Behaviour Management Policy

Nominated Lead Member of Staff:	**Headteacher**
Status & Review Cycle:	**Statutory (Annual review)**
Next Review Date:	**Autumn 2027**

Introduction:

This Behaviour Policy has been written in accordance with the **Education and Inspections Act 2008** and most recent publication from the **DfE: Behaviour in Schools Advice for Headteachers and school staff February 2024**, which provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying and harassment amongst its pupils. It also links to the most recent publication of **Keeping Children Safe in Education** and the **Equality Act** and at Shottermill Juniors the following equalities objectives have been published to show how we are committed to ensuring a fully inclusive working and learning environment for all:

- **Provide all children with appropriate access to learning experiences at our school and not disadvantage any child from taking part on the grounds of their gender, ethnicity, background or culture, Special Educational Need or Disability, or any other discriminatory factor.**
- **Provide a secure and supportive environment that empowers people to challenge discrimination should they encounter it.**
- **Ensure that any person visiting or working within our school environment does not suffer discrimination.**
- **Ensure prospective employees are treated fairly and do not suffer any form of discrimination in line with fair recruitment purposes.**
- **Promote and celebrate diversity of children and adults who visit or work within our school and promote equality through our actions and communications.**
- **Provide systems of monitoring to facilitate continuous improvement, learning and sharing of existing good practice, as overseen by the Governing Body and Local Authority.**
- **Work with all stakeholders or other local schools to develop cohesive communities with shared values that encompass equal opportunities.**
- **Work towards the elimination of discrimination and harassment through upholding our Core Values of: *Respect, Trust, Love of Learning, Communication, Creativity and Excellence.***

Main Principles:

At Shottermill Junior School we believe that teachers have the **right** to teach in an environment free from disruptive behaviour but also have the **responsibility** to provide a safe, stimulating learning environment where all children's needs are catered for.

Similarly, we believe that children have the **right** to learn in an environment free from disruptive behaviour but also have the **responsibility** to follow and respect the classroom rules.

A school's approach to behaviour should be easily apparent to anyone joining or visiting the school. Everyone should treat one another with dignity, kindness and respect. We share this ambition and pride ourselves on our positive learning environment, pastoral care and inclusive approach - where all children are valued.

This Behaviour Management Policy sets out the systems and processes in place, to ensure that there are high standards of conduct demonstrated by all pupils across the school. It has been written in consultation with children, staff and Governors. The school holds high expectations of pupil behaviour but will ensure that it also works in partnership with parents and guardians to ensure a coordinated approach to meeting the needs of pupils who require additional support with managing their behaviour.

Working in Partnership with Parents and Carers:

In order to successfully manage pupil behaviour, we believe it is vital for us to be able to work in partnership with parents and guardians. We believe that together we have a shared responsibility for ensuring that a range of strategies are used to support and promote positive behaviour and furthermore, we expect parents to uphold and reinforce the expectations of the school.

Good behaviour is secured through:

- **Establishing positive relationships between children and adults - where mutual trust and respect are always promoted;**
- **Providing children with clear expectations of behaviour and conduct in a range of situations;**
- **Effective classroom management which involves a consistent and fair approach by all adults in school;**
- **Providing children with the opportunities to develop their self-esteem and self-control;**
- **Providing children with clear choices and consequences so they can manage their behaviour;**
- **Setting appropriate limits of pupil behaviour in order to secure safe boundaries;**
- **Providing positive encouragement to motivate children to behave;**
- **Having high but realistic expectations of pupil behaviour;**
- **Promptly recognising and rewarding good behaviour;**
- **Tailoring approaches used to prevent misbehaviour, particularly if the child has additional needs;**
- **Providing staff training and liaising with other agencies.**

Ultimately, the desire is for self-discipline, where children choose to be responsible for their own behaviour and gain independence in doing this. We believe positive recognition is the most important element to successful behaviour management and will ensure fairness and equality for all children.

When children join Shottermill Junior School, the child, parent and teacher are expected to sign the **Home-School Agreement (See Appendix I)** indicating that all parties agree with the school's Behaviour Management Policy.

A Whole School Approach to Managing Behaviour:

Our approach to managing pupil behaviour consists of four parts:

- **Our School Behaviour Curriculum, which promotes positive learning behaviours**
- **Rules which must be consistently taught and upheld by all**
- **Positive recognition and rewards to promote good behaviour**
- **Consequences following misbehaviour**

Provision of a School Behaviour Curriculum, which promotes positive learning behaviours:

At our school we have identified one key overarching rule set out below, which children will be taught to follow and will become a shared language for all members of our community.

Our School Rule:

"At Shottermill Juniors we will be kind, respectful, safe and hardworking."

Our Behaviour Curriculum defines the expected learning behaviours we want to see in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and makes links to real life situations that children will experience as they grow and develop. For example:

- **Treat others how you would expect to be treated yourself**
- **Follow the instructions given by adults**
- **Use kind words**
- **Use kind actions**
- **Respect and look after school property**

We expect staff to use the shared language of our **Core Values** (set out below) to help children recognise when they have made a good choice or to highlight to children when they may need to reflect further on their behaviour and make a positive change. We will use both **planned curriculum activities** and **incidental learning opportunities** to help teach children how to reflect on their behaviour choices.

Respect Trust Love of Learning Communication Creativity Excellence

Planned curriculum activities will include use of assemblies, PSHE lessons and community activities to promote discussion about human interaction and the **rights** and **responsibilities** expected of all members of our community in order to create a fully functional society for all. Our work will link to the teaching of Fundamental British Values, including the rule of law and will also link to the 'golden rule', taught across many different religions and cultures: *To treat others as you would want to be treated yourself.* We will also work hard to promote inclusion and tolerance of others, such as towards members of the LGBTQ+ community, those with disabilities or different religious or cultural beliefs.

Incidental learning opportunities will include managing problems as they arise through restorative approaches or using examples from local, national or global news events to discuss the choices people make in their daily lives and how these impact others.

Specifically, we use the **Zones of Regulation** teaching approach, across all year groups, in order to help children better understand their emotions and the strategies they can develop to gain emotional regulation for themselves. Through developing this shared language and building positive trusting relationships between children and adults, we are able to facilitate valuable discussion to grow children's independence in managing their own behaviour. The Zones of Regulation are also a central part of our provision for pupils with Special Educational Needs and helps us to support children to thrive in our inclusive environment.

Consistency of approach:

We believe that clear rules and routines provide children with boundaries, which in turn, helps them to feel safe at our school. It is fundamental that all staff follow the agreed principles of our Behaviour Policy and that children are treated equitably and fairly without discrimination. It is also essential that staff at the school feel supported by parents and carers, so that we work in partnership together.

Our assemblies and weekly themes will help provide a focus for promoting the rules and expectations for behaviour at our school. Once again, using the language of the Zones of Regulation, our overarching school rule and Core Values will enable children to hear a consistent message from all adults, which will in turn improve pupil behaviour over time.

Positive recognition and rewards to promote good behaviour

Here at Shottermill Junior School, we have a shared and consistent approach to recognising and rewarding positive behaviour and believe that it is vital that children receive prompt and meaningful feedback when they are able to make good choices and follow the rules.

Children can earn House Points (also known as dojo points) for good behaviour, displaying good manners, upholding the Core Values and working hard in lessons. They may also show their work to the Headteacher or receive special privileges or recognition through positive phone calls, postcards, certificates or other tangible rewards.

Individual children may be awarded stars or smiley faces. These are sometimes collected in a book or on a chart. They should not be in full view as some children may be disheartened if they do not have as many as others. These should be related to a system of rewards to be agreed across each year group for consistency.

Other Positive Recognition and Rewards:

Class incentives are a useful approach to enhance teamwork and collaboration. Examples of systems may be a whole class marble jar, where a marble is awarded if the **whole class** is working hard and exhibiting good behaviour. The Class Teacher may choose to use a whole class reward system to focus on a particular behaviour target and once all the marbles have been earned, children are rewarded with a whole class treat such as a special lesson of their choice.

Above all, teachers must be aware that positive recognition will mean utilising different approaches for individual children and may need to be reviewed if they are not having the desired effect on improving pupil behaviour. Teachers can gain advice from

the Behaviour Support Assistant or members of the Senior Leadership Team, to help them identify strategies to try with individual pupils.

Consequences following misbehaviour:

On occasions it will become necessary to ensure that a clear and consistent approach is used to managing misbehaviour (inappropriate behaviour/ behaviour not in line with school rule). The following step-by-step warning system has been developed to ensure a clear approach which is understood and upheld by all adults working within the school building.

It is extremely important that the system is used fairly and consistently and adults should take special care to actively listen to the views of the child/children involved. All attempts should be made to support pupils at each warning stage to avoid further escalation and repeated incidents of misbehaviour (e.g. offering a learning break, before returning to a task later).

Reminder = **Child given a verbal reminder by the member staff.**

1st warning = **Child given a verbal warning and their name is recorded on the board. The aim would be that this child's name is soon rubbed off the board when expected behaviour is seen. Discussion at the next possible opportunity (e.g. break time) to give child the chance to understand and correct their behaviour if required.**

2nd warning = **Child given further verbal warning and a reflection sheet (See Appendix III) at the next break or lunchtime. The child may also be sent to another class for 15 minutes, at the Teacher's discretion. A discussion with the Class Teacher will also take place with the child afterwards. Class Teacher to inform the parent at the end of the day.**

3rd warning = **Child will go to the Deputy Headteacher or Headteacher, who will contact the parents. An appropriate consequence will be given by the Headteacher.**

Exclusion or suspension:

In instances of extreme misbehaviour, the child will be sent straight to the Headteacher or most senior member of staff available. Such cases of misbehaviour will be thoroughly investigated and may result in internal exclusion, fixed term suspension from school or in extremely severe cases, may result in permanent exclusion from the school.

Internal exclusion will mean that a child is asked to work in a different supervised space, other than their usual classroom. This will provide time for a break and allow the child time for reflection. Internal exclusions may be for 1 or 2 hours, a whole morning or afternoon, or on rare occasions may last a full day.

The school will follow the agreed processes put in place by the Local Authority when managing external exclusions also known as a suspension. In such cases, a pastoral support plan will be initiated to carefully plan the reintegration of a pupil back into school. In all instances the school will ensure that parents are informed and involved in its actions every step of the way. Parents should be aware that where safeguarding concerns may have contributed to the behaviour concerns, the school will need to follow its safeguarding policies and procedures and may seek advice from Children's Services or other relevant agencies.

The school has identified the following examples of extreme misbehaviour as those which may warrant a form of exclusion:

- **Swearing or using language which is considered prejudice related / homophobic or a form of sexual harassment**
- **Causing deliberate injury to a member of staff**
- **Seriously and intentionally hurting another child** (e.g. biting, punching, sexual violence)
- **Absconding from the school premises or serious misbehaviour whilst on a school trip**
- **Repeated refusal to follow instructions from a senior member of staff**
- **Deliberately causing serious damage to school property** (e.g. breaking a window)
- **Deliberately causing a breach of safety** (e.g. setting off the fire alarm)
- **Bringing a weapon, drugs or alcohol to school.**

At all stages, the expectation will be that school staff will work hard to identify any known triggers which may have caused the misbehaviour and try alternative approaches to prevent further episodes of misbehaviour, therefore enabling the child to be successful in the future.

Parents are similarly expected to work collaboratively with the school to share relevant information which may have been a factor in changes to behaviour and to work in partnership to achieve a positive change to their child's behaviour.

Teaching Children about Good Conduct and Discipline:

In order to uphold our high standards of behaviour at Shottermill, we recognise that the adults have a shared responsibility for communicating to children our expectations of conduct and supporting children to behave well at all times. The school will use the following approaches to achieve this:

- **Create opportunities to teach children about managing their behaviour in different situations both inside and outside of school (e.g. through our E-Safety and Anti-Bullying lessons);**
- **Teach routine procedures (e.g. entering the classroom quietly, going into assembly, collecting resources and personal hygiene);**
- **Teach special procedures (e.g. Fire drill, putting specialist equipment away);**
- **Explain to children why we need rules and how these relate to our Core Values;**
- **Explain how we will positively recognise children who follow the rules and celebrate these with the whole school;**
- **Explain why we have consequences and facilitate children's understanding of positive and negative consequences;**
- **Support children in making good choices and how these will benefit them and others;**
- **Reinforcing the class rules by recognising good behaviour or using the warnings system where appropriate;**
- **Revisit the class rules periodically to remind children of the expectations;**
- **Be a model of good behaviour for children to learn from;**
- **Develop trusting and respectful relationships where everyone is listened to and valued;**
- **Encourage children to reflect on their behaviour;**
- **Help children develop approaches and strategies for controlling their behaviour (e.g. through using the Zones of Regulation).**

Depending on the nature of the incident and consequence given, the member of staff dealing with the incident may choose to use the **Reflection Task** (Appendix II) to help the child acknowledge their behaviour in school and how they could improve this in the future.

Tracking of Pupil Behaviour:

It is important that there are effective systems in place to track pupil behaviour, in order to identify trends or patterns that may be occurring. Having a clear understanding of how children behave in school will ensure that everyone is safeguarded and will enable better support for pupils who may be struggling with aspects of their behaviour.

The school records and monitors behaviour incidents using our Behaviour Incident Form. (Appendix III). Records are maintained by the Class Teacher but copies are made and filed in the whole school behaviour file for ease of monitoring. The Behaviour Support Assistant is responsible for monitoring behaviour incidents over time and reporting to Senior Leaders on the frequency of incidents and any patterns and trends regarding misbehaviour. The school shares this information with Governors and uses this to make improvements with the aim of reducing the number of behaviour incidents that occur in school.

Individual Behaviour Report Card:

It may be necessary to establish an Individual Behaviour Report Card, which is a helpful approach to encourage good behaviour for where repeated incidents have occurred. This would usually be agreed in partnership with the parents, Class Teacher, Headteacher / SENCo. The format of this would usually follow a weekly timetable, with clear behaviour targets for the child to focus on. The Behaviour Report Card should be completed by the Class Teacher in discussion with the child and is aimed at providing feedback to the child and parents on behaviour in each lesson.

The report must be sent home to the parents at the end of the day / week for them to sign. This approach can also be adapted for playtime sessions only and will be monitored by the playtime supervisors on a daily basis.

In agreement with parents, a Behaviour Report Card may also be used as a method to improve behaviour leading up to special reward or activity outside of the usual school day. For example, a child may be placed on report in order to earn the privilege to attend a school disco or go on a special extra-curricular trip. In the unlikely case that a child is excluded from attending a special educational visit during the school day, alternative education will be provided in school, so as not to withdraw access to learning.

Individual Behaviour Plans:

Some children may not respond to the approaches mentioned above and may require additional planning and support to help them develop and improve their behaviour. In this case, a Behaviour Plan will be initiated in a shared process involving the class teacher, SENCo and parents or guardians. In some instances, it may be necessary to involve outside agencies to assess the child's behaviour and assist with writing a Behaviour Plan, which may include a Risk Assessment to minimise the risk to the child and others in the school.

Playground Code of Conduct:

Creating a positive and safe playground environment is highly important at any school. Children should feel comfortable to play and socialise with their peers and the relationships between all children and adults should be based on mutual respect, openness and honesty.

We encourage children to play well with one another, make good choices, share playground equipment or take turns and follow the rules. When children demonstrate examples of good behaviour, we award **green smiley faces** which are equal to 2 Housepoints. Children enjoy earning these and they are a positive approach towards encouraging good behaviour from all children.

If children are found to be misbehaving on the playground, a warning system is in place which is similar to the one used inside the building by teachers. For incidents of misbehaviour on the playground, a child may be given a **yellow card warning** which involves 5 minutes timeout / sitting on the wall.

In serious cases of misbehaviour, a **red card** may be issued and the child will be taken off the playground. In instances where a red card is given, the Key Stage 2 Leader / Deputy Headteacher or Headteacher will be called to talk to the child/children and they will spend the rest of the lunchtime off the playground. A summary of our Playground Code of Conduct is displayed in corridors and classrooms (see Appendix V) and all Lunchtime Supervisors have a duty to record misdemeanours using the Behaviour Incident Form (see Appendix III).

Staff must also ensure that the victim has been appropriately looked after and reassured that the problem has been dealt with.

Positive Handling:

Shottermill Junior School adopts a positive approach to managing behaviour alongside the agreed warning system and in almost all instances it is not expected that restraint will be required to manage pupil behaviour. Adults are permitted to intervene in situations to protect a child or adult from getting hurt but must exercise extreme caution to avoid confrontation and further escalation and causing injury to themselves or others. In all instances, adults should seek immediate assistance from a member of the Senior Leadership Team in such situations of extreme misbehaviour.

Only those fully trained members of staff (who have undergone 2 day training e.g. TeamTeach or MAPA) will be permitted to use methods of restraint to intervene and control situations where pupils are behaving in a way that may cause danger to themselves or others and will only be used as a last resort where de-escalation techniques have failed and it is the only remaining option to keep children or adults safe. As with all behaviour incidents, the full details will be recorded and logged using a separate physical restraint form (See Appendix VI). This form must be countersigned by a senior member of staff.

If it is felt that there is a higher risk / increased likeliness of using Positive Handling techniques in school, the agreed policy and protocols will be immediately reviewed (e.g. Behaviour Plan initiated with Risk Assessment).

Child on Child Abuse, including Bullying, Sexual Violence and/or Sexual Harassment

The school takes all incidents of bullying, harassment and/or inappropriate sexualised behaviour very seriously and incidents such as name calling cannot be excused by adults as just 'banter'. In cases of bullying, including cyber-bullying (which may occur outside of school hours) Senior Leaders will use the Anti-Bullying Policy to investigate and deal with incidents of this nature.

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable, as described on page 31 of **DfE: Behaviour in Schools Advice for Headteachers and school staff February 2024.** However the school sees the involvement of parents as a critical part of dealing with incidents of this nature and will usually ask parents to deliver sanctions such as limiting access to technology or devices at home. Maintaining an ongoing dialogue and cooperation between home and school is invaluable in addressing these kinds of behaviours.

For incidents involving sexual language, harassment or physical behaviour, the school will investigate thoroughly and take the necessary steps to address this, involving parents at each stage of any actions taken. A summary of our procedure is shown below, however it is likely that the school will need to treat these kinds of issues on a case by case basis, with possible involvement from outside agencies:

Low level concern (e.g. name calling)

- All pupils involved spoken to and behaviour incident report completed with witness statements.
- Appropriate sanction given in line with behaviour / anti bullying policy and all parents of those children involved spoken to.
- Pastoral support to victim (and perpetrator if required).
- Ongoing close monitoring by staff to ensure more serious concerns do not develop.

More serious concerns (e.g. as using threats or inappropriate gestures)

- All pupils involved spoken to and behaviour incident report completed with witness statements.
- Appropriate sanction given in line with behaviour / anti bullying policy (e.g. internal exclusion) and all parents of children involved spoken to.
- Pastoral support to victim and perpetrator with possible referral to Early Help services for therapeutic help (including ELSA).
- Possible change in provision such as limiting access to playground or increased supervision of perpetrator.
- Perpetrator placed on school report if ongoing issues occur and parents invited to regular review meetings.
- Ongoing close monitoring by staff to ensure more serious concerns do not develop and HSLW to make contact with parents also.
- Possible DSL consultation with professionals line at Children's Services for further advice.

Serious concerns (e.g. engaging in harmful sexualised behaviour such as 'trading nudes')

- Information received carefully recorded and shared in line with Safeguarding Protocols but not investigated until contact has been made with Police and/or Children's Services for further advice. Child(ren) may be subject to Child Protection processes and placed on a support plan.
- Parents to be contacted and agreed next steps (including sanctions) discussed with them, with involvement from Local Authority (possible risk of fixed term or permanent exclusion as a last resort).
- Next steps may include participation in specialist therapeutic work to address abuse or other external agency support (both victim or perpetrator).
- Ongoing monitoring and staff training may be utilised to ensure incidents do not occur again in the future.

Mobile phones in school

In line with Government guidance, the school **does not permit** children to bring to school a mobile phone, or any other device with connectivity to the internet (e.g. smart watches or tablets). This is because these devices bypass the school internet filtering systems put in place to keep children safe. In addition to this, the school will not accept responsibility for multiple, expensive mobile phones on the school premises, when at a Junior School age, these items are not considered necessary.

Parents often request that children bring a phone to school to keep them 'safe' (e.g. if they walk home alone). However we believe this statement is not always true and in some cases, carrying an expensive mobile phone without adult supervision can present other safeguarding concerns. We expect parents to make necessary plans for the proper supervision of children before and after school and we always remind children that they can come and find a safe adult back at school if they have a problem. Therefore, a request of this nature will be declined.

In rare circumstances, the Headteacher may permit that a child may bring a phone to school, for example if they are a registered Young Carer. However this will be agreed on a case by case basis and the phone will be handed in and collected from the School Office every day for safe keeping. The school will not accept responsibility for any loss or damage to the phone whilst on school premises.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Shottermill is committed to being an inclusive school and supporting children with additional needs to achieve and thrive both in and out of the classroom. We have the same high expectations of behaviour for all (relating to our 5 rules), however we recognise that some behaviours are more likely be associated with particular types of SEND (e.g. a pupil with speech, language and communication needs who may not understand a verbal instruction).

Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. Our approach is to use the graduated approach involving: **assess**, **plan**, **do** and then **review** the impact of the support or strategies used. We will use our best endeavours to meet the needs of those pupils with SEND, which could include using strategies such as:

- **Anticipating known triggers and where possible, making changes to the learning environment or curriculum to manage these and prevent any behaviour of concern;**
- **Making adjustments to the learning environment (e.g. a dedicated desk in the classroom to work);**
- **Providing personalised equipment according to our reasonable adjustments approach (e.g. a standing desk to work at or writing desk slope)**
- **Planning personalised learning activities or timetables according to targets set out in a child's provision map or Education Health & Care Plan (EHCP);**
- **Agreeing a rota at break time or lunch time (e.g. accessing lunch club sessions);**
- **Working with outside agencies to gain knowledge and understanding of how to support the needs of a particular pupil and training staff as required;**
- **Adjusting uniform requirements for a pupil with sensory issues;**
- **Providing specific interventions (e.g. Occupational Therapy programmes) or movement breaks;**
- **Providing tailored reward systems where behaviour targets are broken down into smaller and more manageable goals.**

We recognise that where we can work in partnership with the child, parent and other agencies, we can provide the best opportunity for a child to thrive and be successful.

Appendix I

Shottermill Junior School

HOME-SCHOOL AGREEMENT

The School's Promise:

We will:

- Aim to provide a high standard of education in a safe, secure and stimulating environment, in line with policies and key information which can be found on our school website.
- Provide all children with appropriate access to learning experiences and not disadvantage any child from taking part on the grounds of their gender, ethnicity, background or culture, Special Educational Need or Disability, or any other discriminatory factor.
- Welcome and encourage parents' interest and involvement in school life.
- Contact parents or guardians if there is a problem with an accident or illness, school attendance or punctuality.
- Let parents or guardians know about any concerns or problems that affect their child's work, behaviour or wellbeing.
- Actively support parents or guardians with resolving problems or improving outcomes for children.
- Arrange Consultation Evenings, share pupil achievements and report on academic progress.
- Keep parents informed about school activities through regular emails or newsletters.

The Parent's or Guardian's Promise:

I/we will:

- Ensure my child attends school regularly and punctually unless prevented from doing so by illness or other agreed reason, which must be communicated to the school on the first day of absence.
- Ensure that my child is properly equipped for lessons and wears smart school uniform.
- Take an interest in my child's life at school by attending Consultation Evenings and other key events.
- Support the school's policies and guidelines including those for behaviour, anti-bullying, e-safety and promoting equal opportunities for all.
- Support the school's homework programme through encouraging my child to complete home learning tasks.
- Let the school know about any concerns or problems that might affect my child's work or behaviour.
- Ensure the school always has up to date contact details and medical information about my child for in case of emergencies.

Child's Name: …… Class: ……

Signed: …….. (Parent / Guardian) Date: ……

Signed: …….. (Headteacher) Date: ……

Appendix II

Reflection Task

Shottermill Junior School

'At Shottermill Junior School, we will be kind, respectful, safe and hardworking'

Name: Date:

Lesson / time:

What did you do?

Which part of our school rule do you think you have broken?

Who was affected by your behaviour and how did it make them feel?

What do you think needs to happen next?

What could you do differently next time?

Respect and **Trust** are two of our core values. Write a list of different ways in which you could try to earn the respect and trust of other people and show **kindness to all**.

Teacher notes (box): Please record anything relevant below for tracking purposes.

Appendix III

Behaviour Incident Form

Shottermill Junior School

Name of pupil(s) involved:	
Time and Place:	Date:
Class(es):	Incident recorded by:

A = Antecedent What triggered / came before the behaviour?

B = Behaviour Behaviour / type of behaviours displayed?	✓
Social interaction / friendship issue / falling out	
Intentional physical harm towards children or adults	
Refusal to follow instructions from an adult	
Bullying, racist, homophobic or other form of discrimination	
Sexual harassment type behaviour	

Please give details below:

(For serious incidents such as sexual harassment, a separate log may also be needed on CPOMS – please ask a DSL for advice)

C = Consequence What action have you taken? Please refer to Warning System or Playground Code of Conduct
What is the outcome for the pupil/s involved? ***(e.g. note of apology written to victim, supported conversation held between victim and perpetrator with adult present)***

D – Follow up strategies to prevent recurrence:	✓
Change in classroom organisation / adopting other strategies to manage and prevent recurrence of behaviour	
Small progressions are devised for the child (e.g. sitting on chair for a given length of time, putting hand up to answer questions)	
Use of different resources / differentiated tasks	
Rewards or reward charts established for recognising and promoting positive behaviours	
Use of certificates, special stickers to reward effort in displaying positive behaviours or progress in behaviour over time	
Involving parents at an early stage to co-operate on an action plan	
Showing achievements in assembly / star of week / Headteacher Award for improved behaviour	
Commenting on a child's good behaviour to other children / other classes	
Other (please state):	

E - Follow-up action required:
Has contact been made with all parents/guardians of children involved? Yes / No **(If Yes, which parent/guardian and note the details of the conversation)**
Report to be countersigned by member of SLT if appropriate. ***Copies of these forms are retained by the Class Teacher as well as the in the Behaviour Monitoring File located in the office.*** **Countersigned: …….. Date: ……**

Appendix V

Our Playground Code of Conduct

"It's Good to be Green"

Children will be awarded a Green Smiley Card (= 2Housepoints) for:

✓ Helping another child
✓ Sharing toys / games
✓ Being polite and using kind words
✓ Using good manners
✓ Queuing or waiting patiently
✓ Eating a healthy lunch
✓ Inviting others to join in your game
✓ Putting rubbish in the bin
✓ Remembering to compost your fruit waste
✓ Clearing your food away nicely
✓ Packing away equipment when asked
✓ Using kind actions
✓ Following instructions from adults

"Stop and Think!"

A Yellow Card = 5 minutes time out sitting on the wall

A yellow card may be given if you need reminding about our playground rules:

- **Respect school property**
- **Be polite and use good manners**
- **Wait patiently for our turn**
- **Follow instructions from adults**
- **Play non-contact games**
- **Use kind words**
- **Use kind actions**
- **Treat others as you would want to be treated yourself**

"Come off the playground"

A Red Card = Go to the office and explain why you have been sent in

A red card may be given if you have broken one of our playground rules.

The consequence of a red card means that you will have to explain your behaviour to the Headteacher or Deputy Headteacher.

Appendix VI

Shottermill Junior School

Positive Handling of Pupils: Incident Record

Details of pupil or pupils on whom 'positive handling' was used by a member of staff (name, class)
Date, time and location of incident
Names of staff involved (directly or as witnesses)
Details of any other pupils involved (directly or as witnesses). Include details of any SEN, disability, medical or social difficulties.
Description of incident by staff involved, including any attempts to de-escalate and warnings given that 'positive handling' might be used.
Reasons for using 'positive handling' and description of 'positive handling' used.
Any injury suffered by staff or pupils and any first aid and/or medical attention required.
Follow up, including post-incident support and any disciplinary action against pupil(s).
Any information about the incident shared with staff not involved in it and external agencies.
When and how those with parental responsibility were informed about the incident and any views they have expressed.
Has any complaint been lodged? (details to be recorded elsewhere and held in the Headteacher's office)
Report compiled by: Name: Role: Signed:
Countersigned by member of SLT: Name: Role: Signed:
Date of report:

Appendix VII

Record of Meeting Form

Shottermill Junior School

Persons present:	Date:
Regarding pupil(s):	Recorded by:

Record of Meeting:

Agreed actions or next steps:

Review date if appropriate:

Please ensure copies of meeting notes are placed within the pupil file. Class teachers will also retain a copy for their own records. Highly confidential notes or information which causes a safeguarding concern should be directly handed to the Headteacher or Deputy DSL.