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**2024-25**

**Behaviour Policy**

Fulwell Junior School

*Updated February 2025*

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I**ntroduction**

This document is a statement of the aims, principles and strategies for the management of

behaviour at Fulwell Junior School (FJS). The school believes that every child should flourish regardless of their gender, race or religion. Children learn and play best when they are clear about the exemplary behaviour expected.

**Purpose of the policy**

This document provides a framework for the creation of a welcoming and orderly

environment in which children learn and develop as part of a school community. It is

written for the benefit of all: children, staff, parents, governors and visitors, allowing each to understand the expectations and how they are (consistently and fairly) applied. At FJS children are taught to the highest standard, so they can achieve, feel safe and be happy. The school creates this learning environment by reinforcing positive behaviour and proactively supporting pupils to behave appropriately, educating them to articulate their feelings and actions based on restorative and respectful values made explicit through a shared behaviour management system.

**Home / School Agreement**

The school, parents and pupils are expected to sign a Home / School Agreement to

demonstrate their commitment to the implementation of this policy. The Home / School Agreement can be found appended to this policy.

**Legislation, statutory requirements and statutory guidance**

Our policy is based on legislation and advice from the Department for Education (DfE):

• Behaviour in schools: advice for headteachers and school staff, 2024

• 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.
* Child Protection Policy
* Positive Handling Policy

**Aims**

At Fulwell Junior School, we strive to ensure that all children are treated fairly and consistently by both staff and other children. We endeavour to ensure that our learning environment is safe and secure, so that children feel confident to learn and progress. Expecting high standards of behaviour encourages self-discipline and a healthy regard for authority, with an aim to prevent all forms of bullying.

**Aims FOR children:**

* Understand and present high standards of behaviour and be educated and informed to make the right choices and use the appropriate strategies to self-regulate and manage their emotions effectively
* Be tolerant and understanding with consideration for the rights, views and property of others, fostering respect.
* Develop a responsible and co-operative attitude towards work and progression.
* Achieve their potential in terms of self-esteem, academic achievement, creativity and being prepared for the world of work.

**Leadership and management work towards the school’s aim by:**

* Keeping this policy under regular review
* Building positive relationships with all school partners
* Listening and showing respect to all school partners
* Leading and modelling the behaviours expected
* Being responsible for the day-to-day management of the behaviour policy
* Ensure the school environment is safe, encouraging positive behaviour
* Ensure that staff deal effectively with good / poor behaviour
* Ensure all are aware of the school standards, expectations and sanctions.
* Provide a safe environment where children thrive and learn.

**Staff work towards the school’s aims by:**

* Celebrating good performance and behaviour (praise, DoJo points, house-points), certificates and constructive feedback). This provides the opportunity, space and incentive for children to make the positive decision to choose good behaviour.
* Develop positive relationships with children and encourage them to be positive around school, teaching routines which reinforce the behaviour expected of all pupils.
* Providing challenging and stimulating lessons, designed to engage and enable all children to reach the highest standards of personal achievement.
* Recognising and being constantly aware of the needs of each individual child according to ability and aptitude.
* Enabling children to take increasing responsibility for their own learning and conduct.
* Ensuring learning is progressive and continuous.
* Being good role models - punctual, well prepared and organised and setting the tone for positive behaviour throughout the school, so children can thrive, achieve and build positive relationships based on fairness and trust.
* Taking quick, firm action to prevent one child inhibiting another’s progress, issuing sanctions when necessary, responding consistently and fairly.
* Providing opportunities for children to discuss appropriate / inappropriate behaviour in a restorative / respectful manner to encourage self-regulation and reflection.
* Working collaboratively with a shared viewpoint and coherent / consistent practice.
* Signing the Home / School Agreement.

**Children work towards the school’s aims by:**

* Following the school rules.
* Treat everyone with dignity, kindness and respect.
* Making the positive decision to choose good behaviour and accepting any consequences and sanctions applied.
* Discussing any appropriate / inappropriate behaviour respectfully, with an aim to restore and maintain relationships thorough self-regulation and reflection.
* Attending in good health, maintained by adequate diet, exercise and sleep.
* Attending regularly.
* Being punctual and ready to begin lessons on time.
* Being organised and bringing the necessary kit, taking letters home promptly, and returning homework on time.
* Conducting themselves in an orderly manner around school.
* Taking responsibility for their environment and for their own learning and conduct.
* Signing the Home / School Agreement.

**Parents work towards the school’s aim by:**

* Encouraging their children to follow the school rules and praising their child when they receive rewards.
* Cooperating fully with the school when their child does not behave well and is given a sanction or consequence.
* Ensuring that children attend in good health, punctually and regularly, including taking holidays in the designated holidays and not in term time.
* Informing the school of any absences.
* Providing support for the discipline within the school.
* Being realistic about their children’s abilities and offering encouragement and praise.
* Participating in discussions concerning their child’s progress and attainment.
* Ensuring early contact with the school to discuss matters which affect a child’s well-being, happiness, progress and behaviour.
* Taking an active interest in their children’s learning, where appropriate, giving due importance to homework, reading and assisting in learning of times tables and spellings.
* Signing the Home / School Agreement

**The School Behaviour Curriculum**

Fulwell Junior School’s age appropriate PSHE curriculum tackles issues that are pertinent and relevant in society, to raise children’s awareness and support their wellbeing and positive mental health. Allowing children to voice their own opinions, what contribution they can make to society and the consequences of good and poor behaviour is at the curriculum’s core. The aim is that children not only recognise / apply rewarding and appropriate behaviour but become more equipped to manage real-life situations.

The school expects children, with support, to take responsibility for managing their own behaviour, developing the language to voice what behaviour in ‘appropriate’ and what is ‘inappropriate’.

**Rules and Values**

Maintaining a positive culture based on the school values requires constant work. Praise is used at all times to encourage both academic work and social behaviour, so the school’s values (Respect, achieve, responsibility, integrity, resilience, discovery, teamwork, confidence, endeavour, excellence) are actively embedded within school life. The purpose is to:

* Reward and reinforce the school values
* Emphasise appropriate rather than inappropriate behaviour
* Increase self-esteem
* Build a positive atmosphere, where children respect each other, staff and the school

Children are expected to follow simple rules of lining up, moving sensibly through school, speaking to others with respect, aiming to be the best they can be, always.

**Rewards**

Acknowledging good behaviour requires consistent and clear language, used when acknowledging positive actions. Behaviour is linked to expectation; therefore, high levels of expectation are clearly communicated by all members of the school community, so children are rewarded for their effort and the smooth running of the school. This is done in many ways, inc:

* Positive praise
* Dojo points
* House points
* Certificates (School values)
* Certificates (Subject)
* Special raffles for Year 6 pupils
* Positive communication with parents or carers
* Enrichment provision

**Misbehaviour**

The positive reinforcement of sanctions are important and necessary to support the realisation of the school values. Misbehaviour is linked to any behaviour which affects the learning of others, goes against the school values or is disrespectful.

* Disruption of lessons
* Not moving around the school sensibly and safely
* Unkind behaviour (inc. name calling)
* Non-completion of work
* Disrespect
* (see Consequence Ladder for further definitions)

**Off-site**

Misbehaviour off-site can result in a sanction or consequence, particularly when a child is representing the school or part of a school trip. Consequences or discussions may also be applied where a child is:

* Travelling to and from school
* Wearing school uniform
* Behaving in a way that could have repercussions for the orderly running of the school
* Behaving in a way that could adversely affect the reputation of the school
* Posing a threat to another pupil or member of the public

**Consequence Ladder / Recording**

The consequence ladder is intended to provide a consistent framework for informing the actions to be taken to any behavioural incidents. It is a matter of the professional judgement of the staff to issue the level of sanction / support and at which point to escalate to the next level. All sanctions are issued reasonably and proportionately, as disciplinary action and providing support are not mutually exclusive actions. A follow up discussion with the child following a sanction may be necessary to:

* Listen to the pupil’s voice
* Explain where they went wrong
* Explain the impact of their actions
* Discuss what changes could be made in the future
* What the next steps will be if the behaviour does not change
* Reinforce the school values
* Restore any relationships

**Recording**

Behaviour incidents are logged via CPOMs. Staff record any minor incidents with a one sentence account, for information purposes only. More serious incidents are recorded factually, with any actions taken documented. Members of staff liaise with the Behaviour Lead when decided whether to log an incident minimally or in greater depth. This will depend on:

* The severity of the incident
* Whether it is a recurring behaviour
* Whether the child is being monitored for their behaviour
* Whether the child has a Behaviour Plan (any incidents linked to actions on a pupil’s Behaviour Plan will be recorded fully)

**Consequence Ladder**

|  |  |
| --- | --- |
| **C 6** | **Permanent Exclusion**   * **Continued behaviours from C 4, despite interventions** * **A serious act that has breached the behaviour putting the welfare of others at risk** * **Repeated breaches of behaviour policy that have prevented the education or welfare of others** |
| **C 5** | **Temporary (fixed-term) Exclusion / Suspension / Look for Alternative Provision**   * **Physical or verbal assault of pupil or adult** * **Criminal damage** * **Persistent bullying** * **Threats of violence** |
| **C 4** | **Behaviour Plan**   * **Continued behaviours from C 4 resulting in repeated red cards** * **Refusal to follow school rules** * **Internal exclusion (removal from class)** * **Detention can be identified as part of the plan** |
| **C 3** | **Red Card – Children to discuss this behaviour with staff at earliest opportunity**   * **Striking others deliberately (including fighting)** * **Swearing when not in crisis** * **Damage to property** * **Deceit / lying to staff** * **Continued behaviour from C 3** * **Attempting to abscond** * **\* Bullying and / or racist, homophobic, sexual orientation or disability behaviour or comments**   **From this stage, parents will be informed of incidents**   * **Inability to self-regulate, despite support offered and yellow card** * **Continued disruption / failure to comply with adult instruction, which affects others inside or outside the classroom, despite support offered and yellow card**   **From this stage incidents will be recorded on CPOMs** |
| **C 2** | **Yellow Card – Children to discuss this behaviour with staff at break / lunch time**   * **Name calling** * **Disrespect** * **Continued disruption, despite warning and clear expectations given, self-regulation has not occurred** * **Failing to comply with adult instruction, despite warning and clear expectations given, self-regulation has not occurred** |
| **C 1** | **Verbal Warning from staff (prior to yellow card)**   * **Failing to comply with an instruction** * **Continued low level disruption** * **Failing to comply with adult instruction** * **Lack of effort or engagement or refusal to work**   **Positive reminder of expectations from staff**   * **Low level disruption** * **Silly or inappropriate behaviour** * **Not engaged in task or listening to instruction** |

* **\* These issues will be investigated by the SLT prior to any appropriate sanction being made**

**Intervention and Strategies**

**Exclusions Permanent and Temporary (Fixed-Term / Suspension)**

To ensure good order and behaviour for learning it may be necessary to exclude a child from attending school for a period or to permanently exclude them. Exclusion from school is a serious matter and therefore the decision to exclude is at the discretion of the Head Teacher.

Exclusions can include (but not be limited to the following):

* Serious breach of FJS rules
* Persistent disruptive behaviour
* Persistent defiance
* Constant use of inappropriate language
* Extreme threats / threatening behaviour
* Theft
* Violence / Physical assault
* Criminal damage
* Inappropriate use of Social Media relating to other pupils

**Preventing Recurrence of Misbehaviour**

FJS recognises that exclusion is a serious matter, and the school tries to find alternatives wherever possible; however, the correct balance between the needs of the pupils and the needs of the school community must be met. Staff anticipate any likely triggers of misbehaviour and put in place support to prevent these. To ensure that exclusions are used appropriately, several alternatives are considered to ensure that interventions are in place to support pupils. This includes but is not restricted to:

* Detention
* Behaviour Plan
* Internal Exclusion
* Adjustments to the school day
* Risk Assessment

**Alternative Provision**

To avoid exclusion, FJS may consider Alternative Provision, which is suitable for the child’s needs.

**Detentions**

Afterschool detention may be used (at the discretion of the Head Teacher) in an attempt to avoid temporary exclusion

* The consequence is used in exceptional circumstances in-line with the FJS Behaviour Ladder for the repetition of negative behaviour.
* Parental notice will be given for the sanction of any detention and be part of a Behaviour Plan.
* Detention is permitted on any school day when the student does not have permission to be absent.
* To ensure consistency and fairness in their use, the process for using detentions is set out clearly in the Consequence Ladder.

**Behaviour Plan**

Behaviour Plans are issued to pupils who require extra support / guidance to follow the school’s Behaviour Policy. These plans are discussed and developed with parents and the child. They target any observed behaviours with approaches to the child support, manage, regulate and overcome these issues, through a shared approach.

* Identify bespoke targets / including identified members of staff and actions
* Targets shared with staff, parents and the child
* Reviewed regularly with parents
* Plans updated after review
* Record successes / areas for improvement

**Internal Exclusion (Removal from Class)**

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supported environment. As a preventative measure, if a class is being negatively impacted by a pupil, then a supportive strategy, prior to temporary exclusion (suspension) may be considered in the form of an internal exclusion or removal from a child’s normal class group to maintain the safety of all pupils and restore stability.

* A pupil with a Behaviour Plan to be removed for a time-limited period, either to another classroom or a safe area within the school
* A pupil without a Behaviour Plan can be internally excluded, but a Behaviour Plan will be issued at the earliest opportunity
* The pupil’s education will continue and be managed by a member of staff

(*This provision is completely separate from any sensory or nurture provision used for non-disciplinary reasons, or where a child is provided the opportunity to regulate*)

**Red Card**

(See Behaviour ladder)

**Yellow Card**

(See Behaviour ladder)

**Other Sanctions**

* In cases of extreme or repeated poor behaviour, a child may need to relinquish their place in after school activities.
* In cases of repeated poor behaviour, a Behaviour Plan may be written to provide additional advice and guidance (through targets) to support a child’s self-regulation
* If a child's behaviour is proving to be a health and safety concern, a risk assessment will be completed prior to any school visits where ways are explored to minimise the risk. If taking the child out of the school poses too great a risk to their own or others safety, a parent will be asked to accompany the child so that the child is able to access the provision
* If a child puts themselves into a dangerous position and refuses to comply with instruction from adults, a decision will be made as to the best strategy to deal with this behaviour

It should be considered whether it is best to:

* 'Ignore' the child's negative behaviour and supervise them from a distance
* To allow the child space to ‘cool down’
* Use Team Teach strategy (see positive handling) to escort the child to a safe place
* Contact a parent / guardian who can then be responsible for removing the child from the inappropriate situation. Following this situation, parents /guardians may be asked to supervise their child for a short period until they have calmed down and are able to access the curriculum again. The child will have a consequence to carry out as soon possible after their negative behaviour.

*A Risk Assessment may be written to assess the child’s area of need and strategies put in place to reduce risk*

**Students with SEND**

In applying consequences, especially those which are serious, the school takes reasonable steps to avoid placing students with SEND or a particular vulnerability at a particular disadvantage compared to other students. When deciding consequences, the behaviour of SEND students will be carefully considered which means that:

* It is important to note that any sanctions provided to children with SEND require flexibility, to ensure that they are appropriate and have taken the child’s needs into consideration
* Reasonable adjustments may be made when responding, issuing a sanction or intervening to a SEND in relation to any disability the Send pupil may have, identified on their Support Plan or ECHP

**Positive Handling**

At FJS, our Positive Handling Policy follows the Department of Education advice “Use of Reasonable Force – advice for school leaders, staff and governing bodies”. In very extreme circumstances school staff have the legal power to use “reasonable force‟ (an

action that involves some degree of physical contact with a child) when some form of control

or restrain is necessary to prevent children from:

* Hurting themselves or others
* Seriously damaging property
* From causing extreme disorder affecting the well-being of others
* Prejudice to maintaining the good order of the school
* Attempting to abscond, placing themselves at risk (especially if scaling fences)

Key members of Staff have received training in ‘Team Teach’ techniques; however, any member of staff can positively handle a child if necessary. The use of reasonable force would always be used as a final strategy when other de-escalation techniques are failing to contain an incident, and a situation poses an unacceptable risk to anyone involved. Parents will always be notified about any serious incident and all team teach incidents are recorded.

“Team Teach techniques seek to avoid injury to the pupils and adults but it is possible that

bruising or scratching may occur accidentally, and these are not to be seen necessarily as a

failure of professional technique, but a regrettable and infrequent side-effect of ensuring

that the pupils remain safe” (George Matthews – Director of Team teach approach)

**Mobile Phones**

Mobile phones are actively discouraged from FJS. Mobile devices are not used within the curriculum and therefore they are not required in school.

If, in exceptional circumstances, a parent believes that their child requires a phone on the way to or after school, they should contact the school and complete an **agreement form**. The child’s phone must be switched off before entering the school grounds and handed to their teacher, who will return it to them at the end of the school day.

**Bullying**

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power. At FJS we use the acronym STOP (several times on purpose) to support children’s understanding. Bullying can include:

* Emotional bullying: being unkind, excluding, tormenting and / or threatening
* Physical bullying: pushing, kicking, hitting, punching, use of violence
* Racist bullying based on someone’s ethnicity, religion or skin colour (this is a criminal offence under the Crime and Disorder Act 1998 / Public Order Act 1986)
* Homophobic or transphobic bullying: bullying based on someone’s actual or perceived sexual orientation or another’s gender variance
* Sexist bullying based on sexist attitudes used to demean, intimidate or harm another because of their gender
* Prejudicial bullying is based on prejudices linked to specific characteristics – SEND, mental health
* Cyberbullying is the use of electronic communication to send messages or images of a threatening nature

**Prevention of bullying**

* Teaching of respect throughout the school
* Explicit PSHE lessons around bullying
* Discussions
* Social stories
* Managing any places identified where bullying takes place
* Build positive home / school relationships to share problems
* Providing safe places for children to talk