


# Shelton Junior School



## Positive Behaviour Policy

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# Contents

Policy review dates and changes .....	2
Contents.....	3
Introduction .....	6
Our policy is based on the belief that:.....	6
Children with SEND .....	6
Aims .....	6
Our purpose is:.....	7
The Teacher’s Role .....	7
Rules.....	7
Golden Rules .....	8
Classroom Behaviour .....	8
Corridor Behaviour.....	8
Incidents Outside School: .....	9
Behaviour Guidelines .....	9
Movement in and around School .....	10
Movement Around School - Suggested Procedures for Large Groups .....	10
Movement Around School - Suggested Procedures for Individual Children .....	11
Supervising Children Outside of the Classroom.....	11
Playground procedures (see also Lunchtime Procedures) .....	12
Rewards .....	12
General.....	12
Whole School Reward System (ClassDojo) .....	12
Class of the Week.....	13
Classroom Card System.....	14
Gold Star Reward .....	14
Lunchtime Rewards.....	14
Break time rewards.....	15
Sanctions .....	15
Aims of Sanctions .....	15
Sanctions Procedure .....	16
Behaviour Support Plans.....	16

Classroom Sanctions .....	17
Before a Sanction is Applied (Classroom teacher/teaching assistant) .....	17
Step 1 (Classroom teacher or adult in charge) Give a final warning:.....	17
Step 2 (Classroom teacher or adult in charge) Internal Time Out: .....	17
Step 3 (Teacher) External Classroom Time Out: .....	18
Step 4 (Teacher and SLT).....	18
Step 5 (Headteacher/Assistant headteacher) Internal Exclusion (up to 5 days) .....	18
Step 6 (Headteacher) Suspension (up to 5 days per term).....	19
Step 7 (Headteacher) Permanent Exclusion .....	19
Behaviour Incident when a child is already on Step 4 .....	19
More serious behaviour incidents .....	20
Lunch time and Break time Sanctions.....	20
Plan B Children .....	21
Break and Lunchtime sanction examples .....	21
Behaviour reports .....	22
Behaviour Incident when a child is already on Step 4 .....	22
Recording and monitoring behaviour .....	23
Behaviour Logging Categories.....	23
ABC reflection .....	23
Monitoring .....	23
Vulnerable children.....	23
Appendix A – Good Practice .....	25
Always: .....	25
Remember to: .....	25
Never:.....	26
Children’s Rights .....	26
Appendix B: Use of Reasonable force (Key points taken directly from the DFE Guidance): .....	27
Who can use reasonable force?.....	27
When can reasonable force be used?.....	27
Power to search pupils without consent .....	28
Appendix C: Other Information.....	29
Appendix D: Governor’s written statement of behaviour principles .....	30
Appendix E: COVID-19 Behaviour Addendum .....	31



## Introduction

The fundamental principle of this policy is based upon the concept that all **behaviour has meaning and is a communication from the child**. Pupils should be encouraged and led to understand the consequences of their behaviours and given options of alternative behaviours from which to choose.

### Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught like any other curriculum area and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- Behaviour mistakes are learning opportunities.
- If a child has a difficulty with their behaviour this is the responsibility of the whole school not an individual
- We expect a positive and consistent approach towards every aspect of school life from all members of our school community. The full support of parents will be actively sought and welcomed.
- We will acknowledge the behaviours we want to see more of.

### Children with SEND

As a fully inclusive school, we recognise that whilst pupils identified as having SEND will also be working within the whole School behaviour system, reasonable adjustments may be made in response to a child's individual needs or upon a professional's advice, for example: a reward box or a personalised behaviour chart. These arrangements will be the responsibility of the class teacher and agreed with senior leadership and the SENDCo.

## Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work and conduct.
- For staff to try to raise the levels of pupils' self-esteem through targeted positive feedback, mutual respect and a nurturing environment.
- To provide a broad, balanced and inclusive curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.

- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To promote among pupils, self-discipline and proper regard for authority.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.
- To develop the Shelton Superpowers leading to confident, self-assured learners.
- To encourage children to become thoughtful, caring and active citizens of their community

### Our purpose is:

- to maintain levels of excellent behaviour
- to promote excellent attitudes towards learning and self-regulation
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential
- to teach children how to manage their feelings, emotions and behaviour
- to promote good attitudes

## The Teacher's Role

Teachers will establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teachers recognise that effective conditions for learning (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

## Rules

School rules are kept to an essential minimum and are included in our home/school communications as well as being published on the school website. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to repay a reasonable proportion of the cost. They may choose to ask their child to

contribute from their own pocket money etc. Any action, however, will be with understanding and in keeping with that of a responsible parent.

We will use a restorative approach when solving conflict, in order to repair relationships.

## 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 basic rules are displayed in all classrooms and corridors and regularly verbalized.

Class teachers may need to create an occasional additional rule with the children that is specific to them and their class circumstance.

## Classroom Behaviour

**SHELTON** behaviour is standard classroom practice at Shelton, for all ages, and makes for a learning atmosphere that is calm, focused and orderly, yet has plenty of space for lively interaction and personality.

At Shelton we:

**S**it up – we have a straight back that is not touching the back of our chair;

**H**ands still - we keep hands out of the way during class discussions;

**E**veryone answers - we know that everyone is expected to take part;

**L**isten actively - we listen carefully and think of open questions about what is being said;

**T**rack the speaker – we always look at the person who is speaking;

**O**n task - we know what our task is and we stick to it;

**N**o bad answers - we are brave and have a go even when we're not sure.

## Corridor Behaviour

To ensure we have an orderly and calm atmosphere at Shelton, we recognise that we all need to move calmly and quietly around school. All students follow the Shelton corridor behaviour code:

1. Face forward
2. Stay in second tile
3. Leave 1-person spaces
4. Walk quietly
5. Keep left



## Incidents Outside School:

Whilst the school is not responsible for the behaviour of the children outside school hours, we feel the behaviour reflects upon us. We will therefore take any incidents which occur within the community seriously and, where appropriate, will follow school procedure as written in this policy. This will usually only extend to incidents that occur on the way to or from school or if children are taking part in remote learning. However, if we are made aware of incidents at other times, we will ensure that parents are informed and supported as appropriate (see also the Anti-Bullying Policy). For example, this may include any incidents involving social media or other forms of electronic communication used outside of school.

## Behaviour Guidelines

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to a time out location, a member of SLT should be sent for. If unavailable, the deputy or most senior staff member available should be called.

Our Use of Reasonable Force Policy (See Appendix B) clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded.

If a child should run out of class for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. Restrictive physical intervention will only be used where children are placing themselves or others in danger (See Use of Reasonable Force). The headteacher should be informed immediately if this occurs.

In most cases, the child will remain on site, within visual contact, or quickly return. Once the child has calmed down, an appropriate staff member will attempt to approach them and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately followed by the police. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

## Movement in and around School

All movement in and around school should be purposeful. Staff should ensure that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed.

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'Thank you for walking sensibly this time, well done!' and so on.

If observed running with a total disregard for other people, school property, or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked and praised and awarded a corridor code Dojo. Good manners should be positively re-enforced regularly by all members of staff.

### Movement Around School - Suggested Procedures for Large Groups

- Allocate "line spaces" so each child is clear about where to stand
- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce each part of 'Our Corridor Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of "person" space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

## Movement Around School - Suggested Procedures for Individual Children

- Avoid interrupting learning time whenever possible.
- Use internal phone system during non-learning time to send messages.
- Choose appropriate individuals to take urgent messages for other members of staff.
- Make sure messengers know that they can enter any classroom and they should knock before entering.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).

## Supervising Children Outside of the Classroom

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of 4 staff members are required to supervise playtimes for each morning break on the playground. Supply teachers should cover the duty of absent teachers but should never be without support.

In the morning, teachers will collect their children from the playground at 8:45am. At the end of the day, all staff need to ensure their pupils have been collected or have left the premises before leaving the playground.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should proactively organise activities, games and model how children should play. Each member of staff should focus on a playground zone whilst maintaining an overview to ensure the safety of all children.

At the end of break, all teachers should be available **promptly** on the playground to collect their classes. The teacher on duty will ring the bell and say “thank you to all the staff on duty today for a lovely break time, children please up”.

Good behaviour whilst entering school should be reinforced with praise and/or the awarding of “Corridor Code” Dojo points by all members of staff.

In suitable weather conditions the field may be used at lunchtimes. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at break time. Key stage Leads have the final decision. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided

for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that classes are never left unsupervised. Teaching assistants should release class teachers for a break.

## Playground procedures (see also Lunchtime Procedures)

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Any misuse of playground equipment will lead to confiscation.

After playtime, class teachers should remind their class that playtime is over and that a change in behaviour is expected in and around school (i.e. corridor code).

## Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure. **Pay attention to what you want to see more of.**

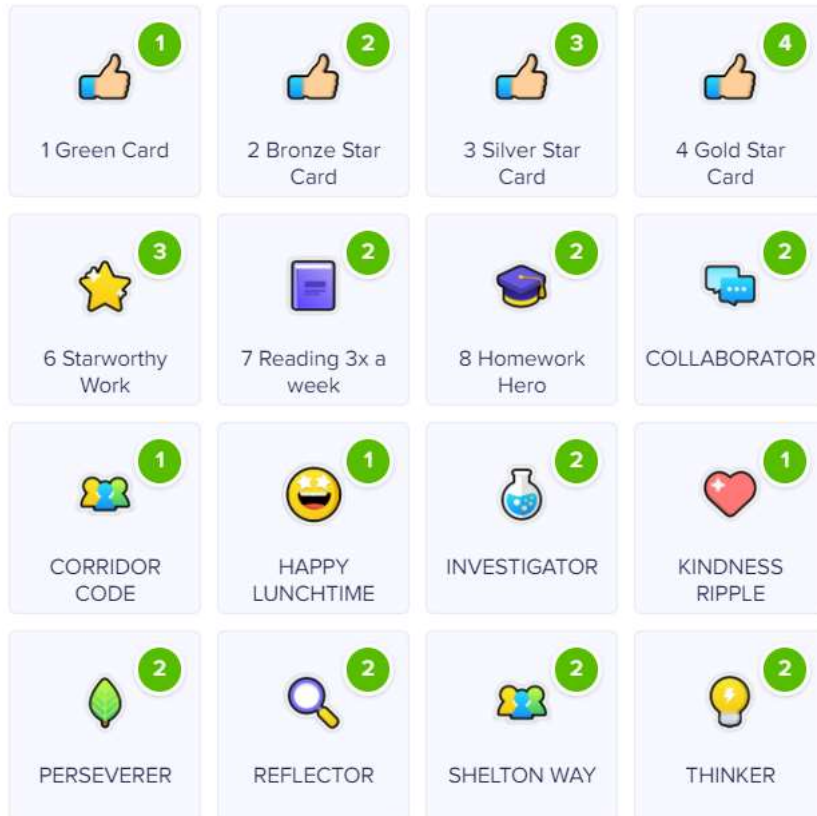
**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

## General

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Effort towards learning is also rewarded through the use of stamps and stickers in books.
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, School's Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

## Whole School Reward System (ClassDojo)

As well as the rewards listed above, the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of Dojo Points. These are linked explicitly to showing good learning attitudes (Shelton Superpowers). Class Dojo points may be awarded as below:



In addition to Dojo points, Class teachers can also run personal reward systems to reward things such as:

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

However, the whole school system takes precedence and must be adhered to.

Once awarded, a Dojo point can never be deducted (see Sanctions). They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

## Class of the Week

In addition to individual awards, class weekly total of Class Dojo points will be reviewed in each Friday celebration assembly. The class with the highest score earn 15 minutes of Golden Time which they can use or bank.

## Classroom Card System

This system will be used in every classroom throughout school. Its consistent use is essential in ensuring its success as a system and it forms an integral part of both the rewards and sanctions systems. As each child earns the following number of Dojo points each day, their name will be moved up onto the next card and the teacher will thank the child for their behaviour:

Level	Number of Dojo Points	Teacher will move student and thank them for:
Gold	15	Showing an excellent attitude to learning and a desire to challenge themselves consistently.
Silver	10	Consistently demonstrating Shelton SuperPowers, excellent effort and following of rules. Setting an excellent example.
Bronze	5	Above and beyond the expectations at Green – thank for specific behaviours shown today
Green	0	Being 'Ready to Learn'. This will need to be regularly reinforced and re-visited. These are the minimum expectations we have for all pupils at all times. All children will begin on Green each morning.
Yellow		Following a verbal warning(s) (see sanctions)
Orange		Second warning – time out in partner classroom (see sanctions)
Red		Behaviour report (see sanctions)

All children return to Green each morning.

## Gold Star Reward

Any child who has been on the Gold card three times in any one week will be given a Lanyard. Children whose behaviour and attitudes are consistently excellent are then given responsibilities and privileges to recognise and reward this. Gold star status will be given for one week (although it can be removed if that is deemed necessary. Children need to hand back the badges to their class teacher on a Friday.

Gold star status children will be awarded a special golden cushion to use for the remainder of the week.

## Lunchtime Rewards

Pom-pom rewards are handed out by all staff at lunchtime when children follow the school rules and demonstrate good manners, respectful behaviour and good friendship. These are collected by each

class and the winning class is awarded a whole class treat at the end of the week by the headteacher.

Each week dinner staff reward 2 children who have shown exceptional behaviour and are rewarded with a certificate during Friday Celebration Assembly. These children's names are placed in a draw for a hot choc with the headteacher at the end of each half term.

### Break time rewards

Duty staff award Dojos for corridor code when lining up or linked to SuperPowers, for example

“Super Collaborator SuperPower – Dojo for showing such lovely manners ....”

“Great Reflector SuperPower – Dojo for following the rules carefully....”

“Super Collaborator SuperPower – Dojo for looking after your friend....”

### Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. We should be consistent in our principles but flexible in our approaches.

Sanctions are seen as a ‘last resort’ once all the previously mentioned strategies have been applied. We recognise that sanctions do not have the long term positive impact on behaviour that positive reinforcement does but do accept that ultimately, when all other options have been explored, they may have to be implemented.

Note See also our Positive Handling Policy.

### Aims of Sanctions

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCo and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e. ‘That was a silly thing to do because...’ and not ‘You are a silly boy’.

**It is important to remember that the behaviour is the problem, not the child.**

## Sanctions Procedure

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour. Careful use of language is essential in helping to deal with poor behaviour. Use the language of limited choice e.g. 'if you continue to do....., you are choosing to.....(inform them of the sanction here)'. Do not enter into negotiation as this usually escalates a situation. Maintain a calm and measured voice. Give the choices and walk away to give the child time and space to consider their response.

**Sanctions will always be given to an individual 1-2-1, they are never delivered publicly across the classroom.**

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

## Behaviour Support Plans

Class teaching teams are responsible for monitoring the behaviour of the children in their class over time. Where a child reaches step 3 or above regularly, the class teacher will implement an appropriate behaviour support plan in consultation with SLT.

- Behaviour Support Plan meeting with Head or Assistant Head (when available), teacher and SENDCo if child is on SEN register, and where appropriate parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure.
- Teacher provides daily 1-2-1 feedback to child, and weekly phone call feedback to parents.
- A behaviour tally sheet will be completed to record all behaviour incidents.
- Involvement of all necessary agencies, i.e. Referral to Behaviour Support, Educational Psychologist etc.
- Referral to Pastoral Manager, if appropriate, to consider Early Help Assessment and Family Support Worker.
- Behaviour Support Plan to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly.



## Classroom Sanctions

If unacceptable behaviour occurs:

### **Before a Sanction is Applied (Classroom teacher/teaching assistant)**

- Teaching staff will use normal strategies:  
e.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc.
- If possible, classroom adults should discuss the possible reasons behind the behaviour and what the child may be communicating through their behaviour. Mitigate this if possible.

### **FROM NOW ON NO MORE WARNINGS. TAKE ACTION**

Children may move down and then correct their behaviour and move up to green again before the end of the day. This allows children to reflect positively on their behaviour mistakes and correct them.

At the **end of the day**, the teacher will complete a behaviour log for any children on yellow, orange or red.

### **Step 1 (Classroom teacher or adult in charge)**

#### **Give a final warning:**

- Place the child's name on **yellow** card on the Rainbow Road.
- Use the agreed phrase, '**This is your final warning. Do you understand?**' note that this phrase should not be used publically but 1-2-1 with the child.
- Children should be fully aware of what this means and the possible consequences of continuing with the behaviour. Teachers must explain why the sanction has been applied by quoting the Golden rule that has been breached and clearly explain the expected behaviour. This should be done clearly and without discussion. *"You have not followed our Golden rule number 6 which says that that we look after property. I expect you to stop ... and show me ..."*
- If behaviour improves, teacher may move child back to green. If not, move on to Step 2.

### **Step 2 (Classroom teacher or adult in charge)**

#### **Internal Time Out:**

- Child's name stays on the **yellow** card of the Rainbow Road.
- Child sent to designated chair/area of classroom.
- Child spends 5-10 minutes working alone in order to reflect, calm down etc without causing disturbance.
- *Teacher will inform parents that child has received this sanction and why ideally at the end of the day or via Dojo where this is not possible.*

- If behaviour improves, child returns return to lesson and may continue to move on to green. If not or if child refuses, move to **Step 3**.

### Step 3 (Teacher)

#### External Classroom Time Out:

- Place child's name on the **orange** card of the Rainbow Road.
- Escort child to designated colleague.
- Up to 1 hour/session working alone without causing disturbance.
- **Appropriate work must be sent with the child to the partner class.**
- Possible removal of a treats / playtime.
- Teacher will inform parents that child has received this sanction and why either at the end of the day or via Dojo where this is not possible.
- If behaviour improves, return to class. If not or if child refuses, move to Step 4.

If a child is sent to you for Time Out, that is their sanction. You do not need to engage with them beyond directing them to the time out table and ensuring they are there for their allocated period of time.

If a child regularly gets to step two or three, the class teacher will put additional support into place to encourage desired behaviours, eg behaviour plan, targets linked to rewards.

#### Link Classes

Edale	↔	Chatsworth
Eyam	↔	Matlock
Dovedale	↔	Tissington
Carsington	↔	Bakewell
Cromford	↔	Buxton

### Step 4 (Teacher and SLT)

- Child's name is placed on the **red** card of the Rainbow road.
- Escort child to the designated colleague.
- Up to 1 hour/session working alone without causing disturbance.
- **Appropriate work must be sent with the child to the partner class**
- Child will spend some time the following lunchtime with SLT staff member on reflection
- Child will be placed on a behaviour report to monitor behaviour (see [Behaviour Reports](#))
- Teacher completes an [ABC Behaviour record](#)

### Step 5 (Headteacher/Assistant headteacher)

#### Internal Exclusion (up to 5 days)

- Child has no contact with own class or classmates.

- Teacher provides work for child to complete independently.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Governors, Behaviour Support informed if appropriate.
- Child added to the “At Risk Register”

*If behaviour improves return to class with appropriate Behaviour Plan in place. If not move to **Step 7**.*

## **Step 6 (Headteacher)**

### **Suspension (up to 5 days per term)**

- Parents, Governors, LA informed
- Parents may make representations to Governors.
- Governor Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child has Behaviour Plan for a minimum of 2 weeks.

*If behaviour improves remove from report to Behaviour Plan. If not move to **Step 8**.*

## **Step 7 (Headteacher)**

### **Permanent Exclusion**

- Parents, Governors, LA informed
- A Discipline Committee including members of the school staff and Governing Body will meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, reinstated child stays on Behaviour Plan for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

### **Behaviour Incident when a child is already on Step 4**

If a child is on behaviour report and another incident occurs then the child will have a serious and final reflective conversation with a member of SLT. This could include an additional period of time spent out of the classroom if this is appropriate.

The member of SLT will contact parents to discuss the nature of the conversation and agree any further actions at home or at school.

The member of SLT will record on CPOMs as a “Behaviour Concern” to ensure that wider safeguarding and pastoral concerns are considered and all members of the team working with the child are informed. A **positive behaviour plan** should be written and implemented at this point, staff can consult with the learning mentor or SENCO to support this.

## More serious behaviour incidents

In certain circumstances for a one off incident of a serious nature, step 4 and above can be used instantly without previous steps. For example, this could be appropriate for:

- any physical assault such as pushing/hitting/kicking;
- verbal abuse of a threatening or abusive nature;
- repeated incident (bullying);
- damage to school property;
- verbal or physical assault towards a member of staff;
- Bullying, discriminatory or prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language.

In these cases SLT will be consulted and approve appropriate level of sanction.

In exceptional circumstances, permanent exclusion may also be considered for a first or 'one off' offence. These may include:

- Serious or persistent breaches of this policy;
- Where not doing so would put other children's education or safety at risk;
- Actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Bullying, discriminatory or prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

## Lunch time and Break time Sanctions

Alternative systems for applying sanctions are used during break and lunchtimes.

<b>Step 1: Quiet reminder</b> – a lunchtime supervisor or duty staff member will advise children that a change is needed in their behaviour	Over excitement, being disrespectful of equipment
<b>Step 2: 2 minute time out</b> – if the reminder is not followed a child may be asked to complete a 2 minute reflection time out with the duty staff member or lunchtime supervisor to allow them to reflect and change their behaviour	Over excitement, being disrespectful of equipment

<p><b>Step 3: 5 minute time out</b> – if the 2 minute time out is not followed this may increase to a 5 minute time out</p>	<p>Over excitement, being disrespectful of equipment</p>
<p><b>Step 4: 10 minute time out with SLT</b> – if the behaviour continues, a time out is not completed or for instances that the duty staff member or lunchtime supervisor deems serious then a 10 minute time out will be completed with a member of SLT at the reflection table. Following the 10 minute time out, the child will then complete their 2 minute reflection with the lunchtime supervisor or staff member. SLT staff member will record this on the Behaviour Log.</p> <p>If the incident happens at the end of break or lunch time the reflection will be completed at the start of the next break or lunchtime.</p>	<p>Rude language (not swearing), shouting, being unreasonable in a game, being disrespectful to staff or other children, reactionary harm e.g. pushing back</p>
<p><b>Step 5: Lunch time internal exclusion</b> – for extreme and/or persistent instances of poor behaviour such as those involving swearing at children or staff or violence then a member of SLT will conduct a lunchtime exclusion for up to the remainder of the lunchtime or the following lunchtime. In addition the child will be placed on <a href="#">behaviour report</a>. In this case, the member of SLT on duty will complete the behaviour log and an <a href="#">ABC report</a>. The SLT member may direct other staff to carry out an investigation and report on the specific circumstances of the incident.</p>	<p>Name calling/Saying shut up, swearing, and deliberate physical harm, repeated disrespect of an adult or refusal to come in at step 4.</p>

### Plan B Children

Some children will have specific behaviour plans in place to support their specific needs. This could include a safe place or adult, or the use of the Eureka room.

### Break and Lunchtime sanction examples

Behaviour seen	Sanction
<p>Unkind behaviour for example:</p> <ul style="list-style-type: none"> <li>• saying unkind things to friends</li> <li>• deliberately provoking another child</li> <li>• talking disrespectfully about another child or adult</li> </ul>	<p>2 mins reflection time standing with adult on duty</p>
<p>Disrespect towards staff for example:</p> <ul style="list-style-type: none"> <li>• refusal to follow an instruction</li> <li>• rude or disrespectful language towards adult</li> </ul>	<p>Step 4 - straight inside to SLT – expect 10 min sanction</p>
<p>Bullying, discriminatory or prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language</p>	<p>Step 4 - straight inside to SLT – expect 10 min sanction</p>

<b>Deliberate</b> violence e.g. throwing things at each other, kicking, tripping, hitting etc	Step 4 - straight inside to SLT – expect whole lunchtime sanction and behaviour report
<b>Accidental</b> violence e.g. over enthusiasm during sporting or active game, pushing or barging when lining up	2 mins reflection time standing with adult on duty

Adult on duty to complete investigation and give SLT member a concise synopsis of what has happened.

## Behaviour reports

Behaviour reports are used to support children to make improvements to their behaviour. They ensure that regular supportive communication happens between children, teachers, members of SLT and parents to help the child to follow the school rules consistently and regularly.

- The behaviour report will be prepared by the class teacher.
- Parents informed by phone by class teacher whenever a child is placed on behaviour report.
- The class teacher will record child’s behaviour for each class session.
- At lunchtime and breaktime, the child will take their report to reflection table at the start and when the bell goes they will collect from the SLT duty staff member.
- SLT duty staff member will record child’s behaviour for that lunch/break session.
- Behaviour report will be for an initial period of 1 week and is then reviewed and may be extended for a further week.
- Teacher will contact parents daily during the report period either at the end of the day, or, where this is not possible, using ClassDojo for positive communication and phone where further improvements in behaviour are still required.
- At the end of each day the child discusses their report with a member of SLT.

## Behaviour Incident when a child is already on Step 4

If a child is on behaviour report and another incident occurs then the child will have a serious and final reflective conversation with a member of SLT. This could include an additional period of time spent out of the classroom if this is appropriate.

The member of SLT will contact parents to discuss the nature of the conversation and agree any further actions at home or at school.

The member of SLT will record on CPOMs as a “Behaviour Concern” to ensure that wider safeguarding and pastoral concerns are considered and all members of the team working with the child are informed.

## Recording and monitoring behaviour

Incidents are recorded using online web form. All incidents are recorded:

- **Classroom** – if child is on yellow/orange or red at the end of the day
- **Breaktime** – if child is sent to SLT for reflection, incident is recorded by SLT member
- **Lunchtime** – if child is sent to SLT for reflection, incident is recorded by SLT member

### Behaviour Logging Categories

Behaviour is logged against one of the following categories, these are used to identify trends a pro-actively respond:

- Bullying
- Cyber
- Physical
- Verbal
- Racist
- Sexist
- Phobic
- Classroom Disruption
- Physical - staff
- Verbal - staff

### ABC reflection

It is important to understand the circumstances surrounding more serious incidents of behaviour. [ABC forms](#) are used to support this process.

ABC behaviour forms are required whenever a child reaches Step 4 or above during class time. Or for [more serious incidents](#) during break or lunchtime – refer to the section above for further information.

### Monitoring

Behaviour trends and ABC reports are monitored each half term during SLT meetings.

## Vulnerable children

A small minority of our pupils will require a considerable amount of input in order to help them manage their behaviour and attitudes. If we can predict the behaviour, we can prevent it. Before we can predict it, we need to understand the reasons behind it. All behaviour has an 'I message' attached to it. By identifying the Antecedent, Behaviour and Consequence, we not only de-personalise the behaviour but we can start to recognize patterns that may trigger poor behaviour.

Some children face levels of stress outside school that they find it very hard to cope without certain levels of stimulation. Shouting, punishment and anger may be what they feel comfortable with as it is what their day to day context is based upon.

Children who require further support for managing their behaviour have individual Behaviour Support Plans which are constantly reviewed and revised. Parents will be kept informed of, and contribute to their child's individual Student Support Plan and the progress which they are making towards these. Staff have regular meetings to discuss behaviour patterns, strategies and plans.

In these exceptional circumstances, the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

Communication books, regular meetings, emails, texts or telephone calls.



## Appendix A – Good Practice

At Shelton Junior School we recognise the importance of a consistent professional response to all pupil behaviours.

- Provide take up time
- Encourage professional language as opposed to emotional
- Promote confidence to say things you want to say
- Let children know we are trying to understand
- Create opportunities to scaffold / model more appropriate behaviour
- Promote verbal communication
- Provide pupils with a vocabulary to describe feelings
- Support adults faced with continuing stressful and frustrating situations
- Enable pupils to make “an informed choice”
- Emphasise the positive behaviours desired

The quality of teaching and the organisation of the physical environment have a considerable effect on children’s behaviour. We use the Charlie Taylor behaviour checklist as a guide.

### Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue for a teacher’s attention.

**Remember** that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

### Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour

- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

### Never:

Humiliate	-	it breeds resentment
Shout	-	it diminishes you
Over react	-	the problem will grow
Use blanket punishment	-	the innocent will resent you
Over punish	-	never punish what you cannot prove

### Children's Rights

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words

## **Appendix B: Use of Reasonable force**

### **(Key points taken directly from the DFE Guidance):**

School staff have the power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

1. The term 'reasonable force' covers the broad range of actions used by most teachers that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force 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.

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment.

### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Any use of reasonable force acknowledges the legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

At Shelton Junior School we believe that parent-school partnership is an essential part of the school behaviour policy. We ask that parents support us in our decisions and know that we are always willing to discuss concerns and offer advice.

## Appendix C: Other Information

This policy enables Shelton Junior School to carry out our functions with a view to safeguarding and promoting the welfare of children under sections 175 and 157 of the Education Act (2002). The policy is in line with the following legislation and guidance:

- Derby City Council – Pupil Exclusion Procedures
- Working Together to safeguard Children (2015)
- Keeping children safe in education (2021)
- Information Sharing (2015)
- Derby and Derbyshire Safeguarding Children Procedures

Please refer to Shelton Junior School’s Child Protection and Safeguarding Policy which is written in line with DCSB Safeguarding procedures.

Data will be processed in line with the requirements and protections set out in the General Data Protection Regulation.

Other policies related to this can be found on the school website (Child Protection and Safeguarding Policy, Anti-Bullying Policy, E-Safety Policy, Exclusion Policy)

Please note this policy is also written following the DfE guidance on Behaviour and Discipline in Schools 2016.

## Appendix D: Governor's written statement of behaviour principles

- everyone on site at Shelton Junior School has the right to feel safe, valued and respected, free from any feeling of threat, discrimination or prejudice of any kind, and free from the disruption of others
- all adults are expected to set the highest standards of reasonable, respectful, tolerant and calm behaviour
- children must be given the opportunity to make the best behavioural choices, but also be allowed to make reparation for, and reflect upon, any bad behaviour, to help them take responsibility for their actions
- the focus should always be on rewarding children's good behaviour, with rewards and sanctions being consistently applied, and only resorting to the use of reasonable force or exclusion in the most extreme of circumstances
- families should expect, and be expected, to be involved in the more significant behaviour incidents, to foster a shared responsibility and good relations between the school and children's home life, and be aware of and involved in decisions where continued bad behaviour will lead to other agencies becoming involved
- the school will equally support anyone who is accused of perpetrating, or being the victim of incidents of bad behaviour
- these Principles although focusing primarily on incidents / issues at school, also apply where the school's reputation may be at risk beyond the school gates, off site
- the school's Behaviour Policy must make clear which items are banned from school, under what circumstances a pupil might expect to be searched, and emphasise that violence will not be tolerated under any circumstances.

(Updated Sept 2020)

## Appendix E: COVID-19 Behaviour Addendum

The policy and procedures for Shelton Junior School is based on mutual respect and applies to and supports the additional hierarchy of measures that have been introduced to combat the potential spread of COVID-19. At Shelton Junior School children will:

- be taught to wash hands thoroughly and more regularly for at least 20 seconds
- follow the “Catch it, kill it, bin it” rules
- use hand sanitiser before eating and after each break/lunchtime
- line up sensibly and carefully at a distance of 1m wherever possible
- follow instructions given by any adult in school especially with regard to moving around the school
- avoid social contact with other children and adults wherever possible
- walk around school sensibly and carefully on the left hand side of the corridors
- avoid getting out of their seat during lessons, unless instructed to do so

Note that other additional measures will also continue to remain in place following the risk assessment process and current government guidance.