



# Shelton Junior School



## Behaviour and Inclusion Policy

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## Contents

Policy review dates and changes .....	2
Vision and Core Values .....	5
“Trust, Learn, Succeed” .....	5
Trust .....	5
Learn .....	5
Succeed .....	5
Behaviour Principles .....	6
Roles and Responsibilities - Partners in learning .....	7
All staff .....	7
Teachers .....	7
Teaching Assistants .....	7
Senior Leaders .....	7
Parents/Carers .....	8
Children .....	8
Minimum behaviour standards.....	10
Minimum Behaviour Standard.....	10
Equality & SEND .....	10
Concentration Aids .....	10
Behaviour Expectations and Rules.....	11
Care and Respect .....	11
Caring for each other .....	11
Caring for the building and environment .....	12
Caring for property .....	12
Rewards and recognition .....	12
Sanctions .....	12
Behaviour beyond school.....	12
Accusation and denial.....	13
Exclusions/ suspensions.....	13
Restorative practices/conversations .....	13
Monitoring and evaluation .....	14
Safeguarding .....	14

Harmful sexual behaviour (HSB) .....	14
Bullying.....	15
Digital technology and mobile phones .....	15
Reasonable force through positive handling .....	15
Searching and confiscation .....	16
Uniform expectations .....	16

**This policy is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.**

## Vision and Core Values

### “Trust, Learn, Succeed”

Shelton Junior School is a school committed to core values of inclusion and partnership. We aim to work with each other to build and maintain community within the school. Shelton Junior School is a highly inclusive school; we are proud of our diversity and our inclusive approach which aims to create a rich and cohesive learning environment. We prioritise creating a strong foundation for all pupils by building trusting relationships based on respect. This leads to a safe and constructive learning environment in which children have the opportunity to reach their full potential.

Our school values underpin all of our policies:

### Trust

We believe that strong relationships lead to great learning. Using our **Collaborator** Super Power, our caring staff get to know children as individuals so that we can better support them. Our pupil coaching programme (Super Circles) runs throughout children’s lives at Shelton helping to foster close connections between adults and children from all year groups.

### Learn

The Shelton Super Power characteristics underpin our curriculum and we use our **Curiosity** and **Concentration** Super Powers to support learning. We know that these traits are important to be successful in the modern world. Our whole curriculum is designed to challenge and engage our pupils so they gain the knowledge and skills they need for the next stage in their education.

### Succeed

If children enjoy their learning they are more likely to succeed. Using our **Resilience** and **Reflector** Super Powers, we know that success builds over time. We aim to enable children to use a growth mindset both in their learning, their relationships with others, and their lives.

We encourage all our pupils to strive to achieve their full potential, and we provide a wide range of pastoral, safeguarding and emotional well-being support to enable them to meet their targets. We work restoratively to secure positive relationships with our pupils so that they are able to enjoy the positive learning environment that we provide. In order to achieve this, we expect all pupils to commit to positive relationships at all times, and we have a range of policies, processes and procedures to support this.

## Behaviour Principles

The governors at Shelton Junior School believe that:

- 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, reviewed May 2025)

## **Roles and Responsibilities - Partners in learning**

All members of our school community should work together to create the respectful, happy and calm learning environment that is needed to best support our children.

### **All staff**

All staff will model the high standards of behaviour expected at Shelton Junior School. Staff will follow this policy and the agreed practices. All staff will address any poor behaviour that they see or that is reported to them.

### **Teachers**

Teachers are responsible for managing the behaviour of all the children in their class.

They will form strong relationships with children based on mutual trust.

Teachers create a "Learning Agreement" with their class at the start of each year. This should be based on our core values of Trust, Learn and Succeed and supported by the Shelton Super Powers. This will set out the class rules and expectations that children agree upon - class teachers will communicate these to parents and ensure they are adhered to.

Teachers ensure that parents/carers are updated about their children's behaviour and attitude to learning. This will include updates where children do well and show kind and respectful behaviour as well as discussing behaviour mistakes.

Where a specific behaviour incident has occurred that involves a physical altercation or is phobic in nature, teachers will take responsibility for communicating with the parents or carers of both the perpetrator and the victim of the incident.

Teachers may liaise with a child's Super Circle coach in order to update parents/carers regarding children's behaviour and attitude in school.

Where children regularly fail to meet the minimum standard, teachers will usually meet with the child and their parents/carers and agree a behaviour plan to improve. Where behaviour changes lead to concerns about a pupil's wellbeing, welfare or mental health, teachers will complete a Wellbeing Referral and seek additional guidance and support from the school's Inclusion manager and SENDCo as appropriate.

### **Teaching Assistants**

Teaching Assistants will support teachers and senior colleagues in ensuring all children meet the high standards of behaviour outlined in this policy. They will form strong relationships with children based on mutual trust. They will consistently model the high standards of collaborative behaviour that are expected of everyone at Shelton.

### **Senior Leaders**

Leaders will create policies and outline practices that teaching staff will follow to support the good behaviour of pupils at Shelton. The Headteacher, Assistant Headteachers, SENDCo and Inclusion Manager are available for advice and support to enable teachers to manage their children's behaviour effectively.

Senior Leaders may be involved in applying sanctions for more serious behaviour incidents.

## **Parents/Carers**

At our school, we believe that learning about personal responsibility is an important part of growing up. We expect parents and carers to teach their children to understand that their actions have consequences. This means encouraging them to make good choices, take responsibility for their behaviour, and learn from their mistakes. When children know they are responsible for what they do, they can make positive decisions and show respect to others. Working together with families, we can help students become caring, respectful, and responsible members of our school community.

We expect that parents and carers will:

- Work with the school to help pupils make wise and informed decisions that impact their attendance, achievement and well-being, including avoiding term-time holidays.
- Work with the school to ensure their child follows school expectations and procedures; see 'caring for people' and 'caring for the building and environment' and 'caring for property' sections below.
- Encourage their child to show respect for members of the community and the environment.
- Support the school in modelling polite, positive relationships.
- Work in partnership with school staff to ensure that their child is able to achieve to the best of their ability.
- Be good role models for other members of the community.
- The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards the school's staff will not be tolerated. If a parent/carer does not conduct themselves appropriately, the school may choose to restrict their access to the school premises.

## **Children**

Children must meet the minimum standard of positive behaviour at school. They should make positive decisions about their behaviour so that it supports trusting and respectful relationships with others. For example, children must not disrupt the learning of others.

Children are expected to listen to and follow the instructions of any adult in school.

Children are supported to understand that in the event they don't listen and/or follow instructions, then restorative sanctions will be applied. This is a collaborative approach by class teachers and parents/carers.



## Minimum behaviour standards

### Minimum Behaviour Standard

At Shelton, children behave well. We define acceptable behaviour using the guidance from the Department for Education which says that:

*“Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour”*

[Department for Education: Behaviour in schools Sept 2022](#)

Violence, physical damage, disrespectful language such as swearing or phobic language are not tolerated. We expect children to: behave well, show respect for each other and the adults in school, and to work hard.

## Equality & SEND

In accordance with the Equality Act 2010, we make reasonable adjustments to the application of the policy where the behaviour is due to a reason related to a child’s special educational needs or disability, thereby ensuring that children with SEND are not placed at a disadvantage or unlawfully discriminated against.

Staff seek to identify the underlying cause of any unacceptable behaviour, for example an unmet special educational need, and to put in place measures to address the cause, ensure that the pupil receives appropriate support and prevent the behaviour re-occurring.

Staff will also seek to identify any ‘triggers’ for pupils displaying challenging behaviours to prevent the challenging behaviour persisting or worsening.

We will work closely with all parents/carers of children with behaviour difficulties.

### Concentration Aids

We may suggest that for some children with an Education and Health Care Plan (EHCP) or Student Support Plan (SSP), their learning may be aided by making use of a concentration aid (fidget). This is not appropriate for most children who will learn during their time with us at Shelton Juniors to focus for increasing periods of time without such aids. This will help them to be ready for learning in secondary school. Concentration aids are only permitted following approval from our SENDCo. Other toys, teddies, or equipment brought from home are not permitted without prior authorisation from the SENDCo and these items may be confiscated and returned at the end of the day.

## Behaviour Expectations and Rules

At Shelton we have high expectations of conduct and behaviour that are rooted in our core value of trust. This includes ensuring children have respect for all members of the school and classroom community.

The disruption of other children's learning is not tolerated.

Our **school rules** are simple and all children are expected to follow them.

- 1) Be kind.
- 2) Work hard.

Each class create their own class **learning agreement** at the start of the new school year. This sets out the rules that the class agree to follow in their room to ensure a respectful and calm learning atmosphere.

In addition children follow the school **corridor code** when moving around school:

1. 1 person space
2. Walk on the second tile
3. Voices off
4. Face forward

When working together, we show each other respect using the Shelton "**SETS**" code. Teachers ask children to "show me Shelton" and children respond by showing they are ready for learning. This code supports focussed learning discussions and ensures everyone is included.

**S**it smartly;

**E**mpy hands;

**T**rack the speaker;

**S**ingle voice.

## Care and Respect

We believe that our core value of **Trust** is created through care and respect. Children are taught and encouraged to be kind and respectful at all times. For example, a 'no shouting' policy is in operation at Shelton and shouting is 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.

### Caring for each other

Children are expected to care for each other and are praised and rewarded for their caring actions. Children who are disrespectful or unkind will receive appropriate sanctions.

## Caring for the building and environment

We expect all pupils to respect the school building, facilities and equipment, to use the bins provided for litter and look after school property.

## Caring for property

We expect all pupils to respect other people's work and property and to take pride in, and look after, their school. Pupils are asked not to bring valuables into school. Money should not be brought into school unless requested to do so for charitable donations during specific events.

## Rewards and recognition

Pupils at Shelton Junior School are rewarded in a number of ways:

- Verbal praise
- Class Dojo points
- Letters, phone calls and other messages home to parents/carers
- Additional playtime or other activities
- Weekly certificates of achievement in assembly

Staff work collaboratively to ensure rewards are targeted, fairly applied, and purposeful.

## Sanctions

If pupils are not meeting the minimum behaviour standards, action is taken. Each circumstance is treated individually. Staff are trained to make professional judgements on the course of action based on the nature and severity of the incident. At Shelton, children take responsibility for their actions – for example “*she said it first*” is not accepted as an excuse for poor or disrespectful behaviour.

There are a wide range of consequences / sanctions available to staff to support the child in taking responsibility for their actions, repairing any harm caused or repairing relationships.

Sanctions may include:

- Working silently and independently in a different area or room to a child's usual class
- Completing work during break or lunch times
- Removal of social / break time
- Removal of privilege – participation in activities
- Internal suspension
- Fixed term suspension

## Behaviour beyond school

We may need to discipline pupils for negative behaviours outside school including issues that arise when witnessed or reported by others, for example:

- When children are taking part in school organised or related activity
- When children are travelling to or from school or in school uniform
- If children behave in a way that affect members of the school or our local community either in the “real world” or online on social media
- In some situations, the police may be involved

### **Accusation and denial**

At Shelton we use the test of “balance of probability test”. When one child accuses another of poor behaviour that is not seen by an adult and that the second child denies, staff will investigate and use their professional judgement to identify the legitimacy of the accusation. A child may receive a sanction for behaviour that they deny if the staff believe “on the balance of probability” that an incident did, in fact, occur. Staff are not expected to prove beyond reasonable doubt in order to take action.

### **Exclusions/ suspensions**

In some cases, the school may suspend a pupil for a fixed period (fixed term suspension) if their conduct is deemed to warrant this sanction. We feel the re-integration of an excluded pupil is an important process as it is essential that we take the approach of ‘partners in learning’ with families. It is therefore expected that parents/carers will attend the reintegration meeting to discuss with school staff strategies to be introduced to avoid a repeat of the behaviour that led to the sanction.

Reintegration meetings always take place prior to the child returning to school following a suspension. This is an important meeting to ensure the return is successful and parents/carers are expected to attend.

See Exclusion and Suspensions Policy for further information.

### **Restorative practices/conversations**

We believe children should be given opportunities to work restoratively and be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre of how our school works. It involves providing a culture of high challenge and high support throughout the organisation. Restorative practice ensures that every voice in school is heard. It encourages pupils to treat others with respect and to understand why relationships are important.

When a behaviour incident occurs, all children involved should expect to hold reflective conversations about what has happened. Understand why an incident has taken place, reflect on who was negatively affected, and agree corrective and restorative actions. This way children can learn from their mistakes and make improvements for the future. Parents/carers are expected to support the school by reinforcing these conversations at home.

Our restorative approach helps pupils:

- Understand how their actions can affect others.
- Develop positive characteristics they can use in and out of school.
- Understand themselves and each other better.
- Learn why it's important to see another person's point of view.
- See that we all learn through making mistakes as well as through being successful.
- Learn how to move through conflict creatively.
- Repair relationships with pupils and staff following an incidence of poor behaviour or relationship breakdown.
- Restore working practices after resolving relationships.

## **Monitoring and evaluation**

Staff, parent and children's feedback is reviewed at least annually.

The Senior Leadership team regularly monitors the consistency of practice through learning walks, lesson visits, and discussions with pupils and staff. Additional training and support may be given to individual staff members where necessary.

## **Safeguarding**

Shelton Junior School recognises that changes in behaviour may be an indicator that a pupil needs support or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to the Safeguarding and Child Protection policy for more information.

## **Harmful sexual behaviour (HSB)**

At Shelton, we are pro-active in minimising the risk of harmful, sexual behaviour through our RSE and PSHCE curriculum but, in order to safeguard children, staff are expected to be vigilant ('it could happen here') and prepared to raise appropriate 'causes for concern'. All concerns around peer on peer / child on child abuse will be taken seriously, reported, investigated, recorded on CPOMS and managed in line with the child protection procedures outlined in the school's Safeguarding and Child Protection policy, leading to appropriate actions, including consequences as necessary.

Please refer to the Safeguarding and Child Protection policy for more information.

## **Bullying**

We use a range of measures to prevent bullying within the school community. All pupils are placed in diverse coaching groups on joining the school. Difference and diversity are celebrated to create a harmonious environment. Our coaching system means that all pupils have a responsible adult to talk to and an opportunity to form positive relationships with pupils of different ages and social backgrounds.

Bullying can take many forms including physical assault, social bullying, threatening behaviour, name calling, cyber bullying and sexualised bullying. Any form of bullying, which also includes derogatory remarks or harassment, persistent actions which humiliate, intimidate, frighten or demean someone, are not acceptable and will be taken seriously. They will be investigated, recorded and dealt with on an individual basis. All incidents will be dealt with restoratively with appropriate consequences, the relevant parties will be communicated with.

## **Digital technology and mobile phones**

Children are not allowed to use phones at Shelton Junior School. If you wish your year 5 or 6 child to bring a phone to and from school, please ensure the appropriate permission form is completed. Phones are locked away in classrooms and returned to pupils at the end of each day.

## **Reasonable force through positive handling**

Shelton Junior School believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, we recognise that, in certain rare circumstances, managing aggressive behaviour through positive handling interventions could be used. This is a last resort and rare but may be needed on occasion. Reasonable force may be used by any member of staff where it is necessary to prevent a pupil from:

- causing injury or damage to the property of any pupil (including themselves);
- prejudicing the maintenance of good order and discipline at the school;
- putting another pupil or member of staff at risk of harm.

The use of reasonable force is a last resort and alternative strategies will be adopted wherever possible, for example contacting the parent or the police for support.

Reasonable force will never be used as a sanction and the degree of force used will be the minimum needed to achieve the necessary result.

The school will communicate with parents where serious incidents involving the use of force been used. It will be up to the Headteacher's discretion to decide on the need to report, depending on the severity of the incident.

See also Positive Handling Policy

## Searching and confiscation

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 or weapons
- alcohol
- illegal drugs and paraphernalia
- stolen items
- tobacco and cigarette papers
- e-cigarettes
- fireworks
- pornographic images
- where it is reported to staff that a child has kept a device, such as a phone, laptop or iPad on their person that is not permitted in school
- any article that has been or is likely to be used to commit an offence, cause personal injury (whether physical or psychological) or damage to property.

The school does not encourage the use of force but a member of staff may use reasonable force to carry out a search for a prohibited item as listed above. Where a member of staff reasonably suspects that a pupil is in possession of a prohibited item and the pupil refuses to cooperate with a search of their person or their property, the school may treat this as a disciplinary matter and apply an appropriate sanction. In dealing with the confiscation or disposal of items found following a search, the school will have regard to the DfE's guidance on searching and confiscation. (*Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies.*)

Any cigarettes or e-cigarettes confiscated may be destroyed

## Uniform expectations

All pupils of Shelton Junior School are expected to wear the appropriate clothing in line with our uniform expectations. These expectations are reviewed as needed to reflect the needs of our diverse school community and any changes are communicated with pupils/parents. Our uniform expectations are primarily made on the basis of what is considered appropriate for a formal school setting. We ensure our uniform is simple, appropriate and affordable.

See Uniform policy