

SJS Behaviour Policy



Our behaviour policy ensures a consistent approach to all behaviours, both positive and negative, and equips staff and pupils with the support needed to demonstrate consistencies in their own positive behaviour. Our guiding principles reflect research findings published by the Education Endowment Foundation and are adapted from 'When the Adults Change, Everything Changes', by Paul Dix.

1. Policy Statement

1.1	Sitwell Junior School is committed to creating an environment where exemplary behaviour is at the heart of productive learning.
1.2	Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.
1.3	Our behaviour policy guides staff to teach self-discipline in our children.
1.4	It echoes our core Sitwell 7 Values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct, and dynamic interventions that support staff and learners.
1.5	As members of our community, we adhere to the 3 rules of Ready, Respectful, Safe (RRS).

2. Aim of Policy

2.1	To create a culture of exceptionally good behaviour: for learning, for community, for life.
2.2	To ensure that all learners are treated fairly, shown respect and promote good relationships.
2.3	To refuse to give learners attention and importance for poor conduct.
2.4	To help learners take control over their behaviour and be responsible for the consequences of it.
2.5	To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
2.6	To promote community cohesion through improved relationships.

2.7	To ensure that excellent behaviour is a minimum expectation for all.
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3. Purpose of the Policy	
3.1	To create a culture of exceptionally good behaviour: for learning, for community, for life.
	3.1.1 Recognise behavioural norms
	3.1.2 Positively reinforce behavioural norms
	3.1.3 Promote self-esteem and self-discipline
	3.1.4 Teach appropriate behaviour through positive interventions

4. A Consistent Approach	
4.1	Consistency lies in the behaviour of adults and not simply in the application of procedure. At Sitwell Junior School, every member of staff will model consistency through every interaction on behaviour. Where learners feel treated as individuals, they respect adults and accept their authority. As such, adults will consistently adhere to the following:
4.2	All Staff:
	4.2.1 Meet and greet at the door (at the beginning of both morning and afternoon learning time).
	4.2.2 Refer to 'Ready, Respectful, Safe'.
	4.2.3 Model positive behaviours and build relationships (Behaviour Blueprint - See Appendix 1).
	4.2.4 Use positive rewards e.g. praise, conversations with parents, Smiles and Prefect Responsibilities (See section 5).
	4.2.5 Follow up every time, retain ownership and engage in reflective dialogue with learners.
	4.2.6 Never ignore or walk past learners who are behaving badly.
	4.2.7 Use the 'hand up' signal to gain the class' attention; whilst doing so, remain silent and do not speak over the children.

4.3	<p>Middle Leaders: <i>Are not expected to deal with behaviour referrals in isolation, but stand alongside colleagues to support, guide, model and show a unified consistent approach to learners.</i></p>	
	4.3.1	Meet and greet learners.
	4.3.2	Regularly celebrate staff and learners whose efforts go above and beyond expectations.
	4.3.3	Encourage the use of positive rewards e.g. praise, conversations with parents, Smiles and Prefect Responsibilities (See section 5).
	4.3.4	Ensure staff training needs are identified and targeted.
4.4	<p>Senior Leaders: <i>Are not expected to deal with behaviour referrals in isolation, but stand alongside colleagues to support, guide, model and show a unified consistent approach to learners</i></p>	
	4.4.1	Meet and greet learners.
	4.4.2	Be a visible presence around the school.
	4.4.3	Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
	4.4.4	Regularly share good practice.
	4.4.5	Support middle leaders in managing learners with more complex or challenging negative behaviours.
	4.4.6	Regularly review provision for learners who fall beyond the range of written policies.
	4.4.7	Provide training opportunities for staff to further enhance the provision of calm and purposeful learning environments.

5. Recognition and Reward for Effort

5.1	We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards (e.g. Smiles, Prefect Responsibilities), our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.
5.2	The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners that are hardest to reach.

5.3	Our reward system for Y3-5 is based on 'Smiles' which are collected and exchanged for prizes and certificates. These are awarded to children going over and above in relation to the 'Ready, Respect, Safe' rules in line with the Sitwell 7 Values. (See Appendix 2)	
5.4	In Year 6 a Prefect Responsibilities reward system will be introduced, which encourages the children to be responsible citizens of the school community and prepares them for life beyond Sitwell. (See Appendix 3)	
5.5	As well as 'Smiles' and 'Prefect Responsibilities' other rewards include:	
	5.5.1	Star Learner of the Week
	5.5.2	Pupil of the Term
	5.5.3	Special responsibilities
	5.5.4	Positive feedback to parents – verbal and written
	5.5.5	Personal and public praise – positive, specific, verbal feedback, positive notes from peers, visitors
	5.5.6	Badges awarded on Marvellous Me

6. Managing Behaviour for Learning

6.1	Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed.
6.2	There are occasions when consistently followed, clear consequences and steps of support are required to help learners bring their behaviour back in line with the school's expectations. (See Appendix 4)
6.3	Steps are gone through with care and consideration, taking individual needs into account where necessary.
6.4	All learners must be given 'take up time' in between steps. <i>It is not possible to leap or accelerate steps for repeated low-level disruption.</i>
6.5	Any incidents that have reached Steps 4/5 or further (e.g. suspension or use of Team Teach) will be recorded on CPOMS or/and a Serious Incident Report Form (See Appendix 5). These will be completed by the adult that led the actions/meetings and SLT/Learning Mentors will be alerted.

7. Suspension

7.1	Once all other alternative strategies/procedures have been exhausted the school may decide that suspension is the only option.
7.2	Only the Headteacher has the authority to suspend a pupil (or the Deputy/Assistant Head in the Head's absence) and the suspension must be for a fixed period of time not exceeding 45 days in any one school year.
7.3	The parents should be notified in writing (following verbal notification if this is appropriate) and they must be told that they may make representations to the Governing Body and the LEA.
7.4	The Headteacher will inform the Chair of Governors and LEA of any suspension.
7.5	If it is a permanent exclusion, the parents must also be reminded in writing of all the warnings and procedures which preceded it. Once again, they have the right to make representations to Governors and the LEA.

8. Positive Handling

8.1	If necessary, a child will have a Positive Handling Risk Assessment (See Appendix 6) in line with TEAM Teach.
8.2	This is regularly agreed, reviewed and formalised at annual reviews.
8.3	Parents/Cares have opportunities to amend Positive Handling Risk Assessments in consultation with school staff.
8.4	At times, staff may need to physically hold children for their own or others' safety.
8.5	If a child is physically attacking another, or injuring himself, or about to run across a road, staff may have little option but to use whatever minimum force is necessary to restrain him/her.
8.6	Staff have undertaken appropriate training in the TEAM-TEACH approach to equip them with the skills needed to hold pupils safely.
8.7	A record of staff trained and authorised to use Team Teach methods is kept.
8.8	Staff should have exhausted all other behaviour management techniques before resorting to a physical one.
8.9	However, there may be occasions when a crisis point is reached without the opportunity to use other intervention techniques. (See Appendix 7)

9. Monitoring and Review

9.1	This policy will be reviewed on an annual basis by the SLT in collaboration with all staff.
9.2	After review, this policy will be approved by the school's Governing Body.
9.3	The next scheduled review date for this policy is September 2024.

Policy Approved by	School Governing Body
Chair of Governing Body	Tracey Leeson
Signature of Chair of Governing Body	
Date	September 2023
Review Date	September 2024

Appendices	
Appendix 1	Behaviour Blueprint
Appendix 2	Smiles Reward System
Appendix 3	Prefect Reward System
Appendix 4	Steps of Support
Appendix 5	Serious Incident Record
Appendix 6	Positive Handling Risk Assessment
Appendix 7	Procedures for Holding Children

Appendix 1



Behaviour Blueprint

Our 3 School Rules:
Ready Respectful Safe

Relationships are built on trust, 'botheredness' & consistency (i.e. structure)

Visible Consistencies

- Build relationships
- Calm, consistent adult behaviour
- Model exemplary behaviours
- Relentless routines
- Refer to 3 Rules
- Class Recognition Boards
- Meet & greet
- Restorative follow-ups every time
- Never ignore unacceptable behaviour
- 'Support; change of face; Team Teach'

The Proactive Model

Behaviour is a curriculum we must teach.

'We must teach behaviour before it happens, providing feedback both during and after.'

Routines are the key; they make it easy to behave, and hard not to.

Decide on your expectations, **communicate** them, **rehearse** them and relentlessly **reinforce** them until they become habitual.

The Reactive Model

Provide feedback (both praise and corrective).

Praise

First attention to best conduct

'The best time to issue behaviour reminders is when things are going well (as children are more regulated and receptive).'

Recognise behaviour that meets expectations (thumbs up; thank you, __, *why*).

Praise over-and-above (fantastic, __, *why*).

Recognition through personal & public praise:

- Verbal and non-verbal praise
- Recognition Boards
- Smiles & Prefect Stars
- Marvellous Me badges
- Star Learner & Pupil of the Term

The Reactive Model

Corrective

Correct behaviour as discreetly and with as minimal fuss as possible (eye contact; Are you ok?, position yourself closer; a touch on the shoulder; humour where appropriate).

Frame correction as positive reinforcement by reasserting what you want instead of describing behaviour (rather than 'stop talking' → '__, I need you focused on your learning, thank you).

Assume confusion over defiance. It's non-confrontational and allows you to reassert expectations.

Positively insist on your expectations. **'You promote what you permit.'**

The Reactive Model

Responding to undesirable behaviour

'Respond with deliberate calm. Be assertive and matter-of-fact.'

Consistent, proportionate & logical consequences: certainty outweighs severity.

Correct undesirable behaviour in private, wherever possible.

The aim should always be on achieving the desired behaviour as quickly as possible and with minimal fuss.

The Reactive Model

Steps of Support:

- 1: (Reminder) - Give learner a reminder of the 3 Rules.
- 2: (Caution) - Clear verbal caution. Make the learner aware of logical/natural consequences. 'Think carefully about your next step'.
- 3: (Last Chance) - Use the 30 second script and offer a positive choice.
- 4: (Time Out) - Short time out for the child to reflect.
- 5: (Repair) - Have a restorative conversation as soon as possible.

The 30 Second Script:

- 1: I have noticed that you chose to carry on talking and are not on task
- 2: It was the rule about being ready that you are not following.
- 3: You have now chosen to spend the rest of this session completing your work in the library with Mrs...
- 4: Do you remember yesterday when you managed distractions & finished your work to a really high standard? That is who I need to see now.
- 5: I will speak to you after you have completed your work
- 6: Thank you for listening.

Repair:

- What happened?
- What were you thinking/feeling at the time?
- What have you thought/felt since?
- Who has been affected?
- How did this make them feel?

Simplified:

- What happened?
- How did it make you feel?
- What will you do next time you feel that way?

Smiles Reward System

Children collect Smiles on an individual 'Smiles Card'

50 Smiles per term

A sticker will be given to the child.

The Headteacher or Deputy/Assistant Headteacher will issue a recognition Award certificate.

The child will receive a personal prize.

Smiles will be reset every term, thus ensuring that all children remain motivated in earning smiles.

Criteria for Awarding Smiles

We will award smiles for:

- Following the 3 rules: Ready, Respect, Safe.
- Consistent effort in learning; work or conduct.
- Consistently following/modelling/applying the Sitwell 7 Values (Respect, Responsibility, Relationships, Resilience, Reflection, Risk-taking, Resourcefulness).
- Overcoming a barrier to learning, showing great resilience to learning.
- Success in any area of the school (this could be shown in feedback and marking).
- Home learning effort and success.
- Reading at home at least 4 times per week.
- Significant improvement in any area of the curriculum.
- Consistently noticed in assemblies for excellent listening, making contributions and movement in/out of the hall.
- Ignoring inappropriate behaviour and maintaining a good role model to others.
- As a class/individual, 100% attendance for the week.

Appendix 3

Prefect Reward System

<p>Head Pupils Prefect (Elections at the beginning of the Autumn Term)</p>	<p>Prefects will:</p> <ul style="list-style-type: none"> ● Be elected by all adults working in school for outstanding contribution to school and for being an outstanding role model for others. ● Be the face of the school and attend Family Learning Events, Open Afternoons/Evenings and regular meetings with the Deputy Headteacher to discuss whole school issues. ● Take visitors around school. ● Take part in the recruitment of new staff to the school.
<p>Gold Prefect Award</p>	<p>Prefects will:</p> <ul style="list-style-type: none"> ● Have 30 excellence stars. ● Have taken on an additional role as part of the leadership team. ● Have represented the school at an event at another location e.g. sports competition, supporting a class on a school trip, visit to another school.
<p>Silver Prefect Award</p>	<p>Prefects will:</p> <ul style="list-style-type: none"> ● Have 20 excellence stars. ● Have undertaken 15 leadership responsibilities to the highest of standards. ● Have taken on an additional role as part of the school leadership team in addition to their duty. <p>Additional roles include:</p> <ul style="list-style-type: none"> ○ Library Monitor ○ Cloakroom Monitor ○ Reading Monitor ○ Road Safety Leader ○ Internet Safety Leader ○ Health and Safety Leader ○ Eco Leaders (Recycling / Energy saving) ○ Assembly Leader ○ Tuck Shop Leader ○ Office support ○ Club support ○ Learning Mentor (Reading, Maths, Spelling)

	<ul style="list-style-type: none"> ○ Playground Leader ○ Behaviour Leader/Champion
Bronze Prefect Award	<p>Prefects will:</p> <ul style="list-style-type: none"> ● Have 10 excellence stars. ● Have undertaken at least 10 leadership responsibilities to the highest of standards.
Purple Prefect Award	<p>Prefects will:</p> <ul style="list-style-type: none"> ● Have received 5 excellence stars. ● Have undertaken at least 5 leadership responsibilities to the highest of standards, for example: <ul style="list-style-type: none"> ✓ Assembly duty e.g. sit on a chair and supervise a class during assembly times ✓ Play time duty ✓ Lunchtime duty ✓ Morning greeter ✓ Intervention support (e.g. times tables) ✓ Take part in the induction of new pupils to school ✓ Any classroom/school-based responsibility

Steps of Support

Steps	Actions
1.Reminder	<p>Give the learner a reminder of the three simple rules (Ready, Respectful, Safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.</p> <p><i>Example – ‘Remember our rule about being ready. I need you to stop talking and focus on your task now. Thank you.’</i></p>
Take up time	
2.Caution	<p>Give the learner a clear verbal caution delivered privately, wherever possible. Make the learner aware of their behaviour and clearly outline the logical/natural consequences if they continue. Use the phrase ‘Think carefully about your next step’.</p> <p><i>Example – ‘Remember our rule about being ready. You are continuing to talk and are not on task. The consequence of this is that you will not get your work finished on time or to an acceptable standard. Think carefully about your next step. Thank you.’</i></p>
Take up time	
3.Last Chance	<p>Using the 30 second script, speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of expected behaviour.</p> <p><i>Example - ‘I have noticed that you are still talking and are not on task. It is the rule about being ready that you are breaking. You have now chosen to move to the table at the back/swap places with... Do you remember yesterday when you managed distractions and got your work finished to a really high standard? That is what I need to see today. Thank you for listening.’</i></p>
Take up time	
4.Time Out	<p>Using the 30 second script, give the child a short time out (no more than 30 mins). The location of this will depend on where the undesirable behaviours are being displayed and what they are, for example:</p> <ul style="list-style-type: none"> ● Quiet area of the classroom ● Library area with a TA ● Learning Mentor’s Room ● Picnic Bench with Lunchtime Supervisor

	<ul style="list-style-type: none"> ● Edge of Field <p><i>Example - 'I have noticed that you chose to carry on talking and are not on task. You need to spend the rest of this session completing your work in our partner classroom. I will speak to you after you have completed your work. Thank you for listening.'</i></p>
<p>Take up time</p>	
<p>5.Repair</p>	<p>Hold a restorative meeting with the learner as soon as possible after the above support has been provided. This may only need to be a 'walk and talk' conversation between adult and learner or may need to be a more formal meeting with the learner, adult and other staff providing support. In this meeting, only the 'Restorative Five' questions will be used:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking/feeling at the time? 3. What have you thought/felt since? 4. How did this make people feel? 5. Who has been affected? <i>leading to...</i> <ul style="list-style-type: none"> ● How have they been affected? ● What should we do to put things right? ● How can we do things differently in future? <p>For younger children, or those who might find these questions too challenging to begin with, the following three questions will be used:</p> <ol style="list-style-type: none"> 1. What happened? 2. How did it make you feel? 3. What will you do next time you feel that way?

Serious Incident Record

Serious Incident Record For Details Refer to Supporting Documentation				Record No. _____
Name of Pupil:				
Other Pupils Present:				
Location of Incident:				Date:
Names of Staff using Restraint:				
Other staff members involved:				
Start Time of Incident	Duration of Physical Intervention	Any Injuries Noted	Medical Check	Incident Reviewed with Pupil
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Hrs Mins	<input type="text"/> <input type="text"/> Mins	Pupil <input type="checkbox"/> Other Person <input type="checkbox"/>	Offered <input type="checkbox"/> Accepted <input type="checkbox"/>	Offered <input type="checkbox"/> Accepted <input type="checkbox"/>
Nature of Risk	De-escalation Strategies Used		Control (Passive physical contact)	
Injury to self <input type="checkbox"/> Injury to Other Person <input type="checkbox"/> Damage to Property <input type="checkbox"/> Criminal Offence <input type="checkbox"/> Serious Disruption <input type="checkbox"/> Absconding <input type="checkbox"/> Refusal to leave <input type="checkbox"/>	Verbal Advice <input type="checkbox"/> Firm Clear Directions <input type="checkbox"/> Ignoring <input type="checkbox"/> Negotiation <input type="checkbox"/> Limited Choices <input type="checkbox"/> Directed <input type="checkbox"/> Distraction <input type="checkbox"/> Consequences <input type="checkbox"/> Reminders <input type="checkbox"/> Other please state <input type="checkbox"/>		Standing between pupils <input type="checkbox"/> Blocking a pupil's path <input type="checkbox"/> Guiding a pupil by the elbow <input type="checkbox"/> <hr/> Restraint (Active physical contact)	
			Where on body:	

Effectiveness and Consequences of Physical Intervention Strategies Attempted		- shoulder <input type="checkbox"/>
Please describe:		- upper arm <input type="checkbox"/>
		- lower arm <input type="checkbox"/>
Serious Incident Record Completed by:		
Position:		Signed:
Date: ___/___/___		
Action		
Parents informed Date: ___/___/___ By whom: _____ Outcome: Further support needed: Risk assessment <input type="checkbox"/> Report <input type="checkbox"/> Mediation <input type="checkbox"/> Other (please state overleaf) Signature:	External Agencies Informed	Supporting Records
	Medical Staff <input type="checkbox"/> Social Worker <input type="checkbox"/> Police <input type="checkbox"/> Other please state	Logged on CPOMS <input type="checkbox"/> Medical Report <input type="checkbox"/> Witness Account <input type="checkbox"/> Review Recorded <input type="checkbox"/> Other (please state overleaf)

Appendix 6

Positive Handling Risk Assessment: Assessing and managing foreseeable risks for children who present challenging behaviours

Name of pupil:

Year group/class:

Assessment completed by:

Signature:

Date:

Identification of Risk	
Describe the foreseeable risk	
Is the risk potential or actual?	
List who is affected by the risk. (state type of risk if known)	
Assessment of Risk	
In which situations does the risk usually occur?	
How likely is it that the risk will arise?	

If the risk arises, who is likely to be injured or hurt?			
What kinds of injuries or harm are likely to occur?			
How serious are the adverse outcomes?			
Risk Reduction Options			
Measures	Possible options	Benefits	Drawbacks

Agreed Behaviour Management Plan & School Risk Management Strategy		
Focus of measures	Measures to be employed	Level of risk

Name	Role	Signature	Date

Agreed by:

Communication of Behaviour Management Plan & School Risk Management Strategy		
Plans and strategies shared with:	Communication Method	Signature/Date

Staff Training Issues		
Identified training Needs	Training provided to meet needs	Date training completed

Review Date:

Evaluation of Behaviour Management Plan & School Risk Management Strategy		
Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
ACTIONS FOR THE FUTURE		

Plans and strategies evaluated by:

Date:

Procedures for holding children

1. Remove the pupil from the classroom situation to a quiet place if possible where adequate seating is available if it is not possible to remove all other children from the classroom.
2. Call upon another adult for help and to act as a witness and/or critical friend.
3. During a crisis situation the *minimum* of restraint should be used *only* if the pupil is at risk of injuring himself/herself, injuring others or causing severe damage to property. The holds used should be applied as a gradual and graded response, used in conjunction with verbal and non-verbal de-escalation techniques. If the pupil frequently loses self-control, then a behaviour plan should be drawn up for the pupil detailing any specific de-escalation skills and holds to be used. This plan will be shared with parents. Only holds recognised by TEAM TEACH should be used.
4. All staff should be aware that other adults can be called upon for help, advice and support, and to remove pupils for debriefing. It is recognised that some staff may have built up strong relationships with certain pupils and in times of crisis these pupils will relate better to them. Senior staff should be available to assist in crisis situations and to help counsel pupils and staff.
5. Staff should support each other during every incident. If a pupil is being held, then the supporting member of staff will take over and offer “more help” if the person holding needs help, this may be because they can see problems occurring that the person holding is unaware of.
6. There is a potential for injury within any physical technique, although Team Teach does not use pain compliant techniques all staff should be able to show that minimal force was used and any injury should be reported immediately.
7. All incidents should be recorded on CPOMS and sent to the Head or Deputy/Assistant Heads who will monitor and evaluate the effectiveness of this approach.
8. Debriefing should take place as soon as possible after every incident, for both the pupil and staff but only when they are both ready.
9. The purpose of the debriefing is to teach pupils to control their own behaviour - to do this staff should use the HELP method of debriefing.

Hear

To their side of the story first

Explain

Why staff took the action they did

Link

To show how feelings drive behaviour

Plan

Together to find better ways