



## **Shotton Hall Primary School**

Working together to

**SHINE**

**Successful, Happy, Inspired and Nurtured towards Excellence**

# **Behaviour and Exclusion Policy**

Reviewed: July 2023

Next Review: Sept 2025

Ratified by the governing body on 26.09.2023

Signed Mrs J. Bowmaker HT

Mr T. Watson COG

### **Aims**

- To encourage a calm, purposeful and happy atmosphere within the school.
- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement giving a common purpose.
- Outline our system of rewards and sanctions.

### **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- **Keeping Children Safe in Education**
- **Use of reasonable force in schools**
  - Supporting pupils with medical conditions at school
  - Special educational needs and disability (SEND) code of practice
  - Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools must publish their behaviour Policy online.

## **Definitions**

Misbehaviour is defined as:

- Disruption in lessons, in the heartspace, at play and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning, towards peers and staff
- Refusal to follow adult instruction
- Dangerous behaviour which could lead to harm to themselves or others

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons (see weapons policy and practice guidance )
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including:  Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Online-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy

## **Roles and Responsibilities**

### **The Governing Body**

The Governing body of Shotton Hall Primary are responsible for reviewing and approving the written statement of behaviour principles . **(appendix 1)**

The Governing body of Shotton Hall Primary will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **The Headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governors of Shotton Hall Primary giving due consideration to the school's statement of behaviour principles. **(appendix 1)** The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **School Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents on the CPOMS system
- The Senior Leadership Team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to the school behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### **Pupil code of conduct**

As a Rights respecting school, we talk about our shared values regularly.  
We all value:

- the right to feel safe and be safe in our body and feelings;
- the right to learn to the best of our ability;
- the right to be respected and treated with dignity at all times;
- the right to an environment of justice and a sense of fairness;
- the right to reflect, listen and learn together after incidents, sharing feelings in regard to how incidents are managed;
- the right to make reparation;

Children are expected to:

- Behave in a safe and calm way
- Show respect for the dignity of others including pupils, members of staff, parents and families
- Make it possible for all children to learn both in and out of the classroom
- Move quietly around the school and other supervised areas
- Treat the school buildings and school property with care and respect
- Accept sanctions when given

All staff will make every effort to ensure all children are engaged in meaningful tasks, which offer the appropriate level of challenge, with support where necessary. Children are encouraged to concentrate, stay on-task and become increasingly independent learners. Every child is valued and benefits from both public and private praise. The importance of self-esteem is never underestimated.

### **Pupil Reward System**

Good behaviour is expected at our school and all members of school staff endeavor to promote and model the behaviour we expect to see. In addition, we think it is very important that children who are; polite, respectful, well-mannered and try hard with their learning are rewarded and made to feel proud of their choices.

At Shotton Hall Primary, we believe that positive reinforcement of good behaviour is the most effective way of encouraging children to follow our school rules. Our Pupil Reward Systems, encourages children to behave appropriately, whilst ensuring that every child is treated fairly and respectfully. Children are rewarded for their attendance, appropriate behaviour in school and outstanding effort and achievement in their learning.

### **Class Dojo**

Class Dojo is a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages.

Class Dojo has a points based reward system, which support our current team points. Children will be awarded points for their hard work based on our 5 R's, Respectful,

Reciprocal, Resilient, Resourceful and Reflective( see “Building Learning Powers” below). Parents will be able to view the points as they are awarded to children. Children are awarded two points per day, morning and afternoon for completion of their work and good behaviour. Teachers then award an extra 3 'magic' dojos for children who have stood out that day and displayed positive behaviours. When 200 Dojo points have been earned, the child can choose a book to keep and take home. Points are rolled over into the next academic year if enough have not been earned to choose a book.

### **Team Point System**

Children are placed in Teams on entry to the school, QE II, Neil Armstrong, Sir David Attenborough and Captain Sir Tom Moore. Pupils remain in these teams throughout their school career. Points can be awarded through Dojo by staff for a range of achievements both in and out of the classroom.

### **Building Learning Powers Certificates**

These are special merit awards which can be given for specific instances where it is felt that children have deserved special recognition for their actions. We promote the qualities of resourcefulness, reciprocity, reflection, resilience and respect. These can be nominated by any member of staff when appropriate and are presented in ‘Achieve and Believe’ assembly each Friday.

### **Friday Achieve and Believe Celebration**

This will be the main opportunity to communicate and reinforce instances of good behaviour and achievement. All the above systems can be presented or announced publicly during Assembly, together with a celebration of other achievements both in and out of school.

### **Strategies Used for Positive Behaviour Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will create and maintain a stimulating environment that encourages pupils to be engaged. They will do this by:

- Clearly displaying the classroom responsibilities
- Developing a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines,
- Communicating expectations of behaviour in ways other than verbally
- Identifying and acknowledging children who model required behaviours
- Concluding the day positively and starting the next day a fresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## Zones of Regulation

The Zones of Regulation framework and curriculum teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

The Zones of Regulation creates a systematic approach to teach regulation by categorising all the different ways we feel and the states of alertness we experience into four concrete coloured zones. Integrating in cognitive behaviour therapy, children build skills in emotional and sensory regulation, executive functioning and social cognition. The framework is designed to help move children towards more independent regulation while also respecting each child and their unique self.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.



The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go”. A yellow sign means be aware or take caution, which applies to the

Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, students are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the library where there are different expectations than the playground, students may still be in the Yellow Zone but have to manage it differently so their behavior meets the expectations of the library setting.

## **Restorative Justice**

**Restorative Justice is a process that resolves conflict. It is part of a larger ethos also known as Restorative Practices/Approaches. It promotes telling the truth, taking responsibility, acknowledging harm as appropriate responses to conflict and in doing so creates accountability.**

**It is a very valuable tool as it not only allows the harmer to see the impact of their behaviour but also allows the "harmed" person the opportunity to see if they contributed to the conflict in any way by their own behaviour. Both participants are then able to agree their own joint contract of how they are going to treat each other in the future: this gives them a personal stake in the success of the contract.**

**Restorative Conferencing works by trained staff as facilitators who focus attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the same questions and everyone is given the same opportunity to speak. The controlled equality ensures the process is seen as fair. This encourages the truth and provides a safe environment so that responsibility can be acknowledged and genuine remorse felt. It is this feeling of remorse drawn out by the process that creates accountability. By looking at what harm has been caused, it brings the participants together to develop a solution.(see Appendix 2) This allows them to take ownership of their solution making it much more likely to succeed. The 4 R's of RJ are based on four key features**



- **RESPECT** - listening to other opinions and learning to value them
- **RESPONSIBILITY** - taking responsibility for your own actions
- **REPAIR** - discussing how to repair harm
- **RE-INTEGRATION** - working through a process that solves the problem but allows young People to remain in mainstream education.

### **What Restorative Justice does for pupils**

Participants resolve conflict in a way that aims to teach self-directed correct behaviour therefore making conflict a moment that is teachable (lessons learned). This develops emotional literacy, encourages responsibility and therefore creates accountability.

### **Benefits for Harmed Person**

- **Telling offender how they were affected**
- **Holding the offender accountable**
- **Having a say in how to repair the harm**
- **Possibly receiving an apology and restitution**
- **Asking the offender questions about the offence**

## **Benefits for Wrongdoer**

- **Opportunity for wrongdoer to understand the consequences of their behaviour**
- **Learn how the incident has affected family and friends**
- **Help develop and implement a plan (supported if necessary) to repair the harm**
- **Disapprove of behaviour while affirming their worth**
- **Alternative to punitive disciplinary processes**

## **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the class charter and classroom responsibilities
- Develop a positive relationship with children, which will include:
  - Greeting children in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Finishing the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Drawing up an Individual Behaviour Plan/Risk Assessment detailing actions to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff. (Must be discussed with HT, DHT or BASO before issue.)
  - Use of a home–school diary/log book to inform parents of both negative and positive behaviour. (Must be discussed with HT, DHT or BASO before issue.)
  - Use of pupil passports to recognise short periods of successful behaviour

## **Good To Be Happy Classroom Chart**

In school, when dealing with unacceptable classroom behaviour, school staff follow our Good to Be Happy System. The aim of the system is to re-focus and re-engage the child with as little disruption to learning as possible. Children will all start with their faces on the happy emoji face. Continual in appropriate behaviour will see the child's face be placed lower down the emoji chart.

Children's responsibilities will be clearly displayed in each classroom (Appendix 3)  
Children's responsibilities in other areas will also be clearly displayed (Appendix 4-7)  
Copy of Good to be Happy Classroom Chart (Appendix 8)

See Flow Chart below for examples of behaviour and possible action taken.

## Examples of Behaviour

## Staff Action



Calm state of alertness  
Ready to learn  
Focused on the member of staff teaching or the work presented.  
Happy and content.

Calm, approach, Constant re-inforcement of behaviour expectations  
Positive strategies including praise, acknowledge good behaviour/work  
Verbal/ non verbal communication to those who are off task and possible solutions to remain on task  
Reminder of consequences of any low level disruption  
Diversion and reassurance for those that appear in a heightened state. (Zones of regulation)



Work refusal  
Distracting Peers  
Low level disruption  
Not following instruction

Calm, approach, Constant re-inforcement of behaviour expectations. TA support if possible.  
Verbal/ non verbal communication to those who are off task and possible solutions to remain on task  
Reminder of consequences of any low level disruption and continued unacceptable behaviour  
Diversion and reassurance for those that appear in a heightened state. (Zones of regulation)  
Reminder of position on the behaviour tracker  
Warning of consequence  
Start to record on CPOMS if this level is becoming persistent



Continuing of or repeated low level disruption  
Work refusal  
Distracting Peers  
Hurting Peers/Inappropriate language

Calm body language approach, Constant re-inforcement of behaviour expectations. TA support/withdrawal for reflection  
Verbal/ non verbal communication to those who are off task and possible solutions to remain on task  
Reminder of consequences of any low level disruption and continued unacceptable behaviour  
Diversion and reassurance for those that appear in a heightened state. (Zones of regulation)  
Reminder of position on the behaviour tracker. Must be recorded on CPOMS  
10 minutes of play lost( standard Dojo message home, your child has..... therefore has lost 10 minutes of play



Continuing or escalation of undesirable behaviour  
Persistent/ constant disruption  
Threatening behaviour  
Assault on peers /staff

Calm body language approach, Constant re-inforcement of behaviour expectations. TA withdrawal.  
Reminder of consequences  
Limit choices.  
Call for Behaviour Manager/SLT to remove from situation.  
Miss play and lunch( standard Dojo message home, your child has..... therefore has/will miss play and lunch  
Must be recorded on CPOMS

## **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

The school will be clear whether action taken is disciplinary, supportive or both. The school will make such decisions on a case-by-case basis, with the Designated Safeguarding taking a leading role. The Police and Children's Social Care will be consulted where necessary.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to Early Help
  - Refer to Children's Social Care
  - Report to the police

Please refer to our Safeguarding and Child Protection child Policy for more information.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Restorative approach to enable those who have been harmed to convey the impact of the harm to those responsible and for those responsible to acknowledge this impact and take steps to make amends
- Expecting work to be completed at home, or at play or lunchtime
- Detention at play or lunchtime, or after school(with parental consent)
- Referring the child to a senior member of staff
- Letters, phone calls or Dojo message home to parents
- Fixed term or permanent exclusion in accordance with Local Authority Procedures.

## **The Decision to Exclude**

A decision to exclude a pupil should be taken only:

- In response to serious breaches of the school's behaviour policy; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Head Teacher or Deputy Head Teacher can exclude a pupil.

A decision to exclude a child *permanently* is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgment by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will however be exceptional circumstances where in the Head Teacher's judgement, it is appropriate permanently to exclude a child for a first or "one off" offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

School should also consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. Youth Offending Team, social workers, etc.

### **Factors to consider before making a decision to exclude**

Exclusion should not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Head Teacher should:

- ensure that an appropriate investigation has been carried out
- consider all the evidence available to support the allegations, taking into account of the school's behaviour and equal opportunities policies, and, where applicable, the Equality Act 2010.
- allow the pupil to give his or her version of events
- Check whether the incident may have been provoked, for example by bullying or by prejudice or sexual harassment
- if necessary consult others, but not anyone who may later have a role in reviewing the Head Teacher's decision, for example a member of the Governor's Disciplinary Committee.

If satisfied that, *on the balance of probabilities*, the pupil did what he or she is alleged to have done, the Head Teacher may exclude the pupil.

Where a police investigation leading to possible criminal proceedings has been initiated, the evidence available may be very limited. However, it should still be possible for the Head Teacher to make a judgement on whether to exclude the pupil.

### **Length of Fixed Term Exclusions**

The regulations allow Head Teachers to exclude a pupil for one or more fixed periods not exceeding **45 school days in any one school year**. However, individual exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged.

The school's obligation to provide education continues while the pupil is on the roll, and must be met during a fixed-term exclusion. In all cases of more than a day's exclusion, work should be set and marked.

In exceptional cases – usually where further evidence has come to light – a fixed period exclusion may be extended or converted to a permanent exclusion. In such cases the Head Teacher will write again to the parents explaining the reasons for the change. The Head Teacher may choose to withdraw an exclusion that has not been reviewed by the Pupil Discipline Committee.

## **Procedures**

### **Permanent Exclusion**

Fixed term, less than 5 days in total per term

Fixed term, 6 – 15 days in total per term

Fixed term exclusion 15+ days

Full guidance on exclusions including outline letters to parents, report formal to LA, letters to Disciplinary Committee etc. are available in the school office.

## **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Wearing school uniform

In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil or member of the public

Could adversely affect the reputation of the school

## **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

## **Physical Restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (MIR and Physical Restraint Numbered Book)

## **Screening, Searching and Confiscation**

Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated a member of the school's Senior Leadership Team should be informed immediately.



Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Teachers have the power to search without consent where they have reasonable grounds for suspecting pupils may have a prohibited item. The prohibited items are listed under the serious misbehaviour heading earlier.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening children is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Parents will always be informed if their child has been searched. In the event of weapons, knives, stolen items or illegal drugs being confiscated, these will always be handed over to the police.

### **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENDco and BASO will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### **Pupil transition**

To ensure a smooth transition to the next year, children have transition sessions with their new teacher (s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or

year. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

### **Training**

Our staff are provided with training on managing behaviour, use of the Good to be happy Chart and using CPOMS as part of their induction process. All staff have trained in de-escalation strategies and two are fully Team Teach trained.

Behaviour management will also form part of continuing professional development through face to face training, online training and briefing papers.

### **Monitoring arrangements**

This Behaviour policy will be reviewed by the Headteacher, BASO and Governing Body of Shotton Hall Primary School every **two** years and as and when required.

At each review, the policy will be approved by the Headteacher and Governing Body of Shotton Hall Primary school.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- KCSIS policy
- Anti-Bullying policy
- RPI Policy

We value the support and co-operation of Parents. Parents are requested to work in partnership with the school and support the implementation of the Behaviour Policy.

## **Appendix 1:**

### **Written statement of Behaviour Principles**

All children, staff and visitors have the right to feel safe, valued and respected at all times at school.

Every pupil understands have the right to learn free from the disruption of others.

Shotton Hall Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from any form of discrimination. Measures to protect children should be set out in the Positive Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.

Staff and volunteers set an excellent example to pupils at all times. The Behaviour Policy is understood by pupils and staff.

High standards of behaviour are expected. The school rules should be clearly set out in the Positive Behaviour Policy and displayed around school. Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.

Sanctions should be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available to support as necessary for pupils who display continued disruptive behaviour.

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

Pupils are helped to take responsibility for their actions.

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

This written statement of behaviour principles is reviewed and approved by the full governing body of Shotton Hall Primary School every year.

## **Appendix 2:**

### **Restorative Conversation**

1. What has happened?
2. What/How were you feeling at the time?
3. What were you thinking at the time?
4. How do you think this made..... feel?
5. Who has been affected by this?
6. What do you think caused this?
7. How can we put things right?
8. If this happens again, how could we do things differently?

## Appendix 3

### Our Classroom Responsibilities



We will enter the classroom quietly and respectfully

[Article 1 — We all have rights in our classroom](#)

We will move around the classroom safely and calmly

We will sit sensibly in our seats

[Article 19 — We have the right to be safe](#)

We will look and listen when a duty bearer is talking

[Article 28 — We have the right to an education](#)

We will put our hands up to ask or answer questions

We will use kind words to duty bearers and friends

[Article 12— We have the right to a voice](#)

We will attempt our work to the best of our ability

[Article 29 — We have the right to develop our talents](#)

## Appendix 4

### Our Playground Responsibilities



We will look and listen when a duty bearer is talking

[Article 1 — We all have rights](#)

We will play all games sensibly and follow rules

We will stay within the field and playground

We will not hurt each other

We will walk and line up when asked at the end of play

[Article 19 — We have the right to be safe](#)

We will use kind words to duty bearers and friends

We will talk to each other to solve our own problems

[Article 12— We have the right to a voice](#)

We will respect our outdoor play equipment

[Article 31— We have the right to play and rest](#)

## Appendix 5

### Our Heartspace Responsibilities



We will enter the Heartspace quietly and respectfully

We listen to duty bearers

[Article 1 — We all have rights](#)

We will move around the heartspace safely and calmly

We will walk in a single line down the heartspace

[Article 19 — We have the right to be safe](#)

We will use indoor voices to allow other children to  
learn

[Article 28 — We all have the right to an education](#)

[Article 12 — We have the right to a voice](#)

## Appendix 6

### Our Breakfast/Teatime Club Responsibilities



We will enter the halls quietly and respectfully

We will look and listen when a duty bearer is talking

Article 1 — We all have rights

We will move around the halls safely and calmly

Article 19 — We have the right to be safe

We will use kind words to duty bearers and friends

We will talk to each other to solve our own problems

We will use indoor voices

Article 12— We have the right to a voice

We will sit and eat our food sensibly

Article 24— We have a right to healthy food and clean  
water

We will play all games sensibly and follow rules

Article 19 — We have the right to be safe

Article 31— We have the right to play and rest



## Appendix 7

### Our Dining Hall Responsibilities



We will enter the dining hall quietly and respectfully

We will look and listen when a duty bearer is talking

[Article 1 — We all have rights](#)

We will move around the dining hall safely and calmly

We will sit sensibly in our seats

[Article 19 — We have the right to be safe](#)

We will use kind words to duty bearers and friends

We will use indoor voices

[Article 12— We have the right to a voice](#)

We will eat our food sensibly

[Article 24— We have a right to healthy food and clean water](#)

## Appendix 8

### Behaviour Steps Chart

