

Behaviour policy and statement of behaviour principles

Killamarsh Junior School

2025 - 26



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1. Aims and introduction

Introduction

At Killamarsh Junior School we are committed to enabling all children to access education successfully. Part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken.

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a broad and balanced curriculum matched to children's varying needs will help to motivate pupils and promote self-esteem and confidence, leading to order and self-discipline. At Killamarsh Junior School, we acknowledge that all behaviour is communication and we strive to examine the function of any negative behaviours displayed to ensure that pupils are fully supported with any difficulties they may be experiencing.

In partnership with parents and the wider community we want to promote a curriculum that makes pupils love coming to school and love learning. We want our children to laugh, smile and have fun. We want them to be ambitious, enterprising leaders who have regular opportunities to compete and succeed. We want to nurture all our pupils and we want all our pupils to know that they belong. If we achieve this, we firmly believe that the need for sanctioning negative behaviours will be a rare occurrence.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [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
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Negative behaviours are uncommon in school but they will be challenged and dealt with in line with policy. At Killamarsh Junior School there is no place for violence, defiance, bullying, harassment (racial or sexual), vandalism, rudeness or bad language in the school environment. Derogatory language including racism, homophobia or language that is derogatory about disabled people is not tolerated at Killamarsh Junior School. Extremist behaviour of any kind is also not tolerated. These behaviours must be discouraged at all times and will be dealt with severely if they occur. However, it is just as important for staff to educate pupils to be kind and empathetic to everyone in society. British Values, of which tolerance is key, should be promoted by all staff and volunteers.

Misbehaviour is defined as:

- Persistent talking
- Refusal to follow instructions
- Refusal to enter classrooms
- Rudeness
- Preventing others learning
- Swearing
- Running out of class
- Hiding

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual inappropriateness or harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Intentional sexual touching without consent
 - Physical behaviour such as interfering with others' clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Damage of property or vandalism
- Leaving school site
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Verbal abuse towards peer(s)
- Verbal abuse towards adult(s)
- Physical aggression towards peer(s)
- Physical aggression toward adult(s)
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and associated items
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Any instance of bullying or suspected bullying will always be dealt with by the Class Teacher in conjunction with the Head Teacher, and will always involve consultation with parents of both the victim and the perpetrator. Under no circumstances will bullying in any form be tolerated at Killamarsh Junior School. The school's anti-bullying policy should be consulted in the event of bullying incidents.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Governing Board

The governing board has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in implementing these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

The Killamarsh Junior School governing board is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Killamarsh Junior School governing board will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

5.2 The Head Teacher

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the Killamarsh Junior School governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head Teacher will also approve this policy.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific social, emotional or mental health needs of particular pupils
- Recording behaviour incidents, both positive and negative (see point 7.1 and 8.5)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We expect parents to support the school rules, which are communicated directly and/or through school newsletters and the school website.
- We expect parents to support their child's learning, and to co-operate with the school, through the **Learner Code** (see 8.1.1). We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions, parents should support the actions of the school.
- If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See complaints procedure)

Parents are expected to:

- Support their child in adhering to the **Learner Code** and our behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Our vision is for everyone in our school to be confident, resilient and motivated to learn in a safe, caring and supportive environment. Our goal is for children to feel prepared for their future. We want KJS to be recognised as a good school by pupils, parents, the community and Ofsted.

It is the primary aim of our school that every member of the school community feels safe and happy. We are a caring community, whose values are built on mutual respect for all. We aim to treat all children fairly and apply this behaviour policy consistently. Put simply, it is the responsibility of every member of the school community to:

- Be kind; Work hard; Be safe

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

The school rewards positive behaviours. We believe that this will help maintain our ethos of kindness, hard work and co-operation. This policy is designed to promote good behaviour, rather than merely deter poor behaviour. We praise and reward children for displaying positive behaviours such as:

Good manners	Helping others	Honesty	Holding doors	Showing respect
Demonstrating kindness	Consistent hard work	Following instructions	Enterprising behaviour	Perseverance, Resilience, Tenacity
Supporting others' work	Outstanding friendship	Consistent good behaviour	Acts of kindness	Bravery
Producing best work/effort	Staying safe	Tolerance	Leadership	Ambition

7.1 Our Behaviour Curriculum

Positive behaviour reflects the values of our school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour will be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken.

Our behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties.

As a school, Positive behaviour will be rewarded with:

- Praise
- Teacher level rewards specific to their in-class system
- Other certificates and awards given in our celebration assemblies
- Peer group praise e.g. applause, name read out in class assembly
- Class Dojo points for academic achievement and positive behaviours are one way of recording a child's behaviours. It is also the means in which pupils' successes against the **Learner Code** are recorded. Teachers are free to use this or any other system that works best for their class to record other behaviours and identify those pupils whose behaviours are consistently positive.
- Letters or phone calls home to parents
- SLT give out Gold Stickers for outstanding work and/or behaviour
- Good behaviour certificates award from teachers and in school assemblies

- Rainbow, Bronze, silver and gold **Learner Code** bands (7.2).

7.2 Rewarding our pupils through the **LEARNER CODE**:

Every pupil at Killamarsh Junior School starts as a Rainbow Learner. This means they consistently show the expected behaviours on rainbow level **Learner Code**. (see 8.1.1)

Pupils can move up the **Learner Code** and become a bronze, silver or gold Learner. When a pupil shows sustained behaviours that are in line with the **Learner Code** descriptors, adults can award pupils their next band & certificate in a reward assembly. Pupils can only achieve the next band once every element on the **LEARNER Code** has been achieved.

(See Appendix 4 for copies of our reward certificates)

7.2.1 Sanctions:

The school may use one or more of the following sanctions in response to unacceptable behaviour (see section 8 for the whole school approach to behaviour management):

- A verbal reprimand
- Sending the pupil out of the class to a partner teacher/class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Putting a pupil 'on report' with defined behaviour targets

We may use an isolation room/area in response to serious or persistent breaches of this policy. Pupils may be sent to the isolation room/area during lessons if they are disruptive, and they will be expected to complete the same work as they would in class under supervision of a member of staff.

The isolation room/other area is managed by the member of staff supervising the child.

7.3 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Internal suspension

- External suspension or permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

7.5 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

The primary aim of the behaviour policy is to promote excellent relationships. Children, staff and parents/carers must work together with the common purpose of ensuring all pupils can reach their potential

and acquire the skills required to be successful at the next phase of their education. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the **Learner Code** and their own classroom rules
- › Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Making reasonable adjustments for children with identified SEMH needs

8.1.1 The Learner Code:

This is the **LEARNER CODE**. These are our core values and expectations:

L	E	A	R	N	E	R
I am a reflective listener and respond appropriately (I disagree because ...)	I repair how my actions have affected others and help others to do the same	I am curious and have a hunger to learn	I have high expectations of myself and support others to do the same	I encourage others to be neat in their learning and tidy around school	I model outstanding effort and encourage others to do the same	I help to organise my group. I support adults in organising the classroom
I am an active listener and respond appropriately (Can you tell me more about ...)	I reflect how other people's actions affect me. I reflect how my actions affect others	I find pleasure and enjoyment in my learning	I understand that respect is a two-way process and accept other people have a right to a different opinion	I help to keep the school tidy. I take pride in the presentation of my learning	I challenge myself to achieve the next steps in learning	I support peers to be ready. I choose my own resources to support my learning
I maintain attention when listening to others	I recognise how other people's actions affect me. I recognise how my actions affect others	I know what motivates me and how I learn best	I show and maintain appropriate behaviour and relationships with everyone	I am working to improve the neatness of my learning. I help keep my classroom tidy	I always complete all of my learning to the best of my ability	I follow the routine of the day to be in the right place, at the right time, with the correct resources
I can stop, look and listen to the person speaking	I recognise my own feelings and how others feel	I have a positive attitude and talk about my aspirations	I will have kind hands, feet and words. I will say please and thank you	I move around the school at 3mph and use my LEARNER voice. I choose it, use it and put it away.	I have a can do attitude and try my best. I work on my targets at other times	I am in the right place, at the right time, with the correct resources
Listening	Empathy	Attitude	Respect	Neat	Effort	Ready

All staff make reference to the seven LEARNER behaviours when praising or reminding pupils about their behaviour.

What it might look like in the classroom:

Listening

- Waiting your turn to speak
- STOP LOOK & LISTEN to the person speaking
- Using LEARNER Voices.

Empathy

- Understanding how actions make you & others feel
- Treating everyone how you like to be treated

Attitude

- Sat properly - not swinging on chairs
- Using IT equipment appropriately for learning

Respect

- Kind hands. Kind feet. Kind words
- Speaking in a respectful voice

Neat

- Walking safely in corridors
- Choose it. Use it. Put it away
- No hoodies or hats in school.

Effort

- Completing all homework set
- Completing all work to the best of your ability.

Ready

- Keeping all equipment organised
- Following the routine of the day
- Coming in off the yard calmly & ready for learning
- Bottom back in chair. Tummy near table
- Wearing correct school uniform including PE Kit.

All learners have the opportunity to succeed with clear expectations shared widely from all adults at Killamarsh Junior School.

8.1.2 Our restorative culture:

The school adopts a restorative approach. The table below details how this differs from more traditional authoritarian approaches:

Authoritarian Approaches <i>The focus is on:</i>	Restorative Approaches <i>The focus is on:</i>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
<i>and, as a result;</i>	<i>and, as a result;</i>
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

The Social Justice Window

At Killamarsh Junior School, we aim to provide learners with high level of **challenge** which is met with high levels of **support**.

This means that pupils will be **challenged every time** they choose to make a bad choice, but equally they'll be **supported every time to amend** this and repair their actions.

The staff at Killamarsh Junior School treat every pupil with respect and ensure they have the best chance of succeeding with behaviour. Our behaviour management should be consistent enough that all learners can predict how we will react. The table below details some common examples of how teachers react to situations.

Scenario	→ High Challenge	→ High Support
Forgotten Equipment	<i>I can see you've forgotten your equipment. That isn't showing that you're ready!</i>	<i>You can borrow some now, but I will show you how to stay organised and ready at lunchtime.</i>
Lack of effort	<i>You haven't shown the effort I'd like you to show in this lesson.</i>	<i>I'd like to see you at break time where I can work with you on how to improve your effort levels.</i>
Disrespectful Language	<i>The language you've used is disrespectful.</i>	<i>We can work on this at break time and I'll help you become more respectful.</i>
Running in corridors	<i>Running in the corridors is unsafe and not neat walking.</i>	<i>Please can I see you at break where we will practice walking in the corridors?</i>
Swinging on chairs	<i>Swinging on your chair could endanger you and other learners.</i>	<i>But don't worry, I'll show you how to sit properly at break time.</i>
Not listening to instructions	<i>You haven't shown good listening skills today.</i>	<i>I'd like you to improve your listening skills. We can practice tomorrow at lunchtime.</i>
Poor attitude	<i>Your attitude hasn't been what we expect at Killamarsh Juniors today.</i>	<i>Let's meet tomorrow and discuss what's causing this and how we can fix it.</i>

Restorative conversations

These three bubbles outline the journey of a restorative conversation with a pupil:



Restorative strategies

Staff may need to hold a restorative conversation with one pupil, or a group of them if necessary.

- 1:1 - Adult working 1:1 with pupil discussing the 3 bubbles of restorative practice.
- Group - Adult working with a small group to identify an issue and resolve it.

8.2 Quality First Teaching:

All staff at Killamarsh Junior School give each pupil the best chance of success by ensuring that high quality strategies are put in place in each lesson, resulting in an inclusive environment. These strategies are called Quality First Teaching.



8.4 Strategies used to re-engage pupils in positive behaviour:

Behaviour targets

These will be set and monitored by the class teacher in conjunction with the HT/SENDSCO. These targets can be displayed in class and updated with stickers as the target is met on a regular basis. Once achieved, the child will revert back to the whole school behaviour support program as above.

Positive learning journal

If a child is unable to respond to the behaviour targets, they will be issued with a positive learning journal (PLJ). Pupils will report to a member of the leadership team with their PLJ at the end of each day. The decision to withdraw a PLJ will be made by the Class Teacher and Head Teacher when sufficient progress has been made. (see Appendix 5)

Involvement of outside agencies

In the event of persistent negative behaviours, Killamarsh Junior School may access one or more outside agency for support. Examples of such agencies include The Behaviour Support Team and the Educational Psychologist. These agencies are accessed through a referral process involving the SENDSCO.

8.5 Reporting negative behaviours – CPOMS

The school uses specialist software called CPOMS to track and log incidents. This is so the school can analyse the data from CPOMS reports and target support much quicker.

In practice

This guide is a tool that staff use to identify where certain behaviours fall on the **LEARNER** Code.

- Red (shown here in pink) Behaviours: Severe
- Yellow Behaviours: Low-level

Listen	Empathy	Attitude	Respect	Neat	Effort	Ready
Talking instead of listening	Stealing	Explosive reactions (slamming & throwing)	Physical abuse (staff)	Vandalism	Talking instead of working	No LEARNER Band
Undue noise	Fighting	Failure to complete consequences	Physical abuse (pupil)	Littering	Lack of homework	No or incorrect uniform
Not stopping, looking & listening	Friendship argument	Absconding	Swearing & offensive language	Running in the corridor	Inappropriate use of iPad	Lack of equipment
	Defaming pupils or staff	Gaining attention	Damaging equipment	Ripping up or scribbling on work	Refusal to do work	No PE kit
	Threatening others	Lying	Damaging property		Laziness in lessons	Incorrect equipment (toys)
	Excluding others from activities & games	Shrugging shoulders & eye rolls	Rudeness towards staff			Messing around in cloakrooms
	Making fun of others	Distracting others	Rudeness towards pupil			Late to lessons
		Turning around in seats	Refusing to follow instructions			
			Questioning instructions			

8.5.1 Targeted support:

From the incidents that all staff report on CPOMS, the school is able to generate reports and analyse trends and patterns. We do this so we can:

- Identify needs of pupils quickly.
- Provide training & support to teachers.
- Identify areas for improvement in the curriculum.
- Provide bespoke support for pupils.
- Identify trends and patterns.

We look for patterns in a range of areas including:

- Time of Day
- Day of Week
- LEARNER Code Category
- Low-level Incidents
- Severe Incidents
- Pupil
- Year Group
- Class
- LEARNER Band Level

8.6 Process of escalation:

Our Responses

This image shows the levels of support the school provides at each level of the Behaviour Policy:

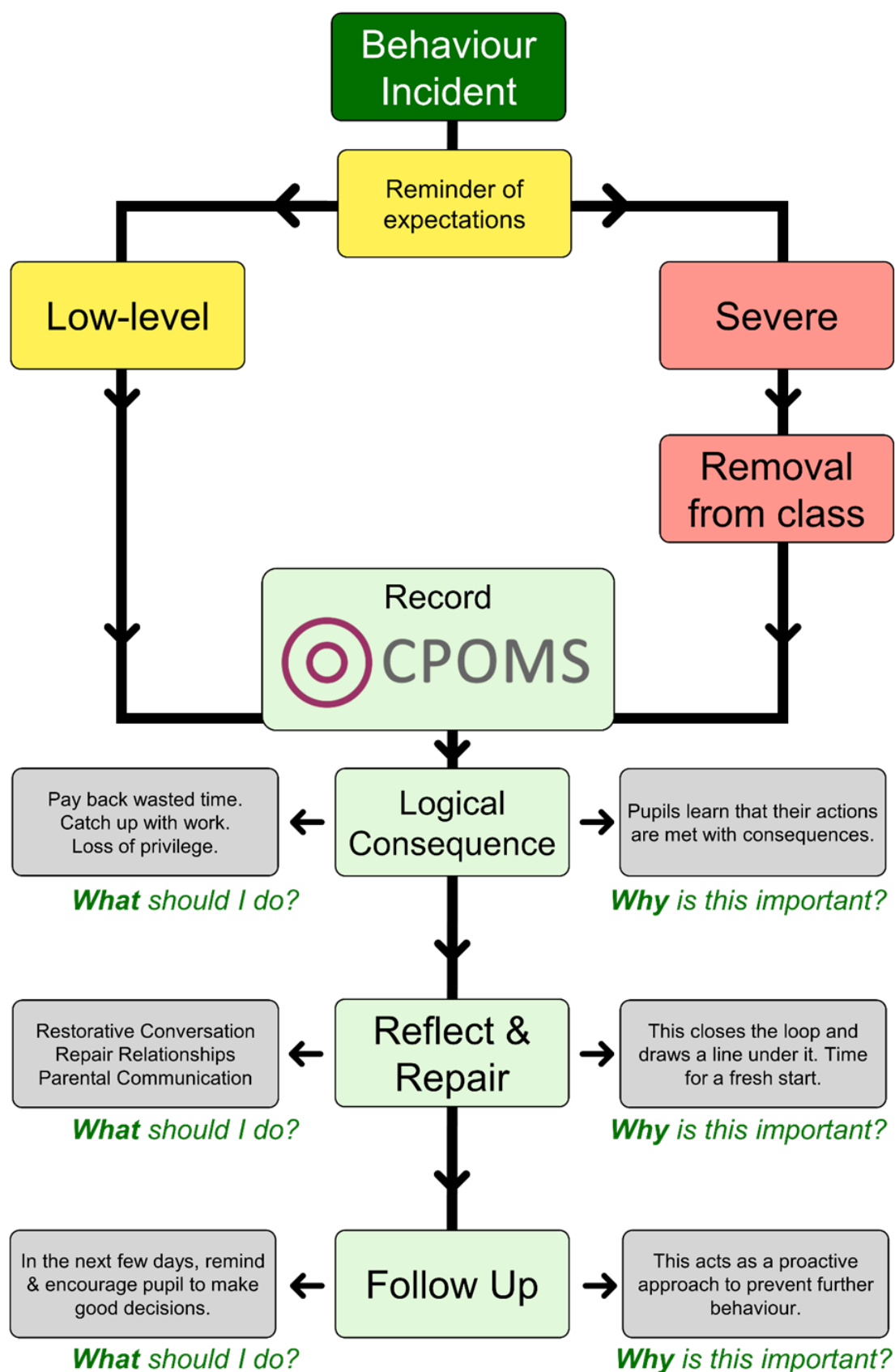
- It tells the school what to do next
- It tells the pupils what is coming next
- It tells the parents how we respond & provide tailored support

There are 9 levels within the escalation process, culminating in exclusion. The purpose of this process is to communicate clearly what will happen next if negative behaviours continue. Staff have the autonomy to start at a level in the process that is suitable to the severity of the incident, for example: making a call home to parents or requesting support from the Head Teacher in the event of a potential suspension or permanent exclusion.

Equally as important, all members of staff should use the process to de-escalate the situation thus helping the child to reengage in their learning.

Level		Support	Who
Level 1		Restorative Conversation <i>The school has needed to provide challenge & support.</i>	Class Teacher
Level 2		Multiple Restorative Conversations <i>The school has needed to provide challenge & support on multiple occasions.</i>	Class Teacher
Level 3		Parent Phone Call <i>The school feels the need to inform parents of poor behaviour.</i>	Class Teacher
Level 4		Formal Parent Meeting <i>The school requires further assistance from parents. An informal action plan is put into place.</i>	Class Teacher
Level 5		Daily Parental Communication <i>Parents are provided with a daily message summarising the pupil's behaviour. Any communication method agreed by school is acceptable.</i>	Class Teacher
Level 6		Behaviour Intervention <i>The pupil is supported by joining a behaviour intervention with the Learning Mentor.</i>	Class Teacher Learning Mentor
Level 7		Individual Behaviour Plan (IBP) <i>An Individual Behaviour Plan is put in place to monitor behaviour closely. The Learning Mentor provides additional support at this stage.</i>	Class Teacher Head/Deputy
Level 8		External Agencies • SENCO • CAMHS • Education Psychologist • Early Help • Bospoke Plan • Aspire (Local Authority) Fixed Term Exclusion Other Options • Physical Handling Plan • Part time timetable • Managed Move	Class Teacher Head/Deputy SENCO
Level 9		Permanent Exclusion <i>The pupil is not permitted to attend the school.</i>	Head/Deputy

This flowchart shows the levels of escalation that teachers will follow within lessons:



8.6.1 Formal stages of escalation:

Although the escalation policy identified 9 levels, there are 5 stages which identify the severity of the deterioration of behaviours. The descriptors below are designed to support staff in making a judgment of what behaviour management strategy to apply and the resource/support required.

Stage 1 – Teacher sanctions

In the first instance staff will usually give a child a verbal warning dependent on the seriousness of the event. Following a verbal warning(s) the child may have a class level sanction applied as appropriate to the behaviour and specific classroom system in place. This may be increased incrementally at the teacher's discretion. Such punishments will only ever apply to the individual perpetrator(s). It should never be applied to the whole class as a blanket punishment for the poor behaviours of the minority. A range of appropriate methods of dealing with poor in-class behaviours might include:

- Child moved in class (use of segregated work stations in the classroom)
- Reasoned explanation of why the behaviour is unacceptable followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.
- Child to assist in rectifying the problem they have caused
- Developmental written comment on work
- Work not finished due to poor behaviour choices to be completed in the child's own time

Stage 2 – Removal from classroom

In the event of poor behaviours continuing, the class teacher will make a judgment on whether the child requires a period of time out. This will be completed in a designated classroom to allow the child to reflect upon their behaviour and its impact on teaching and learning in their class. In all instances, a restorative conversation should take place (see 8.1.2). The time spent away from a pupil's own classroom is at the teacher's discretion depending upon the seriousness of the offense. However, this type of sanction would ordinarily only last for the remainder of the lesson when a discussion would take place to identify a plan of reintegration back into the child's class.

Stage 3 – Senior Management involvement

In the event of repeated poor behaviour or a single more serious offense, senior management will be contacted. At this stage parents will usually be contacted either by phone or by letter and invited to come into school and discuss the incident(s).

Individual behaviours which would be appropriate reasons for an intervention by SLT:

- Fighting
- Verbal abuse to staff
- Assault of pupils or staff
- Violence towards other children or staff
- Wilful damage to school property
- Refusal to follow instructions from staff

This list of behaviours is not exhaustive and staff are to use discretion and professional judgement when completing a CPOMS behaviour report or requesting intervention from a member SLT.

Stage 4 – Internal suspension

This is used as a precursor to, or prevention against, formal, fixed-term suspension or permanent exclusion. The pupil will usually work in a different class away from their peers, usually for a whole day.

Stage 5 – Suspensions and Exclusion

This is a punishment used as a last resort to ensure that pupils in school are able to access their learning fully in a safe manner and without disruption by others. Suspensions and exclusions will be carried out in accordance with LEA policy and will be used in only the most serious cases. Information can be found at <https://www.derbyshire.gov.uk/education/schools>
<https://www.gov.uk/government/publications/school-exclusion>

Fixed-term suspension

A child will receive a fixed term exclusion if:

- There has been a build-up of offenses without improvement or
- If a single incident, in the opinion of the Head Teacher, is serious enough for the child to be immediately excluded without prior strategies being employed. Examples of this might include physical violence to a member of staff or pupil, direct verbal abuse to a member of staff or extensive vandalism to school property.

The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year.

Permanent exclusion

A permanent exclusion will usually be considered once all other strategies have been used with no discernible improvement. Such circumstances might include:

- › Physical assault against a pupil
- › Physical assault against an adult
- › Verbal abuse or threatening behaviour against a pupil
- › Verbal abuse or threatening behaviour against an adult
- › Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- › Bullying
- › Racist abuse
- › Abuse against sexual orientation or gender reassignment
- › Abuse relating to disability

Only the Head Teacher has the authority to exclude a pupil from school. In the absence of the Head Teacher, this authority is delegated to a nominated senior leader.

If the Head Teacher excludes a pupil, he will inform the parents on the same day, giving reasons for the exclusion. At the same time, the Head Teacher will make it clear to the parents that they can, if they wish, appeal against the decision to the governing board. The school will inform the parents how to make any such appeal.

The Head Teacher will inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing board itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The governing board has a committee which is made up of between three and five members and considers any exclusion appeals. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

More detailed information regarding suspension and exclusion can be found in our *suspension and permanent exclusion policy*. See section 12.

8.7 Break and lunchtime behaviour

Staff are on duty at all times to deal with inappropriate behaviours. Suitable sanctions for poor behaviour at lunch or playtime may include time out on the benches, temporary removal of break time/lunchtime privileges (e.g. use of the climbing frame, playing in certain zones, participating in certain games etc.), placement in a supervised indoor 'zone'. A more detailed list of negative behaviours and suggested responses is listed below:

Time out on the benches	Report to SLT
• Use of inappropriate words • Dangerous rough play • Climbing trees/fences • Refusing to follow rules in organised sports • Persistent name calling/unkind words and gestures • Unsafe use the climbing frame	• Fighting / violent behaviours • Bullying behaviours • Homophobic or racist comments or words • Swearing at someone • Refusal to follow instructions • Hiding in unsafe areas • Wilful damage of play/sports equipment • Sexual inappropriateness or harassment • Possession of prohibited items
The member of staff initially reporting the incident will report to the class teacher and complete an entry on CPOMS.	

The list of behaviours is not exhaustive and staff are to use discretion and professional judgement when making a decision on issuing a sanction.

8.8 Physical restraint

Staff will only intervene physically to restrain a child if the child is in danger of hurting themselves, other people or damaging property. Any physical intervention will be in line with government guidelines on the restraint of children.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (on CPOMS) and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

8.3.1 Searching and searching pupils

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy. (see Appendix 3 - Pupil Safety and wellbeing plan)

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

A copy staff training is held centrally along with all other staff CPD records.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher on a regular basis and by the Killamarsh Junior School Governing Board every twelve months. At each review, the policy will be approved by the Head Teacher.

The governing body reviews this policy every twelve months. The governors may review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Killamarsh Junior School Governing Board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Positive mental health policy
- Anti-bullying policy
- The SEND Information Report
- Suspension and permanent exclusion policy
- Complaints procedure

13. Annexes

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Parents or carers are consulted about behavioural incidents in order to work together to support the child

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by Killamarsh Junior School Governing Body annually.

Approved by:

Date:

Last reviewed on:

Next review due by:



Assessment for the Management of Foreseeable Risks for Children who Present Challenging Behaviours

Name of Pupil:	
Year Group/Class:	
Teacher:	
School:	Killamarsh Junior School

Completed by:	- SENDCO
Signature:	
Date:	

Identification of Risk	
Describe the foreseeable risk:	
Is the risk potential or actual?	
List who is affected by the risk:	

Assessment of Risk	
In which situation 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
Proactive interventions to manage risks:			

•			
Early interventions to manage risks:			

Measures	Possible Options	Benefits	Drawbacks
Reactive interventions to respond to adverse outcomes:			

Agreed Behaviour Management Plan		
Focus of Measures	Measures to be Employed	Level of Risk
Proactive interventions to manage risks:		
Early interventions to manage risks:		
Reactive interventions to respond to adverse outcomes:		
Everyone's safety is paramount		

Agreed by:	Relationship to Child:	Date:
XXXXXXXXXX Parent		
XXXXXXXXXX Staff		

Communication of Behaviour Management Plan & School Risk Management Strategy		
Plans and strategies shared with:	Communication method:	Date actioned:
Parent	Face to face	
All staff	MS Forms/Email	

BSS	Perspective Lite	
XXXXXXXXXX – Social Worker	Email	

Staff Training Issues Identified

EVALUATION of Behaviour Management Plan & School Risk Management Strategy		
Measures set out:	Effectiveness in supporting the child:	Impact on risk:
Early interventions to manage risks:	-	
Reactive interventions to respond to adverse outcomes:		

Actions for the Future:

Plans and strategies evaluated by:	Relationship to Child:	Date:

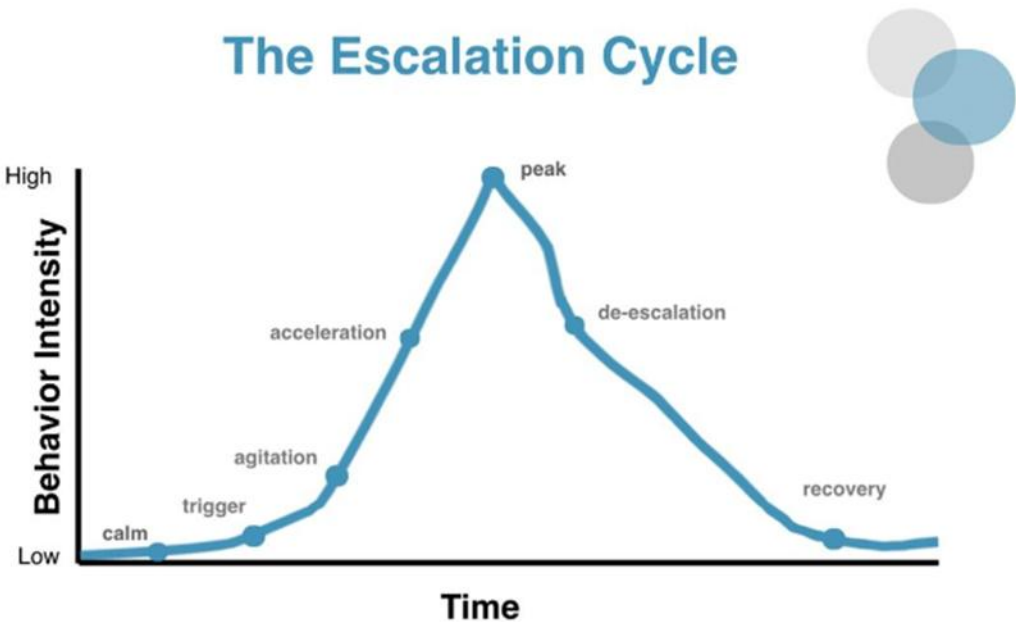
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Timetable of support for ##### Safety and Wellbeing Plan

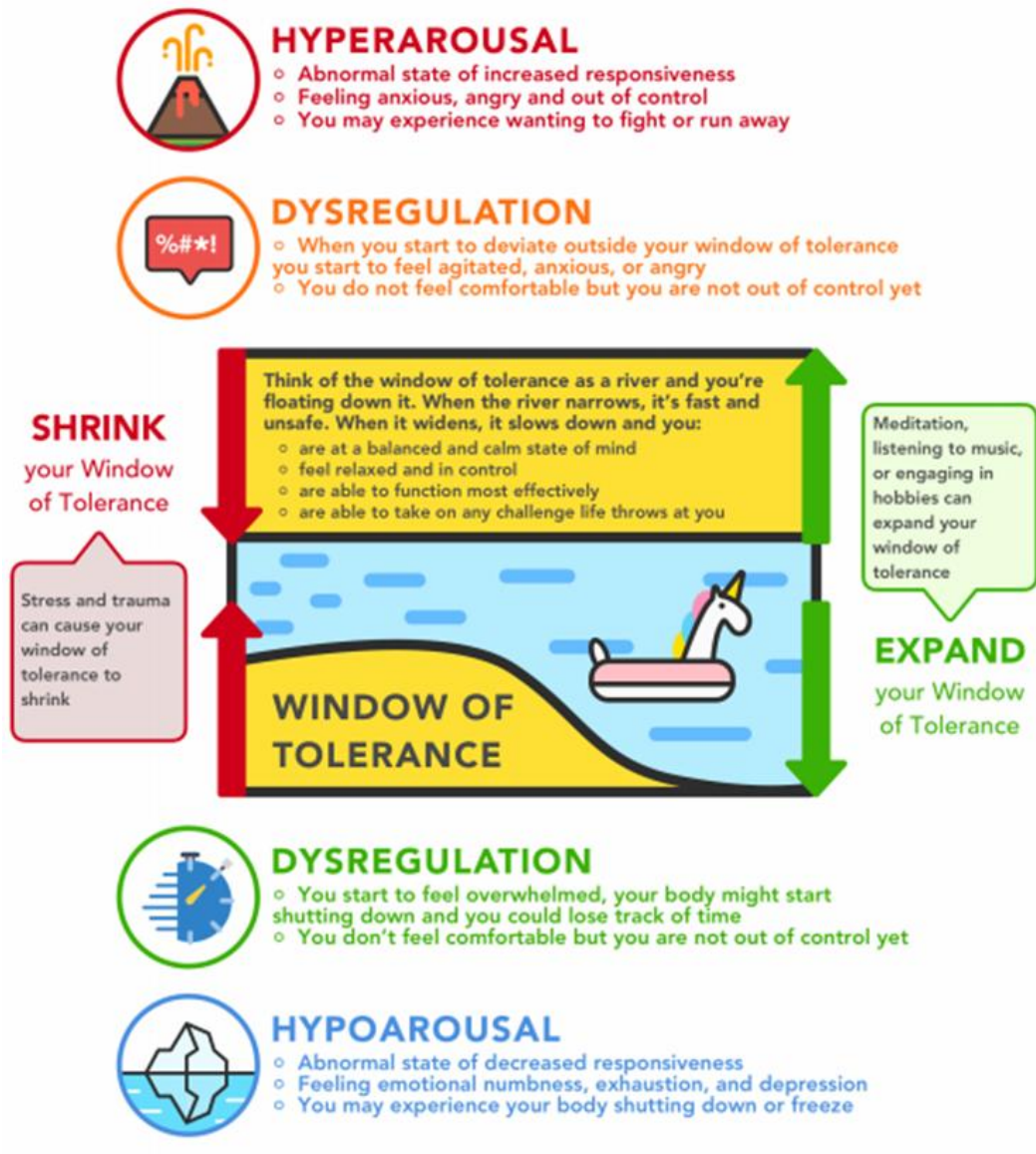
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10:30	
10:45	
11:00	
12:10	
12:30	
13:00	
15:10	

Appendices

➤ Evidence-led wellbeing and SEMH practice:



➤ The Window of Tolerance



Appendix 3: Pupil Safety and Wellbeing Plan

My safety and wellbeing plan

#Pupil Name#, Class #, Term #



P	Playfulness
A	Acceptance
C	Curiosity
E	Empathy

Early warning signs

You might see...hear...



*family input



Examples might include:

Facial expression is angry or challenging

Says no, refuses, sounds rude in tone or manner

Challenges adult verbally

Attempts intimidation or physical harm to others.

Early warning signs

You might see...hear...



This means

I want connection

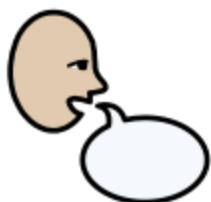
I can't cope

I want control

I feel anxious

This means

Please say



"First this, then... (something preferred)"

"After this, you can..."

Find things to praise

"I can see you are finding this difficult"

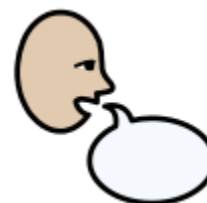
"Do you think this is or isn't safe?"

"I wonder if this is kind"

"I'm glad I can help, (choice A) or (choice B) "

"Let's find your safe space"

Please say



Preferred tasks/interests e.g.: crafts, construction, drawing, music, art, Lego, helping with a job, outdoor learning

Assess the risk of harm in continuing the task demand:

LOW - aim to continue "when this is done, we can... (preferred activity). Find specific point of praise to encourage the pupil. Ignore low-level unwanted behaviour. Divert positive attention to peers and praise wanted behaviours in the setting. Be ready to praise and include to mend the situation. Use learning structure of now/next and task/reward.

MEDIUM - validate distress and divert, "I can see this is difficult, time to move on. Rest or (something else - preferred activity in class)?" Make reference to zones, "when I am anxious, I like to (suggest an idea)" Avoid direct demands, using indirect invitation/prompts and gesture over language. Use sensory break out of class, use movement and sensory play to calm the nervous system. Aim for positive relationship.

HIGH - "Let's find your safe space" "Let's get back to being kind and safe, I will help you" Allow time for calming. Pay attention to body signals. Move peers if required to maintain safety. Make dynamic risk assessment. Maintain distance and monitor if safe to do so, allowing some time. Alert SLT or office as a matter of priority. Record incident.

*De-escalation
strategies*

*De-escalation
strategies*

Adults. Please do...

- ✓ Use positive, relationship-building language
- ✓ Reduce unnecessary demands
- ✓ Ignore challenge where it is safe to do, move the interaction on in a calm, positive way
- ✓ Focus on simple boundaries - staying safe, being kind
- ✓ Speak calmly and phrase things indirectly, "I wonder if..."
- ✓ Make expectations simple and realistic - short, clear steps
- ✓ Make a safe space available to me at all times; remind me of it and agree that I

can withdraw there

- ✓ Offer me a flexible routine that I have helped to design - offer choice A/choice B
- ✓ Validate distress behaviour, "I can see you are finding it difficult"
- ✓ Notice and specific about what I am doing well
- ✓ Let me see the 'whole picture' - "Children are kind in this school" "This job will help me teach you how to read. You have not been taught this yet; it's new"
- ✓ Chunk my work into steps - low demands are key
- ✓ Let me have help to read and write, including a reader and scribe at times to record my ideas and help me access learning with my class
- ✓ Give me **unconditional positive regard**, avoiding any sense of shame
- ✓ Support me to interact in a group situation
- ✓ Let me sit and be with good role models
- ✓ Use PACE as a strategy for relating to me and explore further PDA strategies
- ✓ Find out more about me and my strengths and interests
- ✓ Log incidents on CPOMS
- ✓ Alert SLT about high level behaviours and any high risks

Adults. Please do not...

- ❖ Raise your voice at me
- ❖ **Attempt to physically guide me - this is physical intervention**
- ❖ Show me angry expression in your face or mirror my escalated emotion
- ❖ Insist on me doing something if I appear to be escalating in emotion (use distraction, diversion and controlled, limited choice)
- ❖ Re-live or make reference to old errors
- ❖ Make me feel exposed or ashamed
- ❖ Expect me to be the same as other children

Appendix 4: Learner Code and Positive Behaviour certificates

Bronze Award





The title of
SILVER LEARNER
is hereby granted to

XXXXXX

for meeting all the elements of the silver
learner code

Mr. M A Watson
Headteacher

Gold Award



The title of
GOLD LEARNER
is hereby granted to

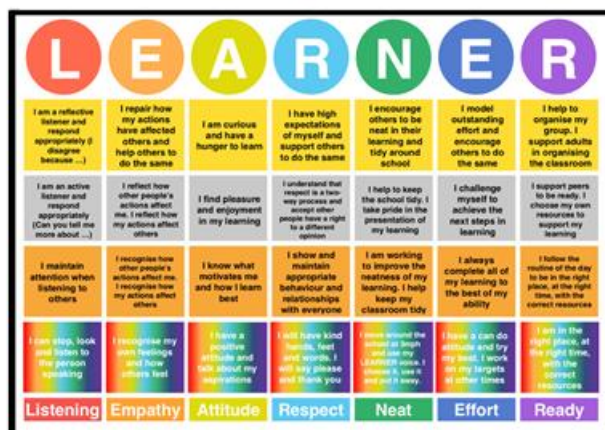
XXXXXXX

for meeting all the elements of the gold
learner code

Mr. M A Watson
Headteacher

		
Certificate of Excellent Learning Behaviour		
Awarded to _____		Class _____
For _____		
Date _____		Teacher _____

Appendix 5: Positive Learning Journal



This journal belongs to:

XXXXXX

Date: _____

TARGETS

1.	2.	3.
----	----	----

	Before school	Lesson 1	Lesson 2	Breaktime	Lesson 3	Lunchtime	Lesson 4	Lesson 5
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
	Green = achieved			Yellow = getting there			Red = not achieved	

