assistant Head Teacher as well as other staff given permission by these senior leaders, may use such force as is reasonable given the circumstances when conducting a search without consent.

Other items which would interfere with the smooth running of the school may be searched for. Force cannot be used to search for these items.

Serious incidents involving the use of force will be recorded by the Headteacher and if appropriate will be reported to parents.

### **Other Physical Contact with Children**

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All staff should be aware of the distinction between physical contact or touch used appropriately in everyday situations to encourage, guide or comfort a learner and the use of force to restrict movement or to disengage from learners whose behaviour presents clear risks.

It is not illegal to touch a child. There are occasions when physical contact, other than reasonable force, with a child is proper and necessary. Examples of occasions when touching a child might be proper or necessary are given in the *Use of Reasonable Force* guidance (DfE, 2013):

- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching
- to give first aid

### **Malicious, false or unsubstantiated accusations made against a member of staff**

If pupils are found to have made malicious, false or unsubstantiated accusations against school staff, the Headteacher will consider whether any disciplinary action is appropriate. This will be in line with the consequences identified at 'Extreme level of disruption' (Appendix 2).

### **Internal Exclusion**

On rare occasions it is necessary for a learner to be taken in an area away from other learners for a limited period. At Walmley Infant School, we use these areas, usually just outside the learner's own classroom, as a place to calm down. Time away from the classroom in these incidences is not used as a disciplinary penalty. Any use of isolation that prevents a child from leaving a room of his/her own free will must only be considered in exceptional circumstances, where the health and safety of the child involved or of other children or staff in school would be compromised if the child was allowed to leave. Walmley Infant School takes its obligation to ensure the health and safety and welfare of all learners and staff very seriously.

If a learner is taken to another place to calm down, the time spent there will be decided on a case-by-case basis. The staff member in charge will determine what the learner may and may not do during the time he/she is there. Walmley Infant School will ensure that learners return to their classrooms as soon as possible and that time spent away from their class is used as constructively as possible. Staff must also allow learners time to eat or use the toilet.

### **Behaviour Support systems**

For learners include:

- Individual Teaching or Behaviour Plan targets (which should focus on children being set good examples and following positive behaviours. Therefore, any behaviour targets need to be set positively)
- Use of external agencies e.g. Educational Psychology, Behaviour Support Service, Forward Thinking Birmingham.

For parents /carers include:

- Dialogue with the class teacher, including parents' evenings

- Home/school agreement - the standard of behaviour expected of all pupils agreed and signed by parents following their admission to Walmley Infant School.
- Home/school communication books
- External agencies e.g. Parent Link Service ParentLinkService@birmingham.gov.uk

For staff includes:

- Peer support
- Inclusion leader, Assistant Head and Headteacher behaviour management support
- Professional learning
- All staff new to school are informed of the school's expectations and how they will be supported in the management of behaviour.

We pride ourselves in being a united, supportive staff.

### **Managing Pupil Transition**

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When learners move between year groups, onto a new school in the middle or at the end of a year, information will always be provided to the receiving teacher/school about how a child learns and which strategies can best be employed to enable the child to make maximum progress. If a child has identifiable behaviours that require additional support, these plans will also be shared.

### **Monitoring the behaviour policy**

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This policy will be monitored in the following ways:

- Discussion at year group meetings/professional learning sessions/staff briefings
- Inclusion of associated questions on parent questionnaires
- Record of positive comments from visitors to the school
- Behaviour focussed learning walk around school
- Termly analysis of documentary evidence on behaviour

The Headteacher, supported by the Assistant Headteacher with lead responsibility, monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

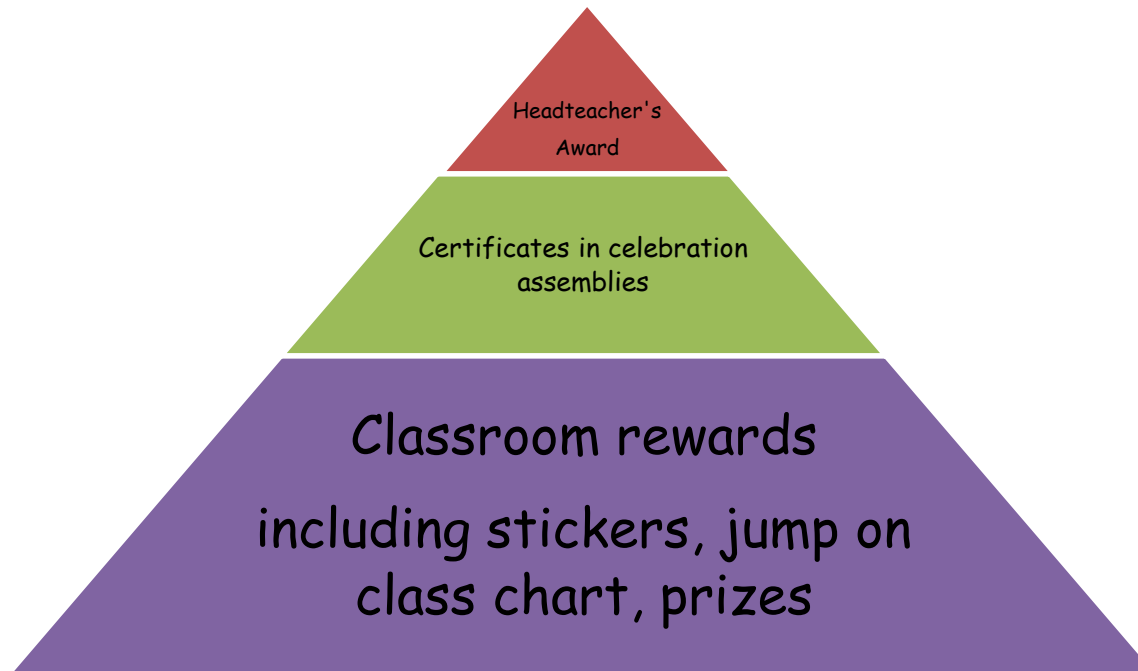
### **Dissemination and review**

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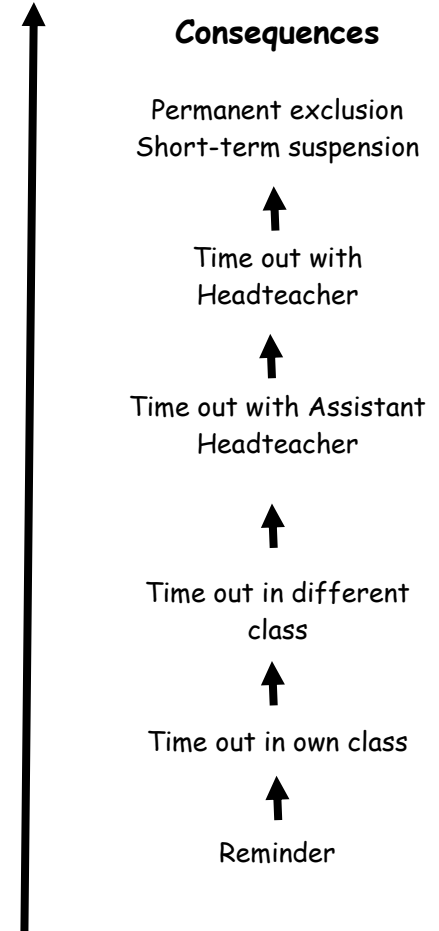
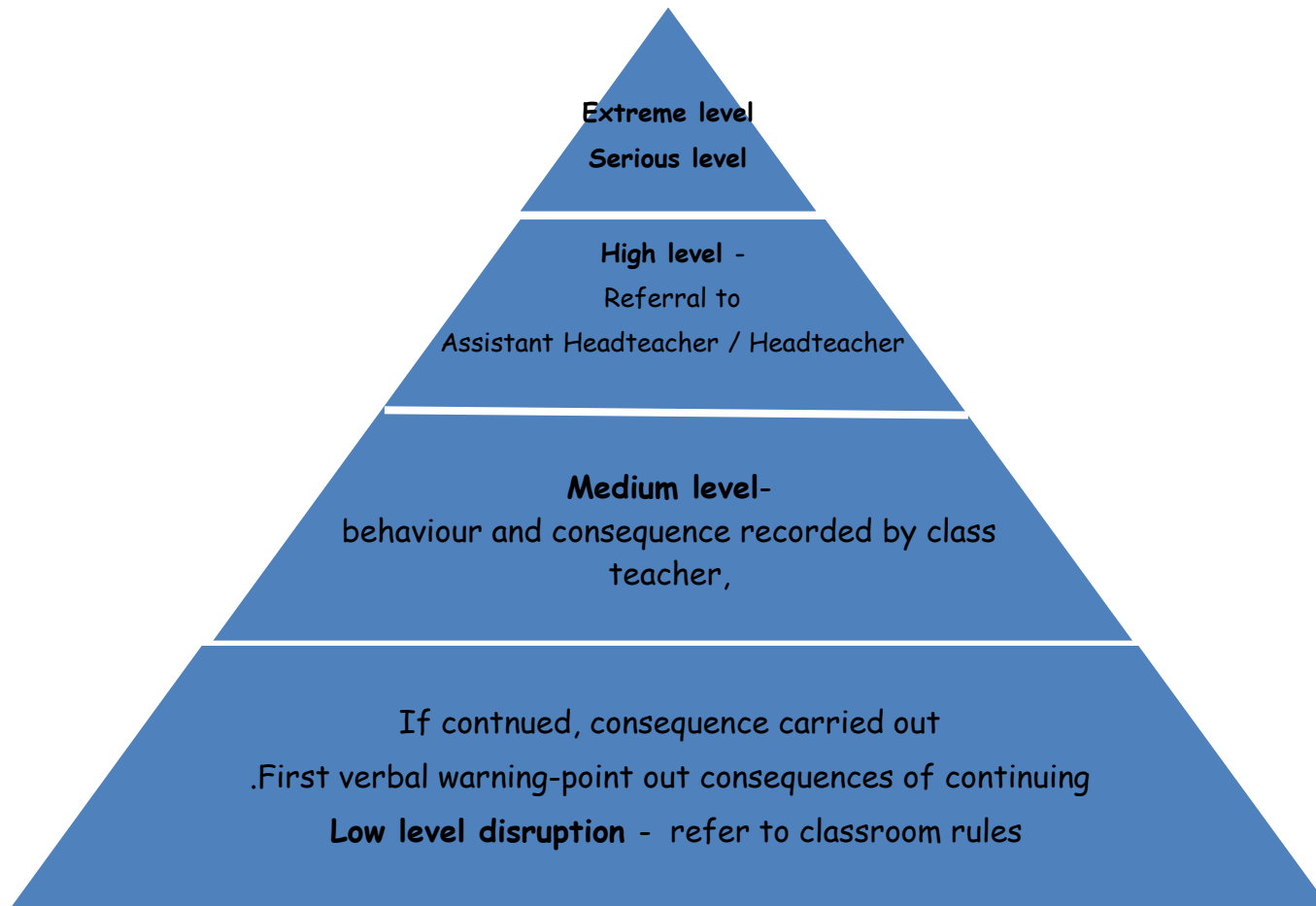
The governing body will review this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.



### Walmley Infant School Rewards



## Walmley Infant School Sanctions



Further clarification on Consequence Ladder (Appendix 6)

**Appendix 2: Behaviour Management Framework- for non-SEN learners**

Behaviour	Consequences	Notes
<p><b>Low level disruption</b></p> <p>Calling out, interrupting the teacher, making unwanted noises or faces, getting out of seat, shuffling, fiddling, causing distraction. talking, messing with other children's hair.</p>	<p><b>Initial response</b></p> <p>Referral to agreed class rules, rewards and praise, eye contact.</p> <p>'Nip in the bud' - invade physical space, scan the classroom, be on the lookout, ignore (consistently), divert misbehaviour - distract with a question, have a quiet word, pick up the pace, boost interest with a new activity, remove materials.</p> <p>Non-verbal cues e.g. handing the pupil a visual reminder (e.g. photograph or symbol showing appropriate behaviour/coloured card/object), praising a well-behaved pupil (parallel praise), move seat.</p> <p>Use phrases like 'I need you to...., thank you', which is a persuasive request.</p> <p><b>If inappropriate behaviour continues</b></p> <p>A Verbal warning should be given - point out the unacceptable behaviour and the consequences of continuing:</p> <ul style="list-style-type: none"> <li>• discussion with pupil</li> <li>• a different table,</li> <li>• Time out in class</li> </ul> <p><b>One verbal warning given first, then follow the steps in the consequence ladder.</b></p>	<p>Positive reinforcement of acceptable behaviour and continuous reference to class charter.</p> <p>All staff need to be consistent <u>all the time</u>.</p>

<p><b>Medium level disruption</b></p> <p><u>Repeated low level disruption, plus:</u></p> <p>Rudeness/cheek, avoiding learning task/adult instructions, throwing objects, consistently not completing tasks set.</p> <p><b>Tactically ignore secondary behaviour</b> e.g. muttering under breath, rolling eyes, smirking and focus on initial instruction/behaviour</p>	<p>Verbal warning and then follow through if necessary: go to someone else's classroom for 'time out'. <i>There may be instances where a pupil needs time out from their class. In this case, time out will be for 5 minutes, and the child will go to an agreed alternative class with learning set by the teacher. At the end of time out, s/he will return to class with a 'fresh start'.</i></p> <p>Verbal warning first and then follow on if necessary, with the steps in the consequence ladder (Appendix 6).</p> <p>Informal meeting with pupil and parents arranged by class teacher and/or Assistant Headteacher</p> <p>Behaviour to be recorded by class teacher and sent to Assistant Headteacher to record consequence.</p> <p>Use of Toolkit for Learner Reflection Discussion (Appendix 5)</p>	<p>If a child is sent out of the room to another teacher/phase leader/ AHT/HT, they will be sent with another adult to explain why they have been removed from the classroom and provided with learning to complete whilst there.</p>
<p><b>High level disruption</b></p> <p><u>Repeated medium level disruption, plus:</u> repeated name calling, repeated refusal to work/follow instructions, swearing repeatedly at other children, leaving the classroom without permission.</p>	<p>Above, plus:</p> <p>Removal/refer to Assistant Headteacher/Headteacher (<i>follow Individual Behaviour Support Plans for learners with known challenging behaviour</i>)</p> <p>Formal meeting with pupil, parent, class teacher and Assistant Headteacher with discussion of strategies e.g. home school diary.</p> <p>Behaviour record kept.</p> <p><b>Consequence</b> - Completion of Toolkit for Learner Reflection Discussion (Appendix 5)</p>	<p>Class Teachers will keep record of any such incidents (brief description including trigger) with date and time and consequence.</p> <p>These will be passed onto Assistant Headteacher half-termly and reviewed and analysed accordingly.</p>

<p><b>Serious level of disruption</b></p> <p><u>Repeated high level disruption, plus:</u> Deliberately breaking school/other people's property, racial or gender associated name calling, swearing, deliberately hurting someone, fighting, vandalism, stealing, running out of school, putting themselves or others in danger</p>	<p><u>Above, plus:</u></p> <p>Removal or call for assistance from the Assistant/Headteacher, (follow Individual Behaviour Plan for some individual learners with known challenging behaviour)</p> <p>Formal meeting with parent and pupil - involving AHT/HT</p> <p>Referral to outside agency support - Behaviour Support Service/Educational Psychologist</p> <p>Personalised Target sheets/Behaviour diary</p> <p>Use of Toolkit for Learner Reflection Discussion (Appendix 5)</p> <p><b>Consequence (can only be issued by HT) - Short term suspension/internal exclusion (whole day)/lunchtime exclusion (Governors informed)</b></p>	<p>Record of behaviour to be kept by member of leadership team who assisted.</p>
<p><b>Extreme level of disruption</b></p> <p><u>Repeated/persistent serious level disruption, plus:</u> Persistent racist or gender associated name calling, bullying, throwing objects at staff, verbal abuse/aggression towards staff or pupils.</p>	<p><u>Above, plus:</u></p> <p>Removal to Assistant Head/Head Teacher</p> <p>Formal meetings with parents, pupils, senior staff and outside agencies (as above)</p> <p>Permanent exclusion as a last resort in consultation with governors.</p> <p>Head teacher to create record of exclusion.</p> <p>Use of Toolkit for Learner Reflection Discussion (Appendix 5)</p>	<p>The Head teacher to keep a record of any child who is suspended for a fixed-term, or who is permanently suspended. All suspensions lasting less than five days or ten lunchtimes are reported to Governors through the termly Headteacher's Report and also to the Local Authority. Permanent exclusions are reported straightaway to Governors and the Local Authority.</p>

### Appendix 3-Lunchtime Behaviour Management Framework

Behaviour	Consequences
<p><b>Low level issues:</b>            Not following whole school rules            Not respecting others/equipment            Interrupting            Being impolite            Pushing in line            Intentionally annoying other people            Ignoring adult instructions            Not following adult's directions</p>	<p>Remind pupil (try to use name of pupil) of whole school rules and how they should be behaving and then use the word 'thanks' after - this is an expectation of compliance e.g.' Name, stand still in the line, thank you.'</p> <p>If pupil chooses to continue their inappropriate behaviour and ignore a lunchtime supervisor, then a Verbal Warning is given which has the consequence of 5 minutes time out in a designated area with supervision. (so other staff/adults can keep an extra eye on behaviour of pupil and use more positive encouragement).</p>
<p><b>Medium level issues:</b>            Repeated low level disruption, and/or:            Rudeness/cheek, teasing/name calling, avoiding adult instructions, swearing, throwing objects, hurting someone.  <i>Try to ignore <b>Secondary behaviour</b> e.g. muttering under breath, smirking, rolling eyes and focus on pupil following initial instruction/direction</i></p>	<p>Above, plus:</p> <p>If inappropriate behaviour continues</p> <p><b>Consequence</b> - 5 minutes time out with an appropriate adult.            Lunchtime supervisor to remain calm and explain to pupil that what they are doing is not acceptable, why not and positively encourage pupil to behave correctly.</p> <p>If inappropriate behaviour continues the child will give a verbal warning and be made aware of next consequence which is 10 minutes time off the playground and they will be sent to Senior Lunchtime supervisor who may refer them to the Assistant Headteacher.</p> <p>Use of Toolkit for Learner Reflection Discussion (Appendix 5)</p>

<p><b>High level issues</b></p> <p><u>Repeated medium level disruption, and/or:</u> repeated name calling, repeated refusal to follow instructions, swearing repeatedly at other children, refusing to enter time out area.</p>	<p>If inappropriate behaviour still continues</p> <p><b>Consequence</b>-10 minutes time off the playground and they will be sent to Senior Lunchtime supervisor. She will assess seriousness of inappropriate behaviour and decide whether pupil needs referring to Assistant Headteacher.</p> <p>2<sup>nd</sup> occasion of being sent off playground: <b>Consequence</b> - Assistant Headteacher  3<sup>rd</sup> occasion of being sent off playground: <b>Consequence</b> - Head teacher  <i>Senior lunchtime supervisor to keep a log of any such incidents (brief description including trigger) with date and time.</i></p> <p>Use of Toolkit for Learner Reflection Discussion (Appendix 5)</p>
<p><b>Serious level of disruption</b></p> <p><u>Repeated high level disruption (Frequently being sent off the playground), and/or:</u>  Deliberately breaking school/other people's property, racial name calling, deliberately hurting someone, fighting, vandalism, stealing, running out of school, putting themselves or others in danger</p>	<p><b><u>Referral to Assistant Headteacher or Headteacher</u></b></p> <p>Appropriate use of one of the following:</p> <ul style="list-style-type: none"> <li>• Formal meeting with parent and pupil</li> <li>• Toolkit for Learner Reflection Discussion (Appendix 5)</li> <li>• Target sheets / Behaviour diary with daily monitoring by AHT/HT</li> <li>• Lunchtime exclusion</li> </ul>
<p><b>Extreme level of disruption</b></p>	<p><b>See Behaviour Management Framework - <u>Appendix 1</u></b></p>

**Appendix 4-ABCC Chart for Observing Behaviour**

<b>Date</b>		<b>Time</b>	
<b>Antecedents</b>	<b>Behaviour</b>	<b>Consequences</b>	<b>Communication</b>
<p><b>What triggered the behaviour? Where? Who with? When? Why?</b></p>	<p><b>What exactly did the child do that you want him or her to stop?</b></p>	<p><b>What followed the undesired behaviour?</b></p>	<p><b>What might the child be finding rewarding that makes him/her carry on behaving in this way? What is he/she communicating by this behaviour?</b></p>
<p><b>What can be done to avoid or improve the effect of the triggers?</b></p>	<p><b>What would you prefer the child to do?</b></p>	<p><b>How can you avoid giving attention? What encouragement or rewards could you give to encourage this?</b></p>	



**Toolkit for Learner Reflection Discussion**

**What did you do?**

Ask the child to describe his/her inappropriate behaviour. If they say they don't know, then describe it factually to them.

**Why did you do it?**

This give the child an opportunity to explain their actions. If no answer, move on!

**What 'rule' did you break?**

This gives the child an opportunity to see why you have decided that their behaviour was unacceptable.

**What would be a better choice next time?**

You can have a discussion about more appropriate behaviours.

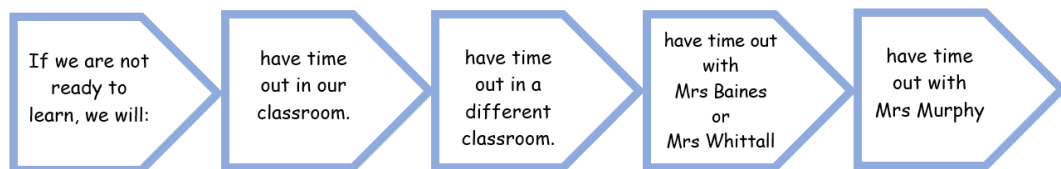
**What can I do to help you?**

This shows you are concerned and it can give them a way of leaving the discussion with self-esteem intact.

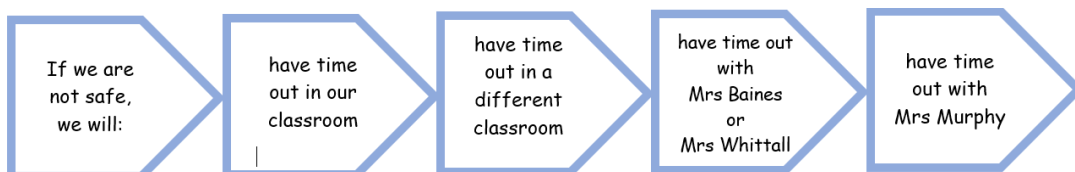
Consequence Ladders



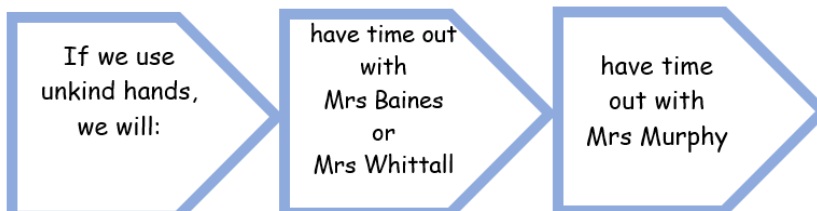
**are ready to learn**



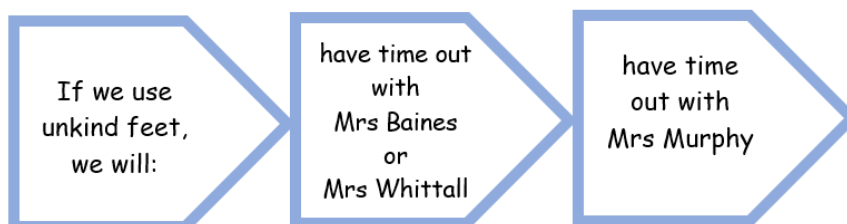
**are safe**



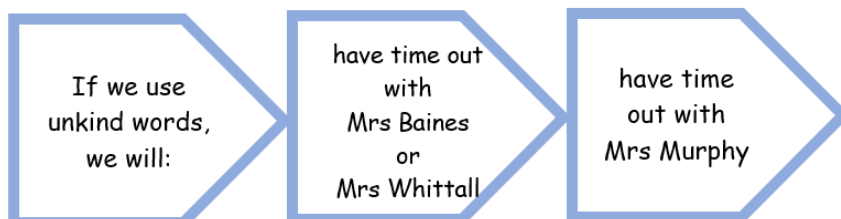
**have kind hands**



**have kind feet**



**use kind words**



This policy has been written with reference to the following national documents:

- Behaviour and Discipline in Schools (DfE, 2022)
  - Exclusion and Suspension (DfE 2023)
  - Education Act (1996)
  - Education Act (2002)
  - Education Act (2011)
  - Education and Inspection Act (2006)
  - SEN and Disability Code of Practice (2015)
  - Use of Reasonable Force (DfE, 2013)
  - Equality Act (2010)
  - Charlie Taylor (Government's former expert adviser on behaviour)- Checklist on basics of classroom management.
  - The Prevent Strategy (2011)
  - Non-statutory advice on British Values from Department of Education (2014)
  - Statutory Guidance on exclusion (DfE, 2017-updated September 2021)
- <https://www.gov.uk/government/publications/school-exclusion#history>  
[https://www.birmingham.gov.uk/info/20014/schools\\_and\\_learning/691/school\\_exclusions](https://www.birmingham.gov.uk/info/20014/schools_and_learning/691/school_exclusions)