Walveden Primary School

Behaviour Policy

Approved by:	Governors	**Date:**	September 2026
Last reviewed on:	September 2026		
Next review due by:	September 2027		

Walverden Primary School Behaviour Policy 2026-27

Introduction:

This document is a statement of the aims, principles and strategies or the behaviour of all associated with Walverden Primary School

'Good behaviour is a necessary condition for effective teaching to take place' (Education observed 5 DES 1985)

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

The Equality Act 2010 requires that: The responsible body of such a school must not discriminate against a pupil:

(a) in the way it provides education for the pupil;

(b) in the way it affords the pupil access to a benefit, facility or service;

(c) by not providing education for the pupil;

(d) by not affording the pupil access to a benefit, facility or service;

(e) by excluding the pupil from the school;

(f) by subjecting the pupil to any other detriment

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way and adopts the following definitions

Good behaviour: is conduct which assists the school to fulfil its function, namely, the full development of the potential of all the children.

Bad behaviour: is conduct which prevents this, either when an individual, by behaving badly, prevents his / her own development, or when unacceptable behaviour disrupts the learning of others.

Discipline: is the system of rules for good behaviour.

Mission Statement

Walverden Primary School is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities. It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief. It is a gateway to limitless possibilities; to soaring aspirations; to brighter futures. All staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE). KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn.

Aims of Policy

To encourage good behaviour and respect for others

to secure an acceptable standard of behaviour of pupils

to promote, among pupils, self-discipline and proper regard for authority

to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)

to ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and to otherwise regulate the conduct of pupils.

Restorative Approach Philosophy Statement:

An effective restorative approach fosters awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participators to make amends for the harm caused. Restorative Approaches acknowledges the intrinsic worth of the person and their potential contribution to the school community.

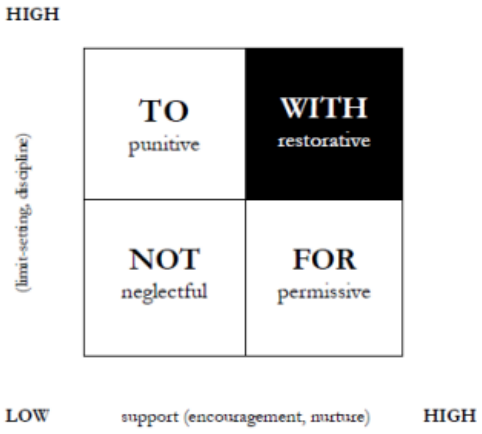
A restorative approach framework will:

Improve behaviour and attitudes.

Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm.

Improve relationships; establish rights, accountabilities and responsibilities to the community.

Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.



Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

The Restorative Enquiry Questions

Tell me what happened?

What were you thinking about at the time?

What do you think about it now?

Who was affected?

How were you affected?

What's needed to make things, right?

How can we make sure this doesn't happen again?

Preventing Bullying

Bullying is unacceptable at Walverden Primary School and is treated very seriously by all members of staff. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. To prevent bullying and deal with any incidents of bullying, we employ a range of strategies:

- PSHE
- Circle Time
- School values and motto
- Assemblies
- Anti-bullying week
- Monitoring areas within the school building i.e. toilets, cloakrooms
- Monitoring of playground by staff on duty and the headteacher

Rules

Rules define the behaviour of all pupils by all staff. The agreed rules of our school (Walverden Way) have been put in place to promote good relationships so that everyone can work and learn together. The Walverden Way is clearly displayed in every classroom, alongside the rewards for good behaviour and the consequences of inappropriate behaviour. The rules will be discussed regularly in class as part of PSHE lessons and in assembly.

Consequences

Although positive strategies and rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to ensure that pupils know what is meant by unacceptable behaviour and to protect the security and stability of the school community.

Consequences should be characterised by certain features:

It must be clear why the sanction is applied.

It must be made clear what changes in behaviour are required to avoid future consequences.

Group consequences should be avoided as they breed resentment.

There should be a clear distinction between minor and major offences.

It should be the behaviour not the person that is disapproved of.

The language of choice should be used to encourage pupils to take responsibility for their behaviour.

The consequences that staff employ is hierarchical:

Level 1

Blue Example behaviours:

Stopping others from working, interrupting adult, out of seat

If behaviour persists after interventions

Place blue card on child's name in the class behaviour chart for one day

Log on CPOMs under behaviour category

Level 1 Blue Report issued by class teacher after multiple offences in one week.

Class Teacher to sign report at the end of every day.

Level 2

Yellow Example behaviours:

Defiance, repeated lying, verbal abuse of child

Place yellow card on child's name in the class behaviour chart for one day

Log on CPOMs under behaviour category

Level 2 Yellow Report issued by Phase Leader / Behaviour Lead after 3 offences in one half term.

Parent informed by Phase Leader.

Phase Leader to sign report at the end of every day.

Level 3

Red Example behaviours:

Bullying, threatening behaviour, stealing

Place red card on child's name in the class behaviour chart for one day

Log on CPOMs under behaviour category

Level 3 Red Report issued by Head / Deputy.

Parent / guardian informed.

Head / Deputy to sign report at the end of every day.

Parent / guardian to speak to Head / Deputy at the end of every day to discuss progress.

Suspension at discretion of Head Teacher / Chair of Governors

Final Level

If there are no improvements after 5 separate suspensions, a child may need to be permanently excluded.

At each stage the child's behaviour pattern and needs will be reviewed.

The SEN Co-ordinator and the Behaviour Support Team may also be involved to offer additional support, and advice may be sought from other agencies.

Suspensions

Only the Head Teacher has the power to suspend a pupil from school. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed term suspension into a permanent exclusion, if the circumstances warrant this. If the Head Teacher suspends a pupil s/he informs the parents immediately, giving reasons for the suspension. At the same time the Head Teacher makes it clear to the parents that they can appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. The Head Teacher informs the Local Authority and the Governing Body about any permanent exclusion and about any suspensions beyond 5 days in any one term. Where there is a suspension of 6 days or more then the Headteacher will liaise with the Pupil Access Team and the schools within the cluster to arrange a managed move. The Governing Body considers any suspension / exclusion appeals. The Governing Body cannot suspend a pupil or extend a suspension period set by the Head Teacher. When an

appeals panel meets to consider suspension, they consider the circumstances in which the pupil was suspended, they consider any representation by parents and the Local Authority and consider whether a child should be reinstated. If the Governing Body's appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with the ruling.

Behaviour that may initiate suspension

Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

Physical assault towards a member of staff or pupil.

Racial abuse

Sexual misconduct

Serious damage to property

Theft

Drug or alcohol related behaviour (including tobacco)

Reintegration

Schools should have a strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension.

This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies.

Schools should consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) should be used. Managed moves should only occur when it is in the pupil's best interests.

Sanctions – conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

The teacher may discipline for any misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity

Travelling to or from school

Wearing the school uniform

In some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil or member of the public

Could adversely affect the reputation of the school.

Screening, searching and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. (Searching, Screening and Confiscation Advice for schools July 2022). The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs or stolen items. Where a search is to be conducted then staff must be the same sex as the pupil being searched and there must be a witness, if possible the witness should be the same gender as the pupil.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Weapons or knives and extreme or child pornography must be handed to the Police. Otherwise, it is for the Head Teacher to decide if and when to return an item, or whether to dispose of it.

Child on Child Sexual Violence and Sexual Harassment

At Walverden Primary School we will manage reports of child-on-child sexual violence or sexual harassment by following the advice given in Keeping Children Safe in Education - Statutory guidance for schools and colleges (September 2018 part five: Child on Child Sexual Violence and Sexual Harassment).

We are aware that sexual violence and sexual harassment can occur online and offline (both physically and verbally), and are never acceptable.

All victims will be taken seriously and offered appropriate support.

We will:

Make it clear that sexual violence and sexual harassment are never acceptable and will never be tolerated – it is not an inevitable part of growing up.

Not dismiss or tolerate sexual violence or harassment as “banter” or “part of growing up”.

Challenge behaviour such as grabbing bottoms, breasts and genitalia. Tolerating such behaviours risks normalising them – they are potentially criminal acts.

Understand that sexual violence and sexual harassment can be driven by wider societal factors, such as everyday sexist stereotypes and language.

Ensure that all pupils are supported to report concerns about harmful sexual behaviour.

Any barriers that could prevent a pupil from making a disclosure, for example communication needs, will be identified and addressed.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school’s culture and can lead to school feeling like an unsafe place. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the

school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in KCSIE. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the

Pastoral care for school staff accused of misconduct

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the Head Teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Power to use reasonable force

The new powers reinforce that staff can use reasonable force as a last resort where deemed necessary. See the 2011 DfE document "Use of reasonable force" for further guidance.

Team-Teach techniques will be used by trained staff where it is deemed necessary to ensure the safety of all pupil and staff.

Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe. (George Matthews - Director)

Rewards

This school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour.

We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways.

Class Dojo Points

Class Dojo points are awarded in class by class teachers and TAs to reward academic achievement and for children who demonstrate excellent behaviour for learning.

They are recorded in each classroom via the Class Dojo website.

Certificates will be awarded to children who collect a set number of Class Dojo points (Bronze 50 points, Silver 100 points, Gold 200 points, Platinum 400 points).

Good to be Green

Children who have remained on green on the Class Behaviour Chart for the entire week will have their name entered into a prize draw during the Golden assembly.

Golden Assembly

Two children from each class are chosen on a weekly basis to receive a certificate in the Golden Assembly.

The reasons for choosing children are at the discretion of the class teacher and linked to British Values or our School Values.

Classroom management daily

Classroom management and teaching methods have an important influence on children's behaviour.

The classroom environment gives clear messages to the pupils about the extent to which their efforts are valued.

Relationships between adult and child, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way that children behave.

Classrooms should be organised to develop independence and personal initiative.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution.

The classroom should provide a welcoming and stimulating learning environment.

Teaching methods should encourage enthusiasm and active participation for all.

Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others.

Praise should be used to encourage good behaviour as well as work.

Restorative approach should be used when speaking to the children who display challenging behaviours.

Staff should employ a range of behaviour management techniques such as:

Reinforce positive behaviour

Non-verbal message

Name the behaviour

Simple direction

Tactical ignoring

Use of Good to be Green chart

Restorative Justice

Class teacher to reinforce expectations

Offer choice

Lunchtime Behaviour Management

Prevention with a member of the Care Team

Classroom and school rules apply

Lunchtime supervisor to record incidents on CPOMs

Consequences

Follow School Policy

Reflection sheets completed in Reflection with a member of the Care Team

Rewards

Praise Pads

Stickers

Nurture

The aim of the nurture group is to provide a flexible, preventative resource, which is responsive to the needs of the children attending the school and links into the schools' Special Educational Needs (SEN) and Behaviour and Inclusion Policies.

It will provide on-going assessment and support for children showing signs of emotional stress and social and behavioural difficulties with the aim of enabling the child to access the curriculum and participate fully in school life.

Children will be supported in a secure and reliable small group setting where they can learn by re-experiencing pre-school nurture from caring adults who actively work towards enabling their successful resettlement into their mainstream class.

The aim of nurture is to help the children learn to behave appropriately, develop their social skills, improve their self-esteem and develop confidence in themselves as learners, through close and trusting relationships with adults.

The nurture staff work in partnership with class teachers and parents to enable consistency of approach both at home and at school.

Roles and responsibilities

All adults in school

All adults in school have a responsibility to model high standards of behaviour, both in their dealings with both children and each other.

As adults we should aim to:

Create a positive environment with realistic expectations

Emphasise the importance of being valued as an individual within the group

Promote, through example, honesty and courtesy

Provide a caring and effective learning environment

Encourage relationships based on kindness, respect and understanding of the needs of others

Ensure fair treatment for all regardless of age, gender, race, ability and disability

Show appreciation of the efforts and contribution of all

Class teacher

Has the responsibility to ensure that the rules are enforced in their class and that their class behaves in a responsible manner

Will have high expectations of the children in terms of behaviour and that all children work to the best of their abilities

Will treat each child fairly and will enforce the school rules consistently

Will treat all children in their class with respect and understanding

Will liaise with the SENCO and any outside agencies who may suggest strategies to support and guide pupils.

Will report to parents about the progress of each child in their class.

Seek advice from SLT and the Care Team if necessary.

SENDCO

If a child's behaviour is causing regular concern s/he may be deemed to have a special educational need. Class teachers may then need to alert the SENDCO who will take appropriate action. This may involve setting a

meeting with the relevant staff in school to write a plan and may ultimately involve liaising with outside agencies.

Head Teacher

It is the responsibility of the Head Teacher, under the Schools Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to the governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all the children in the school.

The Head Teacher supports the staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has responsibility for exclusions, both fixed term and permanent.

The governing body

The governing body has the responsibility of setting down these general guidelines or standards of discipline and behaviour and of reviewing their effectiveness.

The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day to day authority to implement the school behaviour and discipline policy, but the governors may give advice to the Head Teacher about particular disciplinary matters.

The Head Teacher must take account when making decisions about matters of behaviour.

It is the role of the governing body to monitor the rate of exclusions and to ensure that the policy is administered fairly and consistently.

Care Team

The Care Team includes the Behaviour Lead, Nurture Lead, SENDCO, members of SLT and Family Support Officers.

There is a clear escalation policy for support and intervention when children begin to display regular disruptive behaviour.

CPOMs is monitored daily by the Care Team, Deputy and Head Teacher.

There are set triggers to ensure that intervention is early and consistent for all children.

The need for, implementation and impact of multi-agency support is discussed at Care Team meetings.

Behaviour is considered, actioned and recorded on CPOMs as a graduated approach.

Boxall Profile assessments are used when behaviour concerns persist.

All staff are clear about their roles and responsibilities in pupil support and this is regularly discussed at staff meetings.

Parents

The school will work collaboratively with parents, so that children receive consistent messages about how to behave at home and school.

We outline the school rules and expectations in the school's prospectus, and we expect parents to support us in implementing them.

We expect the parents to support their children's learning and to cooperate with the school.

We will attempt to build a supportive dialogue between the home and school, and we will endeavour to inform parents immediately if we have concerns about their child's behaviour or welfare.

We expect that parents will support the school if they have need to sanction a child.

Parents have a behaviour policy which is consistent with school's policy

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they may wish to contact the Head Teacher or the governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Monitoring

The Head Teacher will lead the staff in monitoring the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour:

The class teacher will record incidents on CPOMs

The Head Teacher/ deputy will record of any children that are sent to them on CPOMs

Incidents that occur at break or lunch time are reported on CPOMs.

If a child's behaviour has reached the trigger points according to our Behaviour Policy then children are placed in refection.

The head teacher keeps a record of any pupil who is excluded for a fixed term or who is permanently excluded.

Care Team/Behaviour Leader to monitor CPOMs.

If, for any reason, a person suspects that any pupil is, or has been, the subject of abuse, the local authority's procedures for responding to such suspicions should take place with no delay and should precede any other action. Nothing within this guidance should be taken as suggesting any action contrary to safeguarding procedures.