



# Behaviour Policy

## John Shelton Primary

### September 2024

**Reviewed by:** Senior Leadership Team

**Agreed by governors:** September 2024

**Shared with staff:** September 2024

**Frequency of review:** Annually

**Date of next review:** July 2025

**Head Teacher:** Janine Storer

Our Behaviour Policy is guided by the principles of Paul Dix's approach to positive relationships. Our goal is to create a safe, respectful, and nurturing environment for all pupils, staff, and members of our school community. We believe that positive behaviour can be cultivated through the development of respectful relationships and a focus on community well-being.

At John Shelton, we aim to...

- Promote a culture of respect, kindness, and empathy within the school community.
- Ensure that all pupils understand what is expected of them and are supported in meeting these expectations.
- Foster an environment where every pupil feels valued, respected, and part of the school community.
- Implement a consistent approach to behaviour management that is rooted in positive relationships.

#### **Our School Values**

Our school values underpin our behaviour policy. Our values are important because they help create a positive environment for everyone to learn and grow. These values guide how children, parents and staff behave and treat each other, which helps everyone feel like they belong to a caring community. Our school values are:

**Respect:** Everyone is expected to treat others with respect, kindness, and understanding.

**Resilience:** To adapt positively to challenges, setbacks, and adversity and have an 'I can' attitude.

**Responsibility:** All children are encouraged to take responsibility for their actions and to learn from their mistakes.

### **Positive Relationships**

At John Shelton, we focus on relationships and positive behaviour strategies to support all members of our school community. In order to do this, we commit to the following:

- Training: Regular training on positive behaviour strategies and relationship building for all staff.
- Positive Reinforcement: Recognition and celebration of positive behaviours through rewards, praise and acknowledgment.
- Relationship First Approach: Staff will prioritise building strong, respectful relationships with pupils, understanding individual needs and backgrounds.
- Community Engagement: Encouraging a strong connection between the school, parents, and the wider community to support positive behaviour.

### **Our Expectations**

Our Behaviour Policy has been created with the views of our school community and therefore, we expect all members of our school community to follow our expectations.

We expect every adult to:

1. Meet and greet every morning and end of playtime and lunchtime.
2. Start the day with a 'positive primer'.
3. Model and refer to our School Values at all times; Respect, Resilience and Responsibility.
4. Model positive behaviours and build relationships.
5. Plan lessons that engage, challenge and meet the needs of all learners.
6. Reward positive behaviour with the school rewards consistently.
7. Be calm and use emotion coaching to support dysregulation.
8. Use restorative conversation and engage in reflective dialogue with learners.




We expect every pupil to:



1. Show our school values at all times; Respect, Resilience and Responsibility.
2. Listen to and follow instructions from their teachers and school staff promptly and attentively.
3. Actively participate in lessons, activities, and school events, with children contributing positively to class discussions and group work.
4. Follow all safety rules, including during playtime and in classrooms, to ensure the well-being of everyone.
5. Arrive on time for school and be prepared for learning

We expect every parent/carer to:

1. Support the school's values and policies by reinforcing respect, resilience and responsibility at home and encouraging positive behaviour.
2. Maintain open communication by informing the school of any issues that may affect their child and attending meetings or events to stay involved.
3. Model respectful behaviour towards staff, pupils, and other parents, resolving concerns calmly and appropriately.
4. Ensure attendance and preparedness by bringing children to school regularly, on time, in correct uniform, and with the necessary equipment.
5. Encourage emotional well-being by supporting children in managing their emotions, discussing school experiences, and seeking help from the school when needed.

### **Rewards**

|  |  |            |  |            |      |            |          |            |         |            |        |            |                                     |            |        |            |  |
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| <p><b>ClassDojo</b></p>   | <p>ClassDojo is used as our reward system. When we see pupils demonstrating our school values, we reward them with dojo points. Our dojo system is linked with our School Values and Characteristics of Effective Learning:</p> <div style="text-align: center;">  </div> <p>Parents and carers are connected to our ClassDojo system and are notified of positive points awarded.</p> <p>Dojo points are cumulative and are reset at the end of the academic year. Children are rewarded with certificates once they reach certain numbers of dojo points:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>50 points</td> <td>Ruby</td> <td>250 points</td> <td>Gold</td> </tr> <tr> <td>100 points</td> <td>Sapphire</td> <td>300 points</td> <td>Diamond</td> </tr> <tr> <td>150 points</td> <td>Bronze</td> <td>350 points</td> <td>Platinum<br/>(certificate and prize)</td> </tr> <tr> <td>200 points</td> <td>Silver</td> <td>400 points</td> <td>Headteacher's Award<br/>(Headteacher's prize)</td> </tr> </table> | 50 points  | Ruby   | 250 points | Gold | 100 points | Sapphire | 300 points | Diamond | 150 points | Bronze | 350 points | Platinum<br>(certificate and prize) | 200 points | Silver | 400 points | Headteacher's Award<br>(Headteacher's prize) |
| 50 points  | Ruby   | 250 points | Gold   |            |      |            |          |            |         |            |        |            |                                     |            |        |            |  |
| 100 points   | Sapphire   | 300 points | Diamond                                      |            |      |            |          |            |         |            |        |            |                                     |            |        |            |  |
| 150 points   | Bronze   | 350 points | Platinum<br>(certificate and prize)          |            |      |            |          |            |         |            |        |            |                                     |            |        |            |  |
| 200 points   | Silver   | 400 points | Headteacher's Award<br>(Headteacher's prize) |            |      |            |          |            |         |            |        |            |                                     |            |        |            |  |
| <p><b>Stickers</b></p>  | <p>Teachers and Teaching Assistants reward positive behaviours and learning achievements with stickers. These might be given to a child to wear on their uniform or in their books to highlight effort in learning.</p>  |            |  |            |      |            |          |            |         |            |        |            |                                     |            |        |            |  |
| <p><b>House Points</b></p>   | <p>Throughout the year, House competitions are organised for pupils to compete in. The competitions may take place in school or at home. Winners are chosen and this is reflected in an award of House points. House points are given and tokens are added to the central House</p>  |            |  |            |      |            |          |            |         |            |        |            |                                     |            |        |            |  |

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|                                 | <p>collection. Each half-term, the tokens are counted and the winning House receives a reward.</p>   |
| <p><b>Star of the Week</b></p>  | <p>Three pupils from each class are chosen each week to be Star of the Week. These awards are linked to our school values. Pupils are awarded a certificate on a Friday and given a prize from the head teacher.</p> |

## **Restorative Approach**

At John Shelton, we use a restorative approach to behaviour and learning.

Restorative approaches are based on the following:

Respect – for everyone by listening to other opinions.

Responsibility – taking responsibility for your own actions.

Repair – develop skills so children and adults have the resources to identify solutions that repair wrong doings and make sure behaviours are not repeated.

Re-integration – working through a structured, supportive process that aims to solve the problem.

A restorative approach begins with understanding the root cause of the behaviour by talking openly with the involved pupils, allowing them to express their feelings and perspectives. The key steps include facilitating a meeting where those affected by the behaviour, including the wrongdoer, come together to discuss the impact of their actions. The aim is to encourage empathy by helping the wrongdoer understand the consequences of their behaviour, and for all parties to contribute to a mutual agreement on how to make amends and prevent future incidents.

## **Restorative Conversations**

In order to support all pupils and staff with positive relationships, we use Paul Dix's "30-second script" (see next page) to support restorative conversations. It is a technique designed to address and correct pupil behaviour quickly and efficiently, minimizing classroom disruption and maximising teaching and learning time. The steps are as follows:

1. A calm and controlled approach: The teacher addresses the pupil in a calm and non-confrontational manner, maintaining composure to model the behaviour expected from the pupil.
2. A clear description of the behaviour: The script includes a clear and specific description of the behaviour that is being corrected, ensuring the pupil understands what they did wrong.
3. A statement of the expected behaviour: The teacher explains what behaviour is expected instead, providing a clear guideline for what the pupil should do in the future.

4. A brief rationale: If appropriate, the teacher offers a brief explanation of why the expected behaviour is important, helping the pupil understand the reason behind the rule or expectation.

5. An end to the interaction: The script concludes with a definitive end to the interaction, allowing the pupil and the class to move on without dwelling on the incident.

### **An example of a “30-second Script”**

I noticed you are... (address the behaviour)

It was the rule about... (tell the pupil which value they are not showing)

You have chosen to... (share the pupil's actions explicitly)

Do you remember last week when you... (give the pupil examples of positive behaviours they have displayed)

*That* is who I need to see today...

Thank you for listening (Then give the pupil some take up time).

If pupils are dysregulated and show extreme emotions which influences their behaviour, we use Emotion Coaching to support them. We use the following Emotion Coaching steps to facilitate this approach:

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| Step 1 | <b>Recognise</b> the child's feelings and <b>empathise</b> with them<br>e.g. Take on the child's perspective         |
| Step 2 | <b>Validate</b> the feelings and <b>label</b> them<br>e.g. "You seem angry to me. It's OK to feel angry about that." |
| Step 3 | Set <b>limits</b> on behaviour (if needed)<br>e.g. "It's not OK to behave like that."                                |
| Step 4 | <b>Problem-solve</b> with the child<br>e.g. "Let's think about what you could have done instead."                    |

This approach also involves ongoing support and follow-up to ensure the restoration process is successful and to rebuild trust and relationships within the school community. By focusing on healing and positive communication, this restorative method promotes a more compassionate and understanding school environment, where pupils learn from their mistakes and develop stronger, more respectful relationships with their peers and teachers.

## **Behaviour Management in Classrooms**

A positive approach is our first strategy to promote positive behaviour in all classrooms and during playtimes and lunchtimes, however, we have developed a staged system to support all children and staff to ensure consistency with the management and recording of behaviour incidents across our school.

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| Stage 1                    | Low-level behaviour  |
| Examples                   | Calling out, not paying attention, talking when others are talking, not following instructions, not completing learning promptly, using equipment and resources inappropriately.   |
| Consequences               | Label behaviour as a Stage 1 and give a verbal reminder of the behaviour expectations.<br><i>* If there is threatening behaviour or anyone in the classroom feels unsafe the child can be removed immediately. Professional judgement and knowledge of the child at the discretion of the adult is used about what the right thing to do for the class and the child is.</i> |
| Recording on CPOMS         | Not necessary unless several Stage 1's have been given over a short period of time.<br>Recorded by class teacher. Use Stage 1 code.<br>Tag nurture group, all members of SLT and any other teachers involved with the child.   |
| Communication with parents | Not necessary unless several Stage 1's have been given over a short period of time   |

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| Stage 2                    | Mid-level behaviour   |
| Examples                   | Persistent repetition of Stage 1 behaviours following reminders and also including: answering back, being disrespectful to other children and adults, being unkind to others.   |
| Consequences               | Repeat Stage 1 steps.<br>If behaviour continues to be disruptive, this will lead to lost minutes of break/lunchtime to complete work and have restorative conversation. This is to be facilitated by the class teacher.<br>See 'Restorative Conversations'.<br><i>* If there is threatening behaviour or anyone in the classroom feels unsafe the child can be removed immediately. Professional judgement and knowledge of the child at the discretion of the adult is used about what the right thing to do for the class and the child is.</i> |
| Recording on CPOMS         | Recorded by class teacher. Use Stage 2 code.<br>Tag nurture group, all members of SLT and any other teachers involved with the child.   |
| Communication with parents | Class teacher to communicate with parents either at the end of the day, face-to-face or by telephone call. Record outcome of conversation on CPOMS.   |

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| Stage 3                    | High-level behaviour  |
| Examples                   | Aggressive physical behaviour (including fighting), abusive language, inappropriate comments, swearing, racist/homophobic comments, deliberate destruction of property, absconding from the classroom.  |
| Consequences               | Class teacher/TA to call for a member of SLT/Learning Mentor to remove child from classroom.<br>If the child is dysregulated, staff will use methods to calm them. Once calm, restorative conversation to take place and child returned to classroom to continue with learning.<br>Any loss of learning will be completed at an appropriate time and facilitated by the class teacher/TA/Learning Mentor.<br><i>* If there is threatening behaviour or anyone in the classroom feels unsafe the child can be removed immediately. Professional judgement and knowledge of the child at the discretion of the adult is used about what the right thing to do for the class and the child is.</i> |
| Recording on CPOMS         | Initial incident to be recorded on CPOMS by class teacher. Use Stage 3 code. Tag nurture group, all members of SLT and any other teachers involved with the child.<br>SLT/Learning Mentor to add 'Action' to record the rest of the incident.   |
| Communication with parents | SLT/Learning Mentor to communicate with parents/carers at the time of the incident, face-to-face or by telephone call. Record outcome of conversation on CPOMS.   |

**Children who find the regulation of their emotions difficult are supported through individual plans and use of external agencies such as EPS, CCT and SEMHL. These are overseen by the SENDco. These children are also supported through interventions with the Learning Mentor and a specialist HLTA. These interventions include drawing and talking therapy, Mulberry Bush Social and Emotional Curriculum, Theraplay, Lego Therapy etc.**

In extremely rare circumstances, repetition of Stage 3 may result in a suspension. This is at the discretion of the Head Teacher.

### **Behaviour Management during break and lunchtimes**

To promote positive behaviour during free-play time, we use 'Opal Play' (Outdoor Play and Learning) which uses naturally and man-made resources to allow children to be creative and inspired during playtimes.

Breaktimes are supervised by class teachers and teaching assistants who are zoned to ensure all areas of the school grounds are in view. Any behaviour issues that need to be addressed are dealt with immediately at the point of incident. Class teachers are informed of any issues once classes return to their lessons. The above staged system is applied where appropriate.

During lunchtimes, play leaders are assigned to supervise classes inside the dinner hall and out on the playground. All play leaders carry a radio and can call a member of SLT to support them with any behaviour issues. If necessary, SLT will remove children from lunchtime depending on the situation. Professional judgement is applied in these situations. The above staged system is applied where appropriate.

## **Safer Handling**

When behaviour is extremely challenging and the pupil and/or others are at risk of harm, we may deploy the use of safer handling techniques. Safer handling refers to the methods employed to manage pupils' challenging behaviour in a way that protects everyone's physical safety without causing harm or distress. This approach is used as a last resort, only when a pupil poses an immediate risk to themselves or others and non-physical interventions have been ineffective. Our staff are trained in recognised safer handling techniques, ensuring that any physical intervention is proportionate, legal, and in line with best practice guidelines. The aim is not only to de-escalate potentially harmful situations but also to maintain a positive and respectful learning environment where pupils feel safe.

Where any incidents involving the use of safer handling techniques have been used, these will be recorded clearly and accurately on CPOMS.

## **Bullying Prevention and Response**

At John Shelton, we are committed to providing a safe, caring, and friendly environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils should feel confident to tell a member of staff. Bullying incidents will be dealt with promptly and effectively.

We define bullying as any repeated behaviour by an individual or group intended to hurt, harm, or upset another individual or group, either physically, verbally, emotionally, or online. This includes, but is not limited to, teasing, name-calling, taunting, excluding someone from groups or activities, and spreading rumours.

Our approach to tackling bullying includes:

**Prevention:** Our curriculum promotes respect, empathy, and understanding among all members of our school community. This includes classroom discussions, assemblies, and activities designed to educate about the effects of bullying and the importance of kindness and inclusion. By participating in Anti-Bullying week annually, we continually raise awareness to our wider school community.

**Reporting:** We encourage a culture where pupils and parents feel comfortable reporting incidents of bullying, knowing they will be taken seriously and addressed confidentially. We regularly check in with our pupils to ensure they know the correct channels to follow to report concerning incidents.

**Response:** We follow a structured procedure for investigating and addressing incidents of bullying, ensuring that both the victim and the perpetrator are given the appropriate support. Responses may include; restorative practices, sessions with our learning mentor, and, where necessary, disciplinary action in line with the school's behaviour policy.

**Support:** We provide support for the victim, the bully and the families involved. This includes support from our learning mentor to help them deal with the situation, understand the impact of their actions, and develop healthier ways to interact with peers.

Monitoring and Review: All incidents of bullying are recording in detail. Policies and practices are reviewed regularly to ensure they are effective in preventing and dealing with bullying.

Our school is dedicated to creating an environment where every child is respected and valued. We believe that all members of our community should work together to combat bullying, ensuring a safe and welcoming environment for everyone.

### **Monitoring and Review**

This policy will be regularly reviewed and updated in consultation with staff, children and parents to ensure it remains effective and aligned with our school's values. Feedback from the school community is always welcomed to improve our approach to positive behaviour management.