

Sawley Junior School



Behaviour Policy



VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
v.1	Oct 2018	AB	Version Control sheet added
v.2	Jan 2019	LT	Out to consultation with staff
v.3	Jan 2020	AB	Reviewed with no change
v.4	Sept 2020	LT	Dojo system added COVID Amendment
v.5	Sept 2021	AB	COVID Amendment - updated
v.6	Sept 2022	AB	Policy Updated and changes made to align to KCSIE 2022 Governor Approval 29.9.2022
v.7	Nov 2022	AB	Minor amendment - updated information on searching and screening – referencing DfE advice. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
v.8	July 2023	AB	Minor amendment to add mobile technology to the list of prohibited devices. (agreed at LGM 6.7.2023).
V.8	Jan 2025	AB	Review – no changes.
v.9	Jan 2025	AB	Clarity added regarding smart watch style devices under the list of Prohibited Items.

Introduction

Sawley Junior School is committed to creating an environment where exemplary behaviour is at the heart of learning. High standards of behaviour will be expected and promoted throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on *Respect for All*. The school Behaviour Policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to create an ethos of good behaviour where everyone feels happy, safe and secure and ensure that all are treated fairly and shown respect. It aims to help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These include:

- School Behaviour Regulations 2012
- Children Act 2004
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

This policy takes account of advice from the Department for Education (DfE) on:

- [Behaviour in Schools: Advice for Headteachers and School Staff 2022](#)
- [Searching, Screening and Confiscation at School \(July 2022\)](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- 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.
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires

the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

This behaviour policy links with several other school policies, practices and action plans including:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy & Staff Handbook
- Online Safety Policy
- Suspension & Exclusions Policy (WAT Policy)
- Positive Behaviour Support (incl. Physical Intervention) Policy
- SEND Policy
- Equality and Diversity Policy (WAT Policy)
- Curriculum Plans - e.g. PSHE, Computing
- Acceptable Use Policies

Policy Aims

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- To provide a consistent approach to behaviour expectations and sanctions embedding a system of justice and fairness.

Sawley Junior School Values

- To develop self-esteem and self-discipline
- To have a commitment to learning and high standards
- To foster a life-long love for learning
- Friendship
- Respect for all
- To ensure every child reaches their learning potential
- Kindness
- Truthfulness

Everyone has the right to:

- be able to learn to the best of his/her ability
- feel safe, cared for and respected
- learn and play without disruption
- to develop the personal skills he/she possesses
- be treated equally

Everyone is expected to:

- be responsible for their own behaviour
- respect the rights of others

Our School Vision



It is important that children are familiar with our School Vision which is central to everything we do.

Equal Opportunities

Sawley Junior School is committed to equality of opportunity, promotes respect for all, and acceptance for all.

- We aim for our practice to be fair and consistent as detailed in the policy.
- We demonstrate high expectations for all of our children which are appropriate for each individual.
- We understand that the mental health and wellbeing of the child can also be a factor in the child's behaviour. Behaviour management techniques will be adapted to suit the needs of the individual.
- We understand that children with SEND may respond differently to our expectations and this can be a factor in how they manage their behaviours. We will therefore take into account these factors where appropriate

Roles & Responsibilities

All members of our school community support the school aims by:

- Respecting the right to learn in a calm, safe and respectful environment.
- Respect the rights, values and beliefs of all individuals.
- Promoting good relationships and fostering an ethos of mutual accountability.
- Encouraging, praising and rewarding behaviours which reflect our ethos.
- Rejecting behaviours which are counterproductive to our ethos and actively stand up to bullying or discriminative behaviours.
- Developing strategies to support behaviour in the classroom and around the school and applying these consistently.
- Working together as a whole school team.

The Academy Governing Body (AGB)

- The governing body will work with the behaviour lead and the Headteacher to ensure that the quality of behaviour management is accounted for.
- The governing body will review this policy on an annual basis

The Behaviour Lead

The behaviour lead, supported by the Headteacher, will ensure that:

- The policy is disseminated and fully implemented to ensure consistent practice leading to sustained good behaviour across the school.
- Ensure that staff understand and follow the policy through regular updates, training and briefings.
- Monitor the behaviour of all pupils to determine trends, triangulate information with the SENDCo and Pupil Premium Lead and determine the next steps for improvement including for individuals.

School Staff

All staff will:

- Ensure that they have read and understand the policy.
- Recognise their role in the management of behaviour and apply the system fairly and consistently.
- Be proactive in their approach to behaviour management across the whole school.

Children

Children will know our expectations, be taught the language of reflection and self-regulation and understand their role in ensuring that behaviour is excellent throughout the school day.

Parents

Parents will have access to our policy, understand our ethos of respect and support and adhere to our policy through the home school agreement.

Parents have a vital role to play in their children's education. It is very important that they support their child's learning and co-operate with the school. We always endeavour to work with parents and should there be any concerns or circumstances that might cause unexpected behaviours, for these to be shared - we will do as much as possible to achieve the best support and outcomes for the child concerned.

It is the school's expectation that parents and carers to work in partnership, to support the school in promoting and encouraging our school values and vision, as well as our high expectations standards of behaviour (as outlined in the following sections).

Our Positive Approach to Behaviour

An effective Behaviour Policy is one that seeks to lead children towards high self-esteem and self-discipline. We work hard to ensure there is consistency across the school; that boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEND needs, as well as the additional challenges that some vulnerable students may face. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. At Sawley Junior School we encourage children take responsibility for their behaviour and that good behaviour is about making a good choice.

Encouraging Good Behaviour

We believe that we can show children we value their good behaviour by: -

- asking parents to help and support us in our expectations, and work together with us at all times;
- expecting all adults in school to treat children considerately, fairly and consistently;
- explaining and demonstrating the behaviour we wish to see;
- being positive and praising good behaviour;
- rewarding individuals, groups or whole classes for being well behaved.

What does this look like in practice?

Staff build positive relationships with children and families, ensuring clear communication between all adults who work with the child.

Staff will be mindful of negative influences that may be affecting the children through open communication between home and school.

Staff allow the child to be heard and understand that children may exhibit certain behaviours.

Staff will engage pupils in discussion to ensure that we know of any factors which may impact upon their behaviour.

Children may work with the SENDCo where behaviour support is deemed necessary or attend sessions of Positive Play or Happy to be Me.

Through structured, well-planned learning activities staff will support all children to achieve in the classroom environment, allowing children a sense of success and celebration. This will alleviate the potential for low level disruption.

Staff will actively teach children through our daily routines and PSCH lessons how to manage their feelings and talk openly about their emotions.

Staff will actively engage with anti-bullying and anti-discrimination strategies to ensure that these types of behaviours are not accepted within our school community.

Staff will respond consistently to behaviour as per this policy ensuring all children and adults feel fairly treated, understand consequences and can reflect on their own role in behaviour management.

Additional details on the approach our staff take in to successfully encourage this can be found in **Appendix B**.

Positive Reinforcement

We strive to provide and nurture a strong sense of belonging for our children. As part of this, upon entry to our school every child is assigned one of our four school 'houses'. The four houses at Sawley are:-



Our behaviour system is designed to recognise good behaviours exhibited both at an individual, group and whole school level.

Individual and house points are collated using our Class Dojo system, a digital behaviour management tool which supports behaviour and communication with parents. Each child gets an avatar and staff award points for positive behaviours. Individual points can be seen by teachers, children and parents via an app they can access.

At the end of each term (autumn; spring; summer) the total house points earned are totalled and that house receives a special house reward event for all house members. Children therefore learn that their individual contribution to a 'team effort' is recognised.

To reinforce the collective expectations of our school community, pupils are invited to exemplify our school vision within their school lives, this is recognised by our Merit System. Each pupil collects **merits** on their own individual merit cards. Children can earn merits under each heading of the School Vision.

See Appendix A for Merit Awards.

In addition to the award of Dojos & merits, we use other positive rewards, which include:

- Verbal praise
- Positive comments in books
- Special mention in the weekly Headteacher Award Assembly
- Exhibiting good work in class, around school or on the school website
- Using stars/smiley faces on charts, books etc.
- Use of special award certificates within classroom
- Praise reported to parents (including on Dojo message facility)
- Star of the week/day
- Golden Time (weekly)
- Celebration Assemblies/Person of the Year Awards
- Special event rewards

High standards of behaviour and practice are clearly communicated and encouraged in all areas of school life:-

- In the classroom
- On the playground
- Moving around the school
- At lunchtime
- On educational visits

Supporting guidance to help achieve this can be found in [Appendix C](#).

Supporting Positive Behaviour

Individual behaviour plans may be needed to support staff with how best to deal with a child's behaviour if they have difficulty with self-regulation. This is seen as a positive intervention.

External agencies will be contacted for support for individuals whose behaviour is an ongoing concern either due to SEND or external factors.

Families may be invited to discuss behaviour support for a child's behaviour at home and in school to ensure a consistent approach between home and school.

The Family Liaison Officer (FLO) will work directly with some families to support behaviours at home and identify any early help cases.

Managing Unacceptable or Negative Behaviour

It is a school wide expectation that learners develop responsibility for their own behaviour and understand they are accountable for the consequences of any actions. Any behaviours which disregard the School Vision and Equality Principles is unacceptable. Sometimes it may be necessary to apply a sanction to support an individual to reflect upon their actions.

We understand that sometimes children can make the wrong choices. If this does happen, the behaviour will be managed and dealt with accordingly.

The aims of any response to unacceptable/negative behaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent recurrence.

To achieve these aims, a response to behaviour may have various purposes. These include:

Deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.

Protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.

Improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

There are varying degrees of unacceptable/negative behaviour and they will be dealt with using appropriate sanctions.

- Low-level disruption in class will be dealt with by the class teacher/TAs using the **Behaviour Flowchart - Appendix D**
- Persistent disruptive behaviour may result in time-out with a partner teacher or missed time at play for restoration purposes. If this continues Behaviour Reflection time may be necessary or the child may be given a home school book which monitors their behaviours for each school session and allows parent/carer support at home.
- Parents/Carers will be informed if their child is a persistent attendee at Behaviour Reflection time.
- All incidences of bullying/cyber-bullying behaviour, however motivated, will be recorded on the school system and Behaviour Reflection time will be undertaken. Parents will be informed and the children spoken to by a member of the Senior Leadership Team (SLT) to discuss their behaviour choices and determine future steps. Persistent incidents of bullying may require a suspension whilst a plan is put in place to secure the safety and wellbeing of the affected parties.
- If a child exhibits behaviour that is deemed to be a safety risk to themselves or others they will be removed from the classroom/playground for a fixed period until we can determine the circumstances and put a risk assessment in place. This may include in-school time-out or suspension. This will be dealt with by the Headteacher or a member of the SLT in her absence.
- A suspension will occur where any child deliberately causes serious physical harm to another child or adult.
- All staff will act immediately and record all issues regarding racism, child-on-child abuse, homophobia, biphobia, transphobia, terrorism, extremism and bullying, recording on the school system and bringing to the attention of the Headteacher in person (see relevant policies).
- Children who find extended periods of unregulated time difficult will be directed to the 'Chill Hub' at lunchtime. This club supports children to play cooperatively and enables a calm transition to afternoon sessions.
- It may be necessary for individual children to have a risk assessment and an individual behaviour plan put in place to support their behaviour and determine staff responses to the individual's needs. This personalised support will be overseen by the SLT and shared with all relevant staff and parents.
- Reasonable force to restrain a pupil will only be used in extreme cases where it is felt that the child is posing a risk to themselves or others. Staff will follow the school's policy on this.

Responding to Misbehaviours of Pupils with SEND

At Sawley, we consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

Where a pupil has SEND, it is not assumed it must have affected their behaviour on a particular occasion – this is a question of judgement based on the facts of the situation.

Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil.

Prohibited Items

“Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.”

See [Searching, Screening and Confiscation Advice for Schools](#) (July 2022) for further information.

Prohibited items includes:

- knives and weapons;
- alcohol;
- controlled drugs & other substances;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil);
- an article specified in regulations³;
 - tobacco and cigarette papers⁴;
 - fireworks;
 - pornographic images

School Prohibited items in addition:

- Mobile phones, digital devices and other forms of mobile technology *e.g. smartwatches - including watches that resemble smart watches.*
- Vaping equipment

Such items will be confiscated and disposed of safely if necessary. It will then be determined why the prohibited items were on site and appropriate sanctions put in place which may include suspension/exclusion.

At Sawley Junior School, only SLT members are authorised to carry out searches. In their absence, staff are advised to seek guidance from DSL's at Sawley Infant & Nursery School or request that parents attend.

Negative/**Unacceptable behaviour may result in -**

- Non-verbal caution
- Verbal reprimand
- Time out initially in own class
- Time out in another classroom - repeated yellow/red cards will be recorded; team leaders informed and phone calls made to parents to request their support/prompt a meeting
- Time out with SLT– this may include a phone call home
- Pupils may be required to stay in to complete work missed due to the disruptive behaviour
- Loss of Golden Time
- Time spent at Behaviour Reflection
- Loss of privileges
- Requirement to earn back Super Merit Star award

Please also refer to the Behaviour Flowchart **Appendix D** – this is shared with the children and displayed in all classrooms. Further support (for teaching staff) relating to managing behaviour issues can be found in **Appendix E**.

If behaviour becomes persistent – a strategy to improve the behaviour would apply, see - *Managing Challenging or Persistent Behaviour*

For serious breaches of the school’s Behaviour Policy, the school may consider suspension or exclusion (see separate Exclusion Policy – this is a WAT Policy and can be found on the [Willows website](#)).

Immediate Senior Leadership Team Intervention

The school operates an immediate SLT intervention system in situations where a pupil:-

- is disrupting learning for other pupils
- is refusing to follow adult direction
- is posing a safety risk to themselves or others
- is damaging school property

Managing Behaviour During Lunchtimes

Lunchtime is a very important part of the day for the children. Midday Supervisors, under the direction of the Headteacher and Senior Midday Supervisor (SMS), are responsible for the welfare, safety and behaviour of all children on the school premises. Our committed team of midday supervisors interacts with and ensures that children conduct themselves in an appropriate manner in line with the School Vision and expectations.

The school has introduced a Peer Mediation scheme which is available during lunchtimes. The scheme aims to enable the children to participate in a restorative dialogue with a specially trained team of older pupils known as Peer Mediators: children will support other pupils in talking through minor issues. Children who approach a supervisor may be directed to this team to help them resolve their issue (this will be dependent on the issue raised). It is envisaged that this scheme will support the

behaviour at lunchtimes by hopefully reducing minor niggles that can cause upset leading to low level disruptive behaviours.

If poor choices in individuals' behaviour are made, children may be referred to our Senior Midday Supervisor who will deal with those concerned. Please see [Appendix F](#)

Managing Challenging or Persistent Behaviour

Sawley Junior School operates a Positive Behaviour Support approach. Positive Behaviour Support involves proactive intervention to address individual needs before problems arise. If proactive interventions are effective, challenging behaviours should become rare.

Plans are primarily proactive and involve analysis of the function(s) of behaviour and focus on meeting needs and developing skills so that negative behaviours are less likely to occur.

We always acknowledge that it is the behaviour that is the problem and **not** the child. The behaviour of children giving cause for concern will be assessed.

- Triggers or antecedents established
- Individual programmes are planned to help modify inappropriate behaviour
- Parents will be invited to discuss their child's behaviour and an individual programme drawn up

Within school there are many support systems in place to encourage positive behaviours and to address the needs of anyone who has issues which could be contributing to the choices they are making. These support systems include:

- Individual behaviour plans; when completed, these can be accessed by any member of staff in contact with a child so they can understand and employ effective strategies to help the child be successful
- Dedicated 1:1 support in place where needed
- Positive Play programme
- Planned sessions for particular individuals with a specific focus i.e. social stories, emotional literacy
- 1:1 support with a member of the SLT - this would usually take the form of a Behaviour Book shared with parents on a daily basis
- Buddy Support
- Family Support Worker
- School Nurse
- Signposting to SEN/specific health and wellbeing support groups
- Outside agencies – e.g. Behaviour Support, CAMHS, Educational Psychologist, Education Welfare Lead
- Assemblies
- PSHE/Circle Time

Individual Behaviour Support Plans

Behaviour Support Plans are used to help children who need support to make good behaviour choices. The plan will:-

- Identify objectives and address one target at a time;
- Include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviours;

- Emphasize teaching the child alternative positive behaviours;
- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to Headteacher etc.;
- Include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour.

Power to use Reasonable Force

In acknowledgement of guidance issued from the DfE, all our school staff have a legal power to use reasonable force or ‘Restrictive Physical Intervention’. ‘Reasonable in the circumstances’ means using no more force than is needed. Reasonable force covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. The absolute priority is for staff to meet their duty of care towards their pupils, and to take the action necessary to keep pupils safe.

When may Reasonable Force or Restrictive Physical Intervention be used?

Restrictive physical intervention is rarely used at Sawley Junior School, however it may be necessary in order to:

- to prevent a pupil injuring themselves or others, (e.g. rough play, stopping a young person from running towards traffic);
- to prevent a young person causing serious damage to property;
- to prevent a pupil committing an offence (or for any pupil under the age of criminal responsibility, what would be considered an offence for an older pupil/young person).

Parents will be informed of incidents involving the use of reasonable force.

- *Please refer to the schools ‘Policy for Positive Behaviour Support (including Physical Intervention)’ for further information.*

The Use of Exclusion as a Sanction

Sawley Junior School’s Behaviour Policy includes strategies to help improve the behaviour of pupils, however in some cases it may be necessary to exclude a pupil. A fixed term exclusion or permanent exclusion may be used:-

- in response to a serious breach of the school’s Behaviour Policy;
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the School.

- *Please refer to the schools ‘Exclusion Policy’ for further information.*

Pupils’ Behaviour Outside the School Gates

The behaviour of pupils outside school can be considered as grounds for the application of a behaviour sanction including exclusion.

What the law allows:

School staff have the power to discipline pupils (including the use of exclusion as a sanction) for misbehaving outside of the school premises “to such an extent as is reasonable”.

Schools may discipline pupils for misbehaviour when the pupil is:-

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school.

Whether or not the conditions above apply, schools may discipline pupils for misbehaviour at any time, that:-

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil, member of staff or member of the public;
- may be offensive to other members of the school community;
- breaches the integrity of the ethos of the school or could adversely affect the reputation of the school.

Links to Other Policies

- Home School Agreement
- Combined Equalities
- Exclusion Policy
- E-Safety Policy
- Pupil ICT Agreement
- Policy for Positive Behaviour Support (including Physical Intervention)
- SEN/D
- Safeguarding

Relevant Legislation

- The Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007 & Amendment 2014







Other Sources of Information

- Behaviour and discipline in schools - Advice for Headteachers and school staff *Department for Education, 2014 Department for Education, 2014*
- Exclusion from Maintained Schools, Academies and Pupil Referral Units (PRUs) in England, *Department for Education, 2012 (Updated 2017)*
- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

Appendix A – Strategies

Certain milestones in merit achievements are rewarded: -

Merits Earned	Reward	Privilege Earned
10 Merits 	Bronze Certificate & Sticker Verbal Praise	
20 Merits 	Silver Certificate & Sticker Verbal Praise	
30 Merits 	Gold Certificate & Sticker Verbal Praise	Extra play session termly for those who have achieved their Gold Certificate
40 Merits 	Emerald Certificate & pin badge Verbal Praise Text message to parents	Walk in from the yard without waiting for whistles
50 Merits	2 nd Bronze Certificate & Sticker Verbal Praise	
60 Merits	2 nd Silver Certificate & Sticker Verbal Praise	
70 Merits	2 nd Gold Certificate & Sticker Verbal Praise Phone Call to parents from class teacher	Termly special activity for those who have achieved their 2 nd Gold Certificate <i>e.g. movie afternoon; fun pool session etc.</i>
80 Merits 	Ruby Certificate & pin badge Verbal Praise Termly recognition in Celebration Assembly	Use of exclusive playground equipment
90 Merits	3 rd Bronze Certificate & Sticker Verbal Praise	
100 Merits	3 rd Silver Certificate & Sticker Verbal Praise	
110 Merits	3 rd Gold Certificate & Sticker Verbal Praise	
120 Merits 	Diamond Certificate & pin badge Verbal Praise Termly recognition in Celebration Assembly Phone Call to parents from SLT	Annual 'Special Experience' e.g. special workshop/local visit etc.

Pupils are continually encouraged to 'Aim High'. In addition to these rewards children who are recognised through observations and teacher nominations, to be continually demonstrating all of our School Vision behaviours, will be awarded the *Super Merit Star* award by the SLT. As well as being presented with an enamel pin badge to proudly wear on their sweatshirt, they will have earned the right to enjoy special privileges around school. *Children nominated for Super Merit Star status must have earned at least 8 merits for every area of the Vision headings.*



Appendix B – Strategies to Encourage Good Behaviours

Teachers at Sawley Junior School have the flexibility to use their own style of rewards within the classroom in addition to the school merits e.g.

- Verbal praise
- Positive comments in books
- Special mention in Celebration Assembly
- Exhibiting good work in class, around school or on the school website
- Using stars/smiley faces on charts, books etc.
- Use of special award certificates and house points within classroom / on the class page of Dojo
- Praise reported to parents verbally or on Dojo messages
- Star of the week/day
- Golden Time

Acceptable (Teacher) Language

The Power of Praise

At Sawley Junior School, the most important behaviour management tool is the power of praise and this should always be used first - a simple smile can be very powerful. All systems mentioned above should be used to encourage our children to **want** to do well.

e.g. a child who is distracted at not looking at the teacher. Teacher says – “Thank you to everyone looking this way.” And then waits. The pupils will soon realise the room is quiet. Similarly, a ‘strategic pause’ may also have the same effect.

The Power of Choice

Giving children a choice with consequences attached e.g. "If you choose not to do the work now, you will need to do it during break/lunch time." Using the word "choose" or "choice" is important because children need to understand that they have control over how they behave. Their behaviour is their responsibility. Where children continue to make poor choices and there is a consequence “You were given an opportunity to choose to change your behaviour and you ignored that, so now you will complete your work during break.”

Thanks vs. Please?

Try – “Eyes this way - thanks” instead of “Eyes this way – please” communicates your expectation that the children will comply. After a child has complied, a simple smile or positive comment reassures the child that you aren't holding a grudge and his or her relationship with you is still secure.

Remain Calm

It is acceptable for teachers to use a clear, calm and stern voice. It is not acceptable for teachers at Sawley Junior School to shout or lose their temper. Behaviour should always have been dealt with before a teacher feels frustrated. Following the schools sanctions guidelines should ensure this.

Appendix C - Common Behaviour Practice In and Around School

Leaving the classroom

- Staff should move to the door threshold to ensure calm on the corridor
- Pupils should be sent a table at a time
- Children should be reminded to visit the toilet on the way out

Returning to the classroom

- Staff should be on the door threshold to ensure calm on the corridor before the children come in. If on duty, other staff should keep an eye from their threshold point.
- Activities should be 'ready-to-go' as the children sit down.

Movement to Assembly

- Line-up in the classroom in a regular assembly order
- Identify STOP points e.g. bottom of stairs, hall door
- Teacher should be able to see most of the line at all times
- Children should be silent coming to assembly

Working Ethics/Noise Levels/General

- It would always be a preference to operate disciplinary methods from a positive stance – e.g.
 - "Let's all work quietly – well done Fred, you've got your book out, you're working and quiet, well done."
 - "This table is brilliant! Dojo points all round!"
- Pupils are expected to work at an acceptable noise level. *Don't insist on silence if you don't intend to police it!* Circulating the room identifying, praising and rewarding positive examples of behaviour is far more productive than shouting.
- ALWAYS set out your work expectations at the beginning of the lesson – refer back to these throughout.
- To gain attention, e.g. clapping routines work well.
- Water bottles are better on the table with strict guidelines for use!
- It is not acceptable for children to:
 - Rock on chairs
 - Leave the classroom without asking
 - Sit on feet

Examples of poor behaviour management skills within the classroom

- Instigating a whole-class punishment
- Losing temper

Playground

- Staff should circulate and interact
- Insist on still and silent on the whistle
- Walking-in in single file to promote calm
- No running around picnic tables
- Children should not run in the garden area
- Staff should ensure equipment is used safely (especially in the trim trail area)
- Children should not sit on picnic tables – *throughout school – no feet on chairs*



I show that I want to learn. I always try my best and aim high.
I respect others by being kind in my words and actions.
I make good choices.

I need to think more carefully before I act -
My own or others learning is disrupted by my actions or behaviour
I am not using my time wisely
I am not being kind in my words or actions

I am not making good choices

PAUSE, THINK, ACT - Turn this around

I have ignored the warnings given to improve my behaviour
I am wasting my own or others learning time
My behaviour is unkind - I am not showing respect

I am still not making good choices

STOP!

I have been sent for time-out on 3 occasions.
I have deliberately hurt someone
I have caused damage or danger to others
I am refusing to follow adult requests

I have made poor choices

My behaviour is not acceptable.

My teacher will speak to me.

- Non-verbal warning
- 1st warning – yellow card
- 2nd (final) warning – amber card
- 5-10 minutes time-out in another classroom - red card (Recorded)

My teacher will speak to me.

- Extended time-out in another classroom - red card (Recorded)
- I may -**
- Lose some break or lunch-time
 - Lose some golden time and go to behaviour reflection
 - My parents will be contacted if this keeps happening

A member of the Senior Leadership Team will speak to me.

- My teacher will contact my parents
- I will go to behaviour reflection
- I may be put on report

A member of the Senior Leadership Team will speak to me.

- My parents will be contacted.
- I may be put on report
- I may be put on internal exclusion
- I may be excluded from school

Appendix E - Further Guidance for teachers managing behaviour issues

All staff are expected to be pro-active in encouraging good behaviour and choices around school. All staff should be consistent in their approach and adhere to this policy.

Before approaching a member of the SLT with a behaviour issue:

Have you?

- Consistently applied this policy in the classroom e.g. followed a strict rule of
1st warning, 2nd warning – time out (*5 mins Behaviour Reflection each time-out*)
Warnings to be issued with a yellow-amber-red card system
- Recorded time-out sessions in the class behaviour log
- Contacted parents on the 3rd time-out session by telephone to ask for support
- Invited parents into discuss behaviour where it does not improve - depending on the severity of the behaviour, a member of the SLT may join you for this meeting. *Please inform the SLT if you have arranged to meet with parents.*

You may not always be in the classroom when poor behaviour choices are made. Warnings and time-out may still be used. All time-outs should incur a 5 minute Behaviour Reflection sanction. Please complete a Behaviour Reflection slip with the reason for the time out. Please be accurate you're your reason.

Examples of Behaviour for Immediate SLT Intervention

- Inappropriate language to an adult – *Inappropriate language between pupils should be dealt with by the class teacher in the first instance unless it makes reference to equality issues e.g. racism.*
- Physical assault on staff/pupils
- Indecent behaviour
- Damage to property
- Misuse/supply of illegal drugs or other substances
- Theft
- Serious actual or threatened violence against another pupil, member of staff or other adult working in school
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Cyber-bullying
- Offensive/negative or abusive comments posted on social media or other internet sites
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Appendix F – Lunchtime Behaviour Flowchart

