Behaviour Policy

Policy Date: July 2026

Vision

At World's End Junior School, we have high aspirations for every child. We want all pupils to leave our school with the knowledge, skills and experiences to make positive life choices, build healthy relationships and become happy, successful citizens.

We believe that positive behaviour is built through strong relationships, clear expectations and a sense of belonging. We recognise that behaviour is a form of communication and that some children may need additional support to regulate their emotions and meet expectations.

Our approach is grounded in our values of:

- **Readiness**
- **Respect**
- **Resilience**

We maintain high expectations for all pupils whilst providing support that is compassionate, consistent and inclusive.

This policy must be applied equally and fairly to every member of the school community and during its development consideration was given to the Equality Act (2010) and the Public Sector Equality Duty. There is a shared commitment to advance equality of opportunity and oppose offensive / racist / sexist/ misogynistic / bi phobic/ transphobic or prejudiced based abuse / remarks for both students and staff.

Safeguarding

The school recognises that changes in behaviour can indicate that a child may need help or protection.

Where behaviour raises safeguarding concerns, staff will consider whether a pupil may be suffering, or at risk of suffering, significant harm. In these circumstances, the school will follow safeguarding procedures and consider appropriate support, including:

- Pastoral intervention
- Early Help
- Referral to Children's Social Care

Staff should refer to the school's Child Protection and Safeguarding Policy for further guidance.

Roles and Responsibilities

School Leaders

School leaders will:

- Ensure staff receive appropriate training.
- Promote a consistent approach to behaviour.
- Monitor behaviour patterns and trends.
- Support staff with behaviour incidents.
- Review the effectiveness of the policy.
- Report behaviour data to governors.

Governors

Governors will:

- Monitor the effectiveness of the policy.
- Hold leaders accountable for implementation.

Staff

All staff will:

- Create a calm, safe and inclusive environment.
- Teach and model expected behaviours.
- Build positive relationships with pupils.
- Apply the policy consistently.
- Make reasonable adjustments where appropriate.
- Ensure work is set at the appropriate level for each child.

- Record and report incidents in line with school procedures.
- Listen to and value pupil voice.

Parents and Carers

Parents and carers are expected to:

- Support the school's values and expectations.
- Communicate concerns promptly.
- Inform school of circumstances that may affect their child's wellbeing or behaviour.
- Work in partnership with staff to support their child.

Pupils

Pupils are expected to:

- Be ready to learn.
- Show respect to others and the environment.
- Take responsibility for their actions.
- Try their best and demonstrate resilience.

Promoting Positive Behaviour

Positive behaviour is explicitly taught, modelled and recognised.

We celebrate:

- Effort and progress
- Positive relationships
- Academic achievement
- Demonstration of school values
- Responsibility and leadership

Recognition may include:

- Verbal praise
- Dojo and house points
- Positive communication home
- Certificates and awards
- Celebration assemblies
- Leadership opportunities

Responding to Behaviour

We understand that behaviour communicates a need. Staff respond with curiosity, consistency and care whilst maintaining clear boundaries.

Low-Level Behaviour

When behaviour falls below expectations, staff will:

1. Give a calm reminder of the expected behaviour.
2. Provide a clear warning if behaviour continues.
3. Offer support to help the pupil regulate and succeed.
4. Restate expectations.
5. Recognise positive changes immediately.
6. Provide time and space to reflect and reset if needed.
7. Some of playtime will be missed if reflection time is needed.
8. Welcome the pupil back positively and provide a fresh start.

Examples may include:

- Calling out
- Distracting others
- Misuse of equipment
- Lack of engagement with learning

Serious Behaviour

Some behaviours require immediate involvement of senior staff.

These may include:

- Physical aggression
- Deliberate damage to property
- Bullying
- Discriminatory language or behaviour
- Serious defiance
- Behaviour that risks the safety of others

In these situations, staff will:

- Prioritise safety.
- Support emotional regulation.
- Investigate the incident fairly.
- Apply appropriate consequences.
- Inform parents or carers.

- Use restorative approaches where appropriate.

Consequences

Consequences are intended to support learning, accountability and restoration. They are applied fairly and proportionately. Please see the 'sanction system flow chart' at the end of this document.

Behaviour Support

Some pupils may require additional support to regulate emotions and manage behaviour successfully.

Support may include:

- Check-ins with trusted adults
- Regulation and sensory strategies
- Mentoring
- Social stories
- Restorative reflection tools
- Behaviour support plans
- Pastoral interventions
- Individual SEND support
- External agency involvement

Our aim is always to identify needs, remove barriers and support pupils to succeed.

SEND and Additional Needs

The school recognises that behaviour may be influenced by SEND, communication differences, trauma, attachment needs or mental health difficulties.

When responding to behaviour, staff will consider:

- Whether the pupil understood the expectation.
- Whether SEND influenced the behaviour.
- Whether reasonable adjustments are required.
- Whether additional assessment or support is needed.

Any consequences will be proportionate and individual circumstances will always be considered. Please see appendix 1 for more information

Bullying

Bullying is defined by the Department for Education (DfE) as behaviour by an individual or group, repeated over time, that is intended to hurt or harm another individual or group, either physically or emotionally. Bullying is often aimed at certain groups, for example because of their race, religion, gender or sexual orientation. The rapid proliferation of new technologies has provided a new medium for bullying, in the form of cyberbulling through social media, gaming, and text messages.

The school takes all reports of bullying seriously and follows procedures outlined in the Anti-Bullying Policy.

Child-on-Child Abuse and Sexual Harassment

The school adopts a zero-tolerance approach to:

- Sexual harassment
- Sexual violence
- Harmful sexual behaviour
- Child-on-child abuse

All concerns will be recorded, investigated and managed in accordance with safeguarding procedures and Keeping Children Safe in Education.

Online Behaviour and Off-Site Behaviour

The school may apply consequences for behaviour that occurs online or outside school where it:

- Harms another member of the school community.
- Brings the school into disrepute.
- Impacts school safety or wellbeing.
- Constitutes bullying or child-on-child abuse.

Searching, Screening and Confiscation

The school follows Department for Education guidance regarding searches, screening and confiscation.

Parents will be informed where appropriate.

Physical Intervention

Reasonable force may be used only when necessary to:

- Prevent injury
- Prevent serious damage to property
- Prevent serious disruption
- Maintain safety

The school follows Department for Education guidance.

Transition, inclusion and change

The school recognises that transitions can be challenging.

Appropriate support will be provided for:

- New pupils joining the school
- Pupils transitioning between year groups
- Pupils moving to secondary school
- Pupils with additional behavioural, emotional or SEND needs
- Changes within the school day

Relevant information will be shared with staff to ensure continuity of support.

Monitoring and Review

Behaviour incidents are recorded and reviewed regularly to identify patterns, evaluate support and ensure consistency across the school.

This policy will be renewed as and when guidance changes.

Trauma-Informed Statement

At World's End Junior School, we believe that all behaviour has meaning. We seek first to understand, then to support, and finally to teach. We maintain high expectations whilst recognising that some pupils need additional help to regulate, repair relationships and experience success. Every child is entitled to a fresh start, every day.

World's End Junior School: Sanction System Flowchart

High expectations with calm, consistent, trauma-informed support

Verbal Reminder
Restate expectation
Offer regulation support

→

Teacher conversation
Low level behaviours
5 mins restorative discussion with class teacher. Clear expectations set for next lesson. Can take place during the lesson or during break time.

Phase Leader conversation
Low level behaviours
If the same behaviour does not improve, child is taken to phase leader for a restorative conversation. Decision made about returning to class or spending up to 20 mins working in phase leader's room.

→

SLT conversation
Serious behaviours
If same behaviour is persistent, child is taken to a member of SLT. Parents informed.

If behaviour improves at any stage: specific praise, return to learning and fresh start.

↓ If behaviour continues or safety is affected

Behaviour support plan
Lead by the inclusion team.
Parents informed.

→

TAFTT
Time Away From The Team
Work completed in a partner classroom.
Parents informed.

→

SLT Review
Safety and safeguarding considered.
Support plan reviewed.

→

Fixed term exclusion
Headteacher decision
Reintegration meeting

→

Permanent Exclusion
Last resort only

Regulate	Reflect	Restore	Fresh Start
Calm voice, few words, reduce audience	What happened? What was needed?	Who was affected? How can we put it right?	Welcome back positively and move forward

Use professional judgement and make reasonable adjustments for SEND, safeguarding, trauma, attachment and individual support plans.

Appendix 1

Special Educational Needs (SEN)

Children who experience particular difficulties in regulating their own behaviour will be treated sensitively, according to their needs, in close co-operation with parents and if relevant, external professionals. For some children an underlying condition means they find behaving appropriately difficult – for example, children on the autistic spectrum or with ADHD. For other children environmental circumstances such as a lack of routine, boundaries or consistency may lead to them having difficulties in regulating their behaviour. Other difficulties may be a result of neglect, abuse or early childhood trauma.

A child presenting with challenging behaviour should be considered in terms of a child with a special educational need. In the same way as with any other SEND, it is the teacher's responsibility to constantly reflect on their own practice – giving consideration to why a child might be behaving in a particular way, and the best way to support them in making more appropriate choices. The SENCo and SLT will support the reflective process.

For a small number of children, the behaviour policy will not necessarily be applied in the normal way, and adjustments will need to be made in discussion with the Inclusion team. Each child will need individual consideration before strategies are implemented. Staff will prioritise which behaviours to focus on first and may choose to ignore other low-level behaviours, as long as they aren't impacting on other children's ability to work or a teacher's ability to teach.

We will work with parents to keep them informed of progress and pass on positive messages. Other children in the class will recognise that the child is being treated in a different way. In the vast majority of cases, they will intuitively understand what is happening and why. However, if the class teacher feels it is necessary, they can hold a circle time, in the child's absence, to explain.

Children with longer term behaviour difficulties will be entered on the SEND register at the appropriate stage and an IPP (Individual Provision Plan) / Pupil Passport will be written to address their behaviour needs.

10. Children with Social, Emotional and Mental Health Needs

Behaviour alone is not classified as a SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete an Early Help Assessment with the family, and support the child through the process of regular meetings which identify desired outcomes and how these outcomes can best be achieved.

If parents and school are concerned that the child may have mental health needs, parents can ask their GP or school for a referral to Forward Thinking Birmingham (formally CAMHS) or other specialists. The school is unable to refer to a Community Paediatrician, but can support parents with this process, for example, by providing a report from school.

If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills interventions. These are generally delivered by trained teaching assistants who develop good, trusting relationships with the children. Outside agencies may be contacted if this is appropriate.

All children's behaviour is responded to consistently in line with our Behaviour Policy, reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying. We will actively investigate any allegations and, if there is cause, work with both the bully and the victim to improve their social interactions and skills (see Anti-Bullying Policy).