




Folville Junior School Behaviour Policy

DATE APPROVED:	SIGNATURE CHAIR OF GOVERNORS:  Following a change in leadership, this policy is currently draft and awaiting consultation and ratification from governors. It will be finalised in December 2024
FREQUENCY OF REVIEW:	
DATE OF NEXT REVIEW:	

Purpose and Scope

This policy sets the standards, expectations, and systems for managing behaviour in line with our school values and ethos. Through a clear and commonly understood vision for behaviour, we believe pupils will be best placed to understand what is expected of them in all areas of the school, and staff will be enabled to create a happy, supportive, highly aspiring learning environment conducive to pupils' excellent progress.

The policy has been written in conjunction with the Keeping Children Safe in Education guidance and DfE Behaviour in Schools Guidance (2024).

The policy aims:

- To promote a positive environment where learning can be effective, and staff and pupils feel safe and respected
- To minimise low-level disruption so that the maximum amount of time is available for learning
- To encourage and develop a sense of personal responsibility and accountability by pupils and emphasise that they make clear choices regarding their behaviour
- To ensure that pupils, staff, parents and governors are fully aware of the expected behaviour of pupils within lessons and around school
- To have clearly defined and graduated rewards for good behaviour and consequences for poor behaviour
- To use a system of recording that ensure detailed information on pupil behaviour (positive and negative) can be easily accessed by school leaders and staff as required
- To communicate and work collaboratively with parents quickly where significant positive or negative intervention has taken place

This policy advises on the following:

- Our expectations for behaviour in school
- Behaviour strategies and the teaching of good behaviour
- Effective leadership of behaviour
- The role of pupils, teachers, wider staff and parents

- Response to good and poor behaviour
- Overview of rewards and sanctions
- Use of reasonable force
- Use of exclusion

Roles and Responsibilities

The **Governing Body** is responsible for reviewing and approving the written statement of behaviour principles. They will also review this behaviour policy in conjunction with the Head Teacher, monitor the policy's effectiveness and hold the Head Teacher to account for its implementation.

The **Head Teacher** oversees this policy's introduction, implementation, monitoring, and review. They are also responsible for ensuring that Folville Junior School staff implement this policy and procedure fairly, consistently, and objectively, considering all factors, including pupils' specific educational needs.

They will ensure that other school leaders and teachers access appropriate training, advice, and guidance to enable them to manage pupil behaviour sensitively, professionally, and equitably. They will also recognise that each case and individual is unique.

The **Behaviour and Culture Lead** and the **SENDCO** will ensure the Behaviour, SEND, and Inclusion policies are consistent and provide support and expertise to staff and pupils and prevent behaviour from becoming a barrier to learning.

Folville Junior School staff must ensure they meet the policy's expectations fairly and consistently and that staff members in their teams manage pupil behaviour sensitively, professionally, and equitably. They must also recognise that each case and individual is unique.

Pupils will be taught that they have a duty to follow the school behaviour policy and uphold the school's expectations and should contribute positively to the school culture. Pupils will be asked about their behaviour experience and provide feedback on the school's behaviour culture through regular meetings with senior leaders in school and through whole school pupil feedback questionnaires.

Parents/Carers must support the school and should be encouraged to learn about the school's behaviour policy and, where possible, take part in the school's life and culture. Where a parent has a concern about behaviour management, they should raise this directly with the school while continuing to work in partnership with them.

Systems and Procedures

The principles of the Behaviour Policy are shaped by a definition of 'good behaviour' and an agreed understanding of what constitutes effective behaviour management. At Folville Junior School, we define 'good behaviour' as demonstrating the following qualities:

- Respect for and adherence to the expectations for pupils

- *We are ready to learn;*
- *We are good communicators and listeners;*
- *We take responsibility for our choices*
- *We chose respect and kindness*

Definition of Inappropriate or Poor Behaviour:

Poor behaviour disrupts learning for pupils and their peers and occurs when school expectations and boundaries are not followed. It can be deliberate or influenced by health, well-being, or experiences. The policy emphasises clear expectations and rules to encourage good behaviour and considers individual contexts when applying behaviour processes.

Folville Junior School does not tolerate any form of child-on-child abuse including:

- Bullying
- Inappropriate language (e.g. swearing)
- Violence
- Defiance towards a member of staff
- Prejudice

Promoting positive behaviour

To promote positive behaviour, the school will ensure that pupils:

- Are provided with clear high expectations for behaviour which are consistently applied
- Clearly know what is expected of them through regular communication positive reinforcement, modelling by staff, displays and posters, assemblies, PSHE, shared language of key values
- Are praised, supported and encouraged to embed the best behaviour and give them choice in avoiding negative, disruptive or inappropriate behaviour
- Have very clear understanding about the consequences of poor behaviour on their learning and progress
- Are encouraged to take responsibility for their own behaviour and to set a high standard of behaviour to their peers, e.g. through the application of the Folville Junior School Characteristics of Learning (character muscles)

To promote very good behaviours for learning, school leaders, teachers and associate staff will:

- Have high expectations for all pupils
- Apply the behaviour policy consistently, giving due consideration for adaptations for SEND pupils
- Recognise and address different types of behaviour as it occurs, fairly and sensitively
- Role model the behaviours they wish to see
- Encourage children to be responsible for their own behaviour by giving clear choices and ensuring the consequences of possible choices are clear and transparent
- Communicate with parents through regular reporting on behaviour – sanctions and rewards - as well as a range of other appropriate forms of communication where necessary, to inform

parents of their child's behaviour, both positive and negative

Clear expectations are shared with pupils on a daily basis, which are vital in making sure that pupils know the best behaviours for learning, so they are ready to learn in school. The list below sets out the expectations of behaviour across the school. These are grouped under the headers *We are ready to learn; We show respect and kindness; We are good communicators and listeners; We take responsibility for our choices.*

- Arrive on time, fully equipped, in correct school uniform and ready to start learning
- Actively listen when a member of staff or another pupil is talking to the class
- Sit attentively when learning activities require it and being considerate of others around you
- Follow the instructions given by member of staff without questioning
- Move around the school and outdoor spaces with calmly
- Be polite and respect the feelings of others when playing or learning together
- Look after the classroom, resources and displays and tidy up when asked
- Place litter in the bins provided and keep outdoor areas tidy

Addressing Poor Behaviour:

Warning

If a child has not met the expectations a warning is given; if the behaviour or further behaviour occurs a another warning is given.

Where there is an instance of low-level poor behaviour (including learning behaviour) children should be given a warning in the first instance. Children should be reminded of expected behaviour and given the opportunity to amend their behaviour.

Behaviour Logs

If there are further instances of poor behaviour that day if the incident is deemed to be a serious the staff member should give the child concerned a 'Behaviour log'. The staff member giving the behaviour log should discuss with the incident with the child and reflect using the restorative approach.

The behaviour will be recorded by the teacher or the staff member giving the behaviour log on the child's record through the CPOMS system to enable reporting and tracking of individual behaviour concerns.

Following a behaviour log parents should be contacted by the teacher or the staff member who gave the behaviour log. For low level behaviour concerns, or if a parent is unavailable, then a text message, email or Class Dojo message will be used to inform parents. For any concern involving violence, vandalism, rudeness to adults or child on child abuse (including bullying) parents or any other serious issue will be contacted by telephone or spoken to in person.

Confrontation is avoided by staff clearly stating a clear, pre-agreed consequence for pupils failing to meet expectations. Restoring the positive and supportive relationship and placing the emphasis back onto rewarding their positive behaviour is important.

Report Cards

When a child has received 3 behaviour logs within a ½ term the child shall begin a 'yellow card' (appendix 1)

The Yellow Card involves the child concerned taking responsibility for their behaviour on a lesson by lesson basis, which will be signed at the end of the day by the class teacher (or covering staff member). The card shall be taken home by the child for the child's parent(s) or carer(s) to sign and returned to school the next day.

If the child's behaviour has been as expected, they will receive a 'smile' for the lesson or a 'straight face' if they have received a warning. If their behaviour warrants a further behaviour log, they should receive a 'sad' face. The behaviour log should be recorded on the CPOMS system.

The child should remain on the 'Yellow Card' for 5 consecutive days of school attendance. If behaviour does not significantly improve the teacher may choose to extend the period of the green card for another 5 days. If during this period, the pupil behaves in such a way that their behaviour warrants another behaviour log, they will be moved onto a 'Blue Card'.

Blue Card

If the child fails to respond positively to the 'Yellow Card' system, a 'Blue Card' will be introduced (appendix 2). While on a 'Blue Card,' the child should discuss their behaviour with the Head Teacher or another member of the SLT at lunchtimes and at the end of the school day. The staff member will also sign the card, and the parent's signature is also required.

The child should remain on the red card for 5 consecutive days of school attendance. This may be extended if the teachers feel it is necessary to maintain improvement. If a pupil's behaviour does not improve during this period, the Head Teacher or SLT may consider further measures.

The Head Teacher or SLT reserves the right to escalate a pupil to an immediate blue card in cases of serious violence, bullying, absconding, or disrespectful behaviour toward adults.

Behaviour Diary

Many pupils thrive on the yellow and blue card system and wish for it to be extended. In these circumstances a behaviour diary (appendix 3) may be used.

Further Measures:

If a pupil's behaviour is not improving using the system of sanctions or if the incident is of significant concern the Head Teacher or SLT may take the following further measures:

Internal Isolation: If a pupil consistently does not respond to the sanction system in place a period of internal isolation may be considered. In this circumstance, pupils will spend a period of the school day or days away from their usual classroom setting with a member of SLT or an individual designated to supervise them. The class teacher will provide them with appropriate work to complete during this session. This will usually be at least one day depending on the seriousness of the incident.

Fixed-term exclusions: All exclusions will follow the DFE guidance: *Exclusion from maintained schools and academies and pupil referral units in England* statutory guidance. In all instances both the welfare of the child, staff and the wider school community will be considered as a priority.

Permanent exclusion: The use of permanent exclusion is a last resort that may only be considered once all behaviour strategies and systems have been exhausted. Before making any decision regarding permanent exclusion the Head Teachers will consult with external agencies including the inclusion service at Leicester

City Council. All exclusions follow the DfE Statutory guidance *Exclusion from maintained schools and academies and pupil referral units in England*

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Within the Equality Act 2010 'schools have duties to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practice'. As a result of these, we will ensure that as far as possible, we anticipate likely triggers of dysregulation for children with SEND and put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Use of behaviour plans

At Folville, we take a holistic approach to behaviour management occasion, taking into consideration children's backgrounds and potential adverse childhood experiences. For some pupils judged that the behaviour policy may need adapting for children to ensure that they are able to meet the high-expectations for for behaviour.

This includes those pupils SEND needs including Social, Emotional, Mental Health (SEMH) and may have difficulties in managing their emotions and behaviour. In these circumstances an individual behaviour plan (appendix 4) will be created for the child in conjunction with their parents, adults who work with them, SLT and if appropriate other agencies such as SEMH team or the Educational Psychologist.

Systems to promote very good behaviour

- The expectations for behaviour are displayed around the classroom for visitors, parents and pupils to see
- Positive reinforcement is used to celebrate and embed very good behaviour: praise, rewards, celebration of achievement based around the values
- Restorative Approach posters to be visible in every classroom
- Clear routines and expectations are in place so the children know what is expected of them at any given time
- Children are helped to recognise examples of good behaviour at all times and are encouraged to make positive choices to help them become more responsible for their own actions and behaviour.
- Teachers are encouraged to develop reward systems suitable for their class. Class Dojo is available if required.

Adaptations

We will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping Children Safe in Education, school staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Behaviour incidents online

As per the Folville Junior School Online Safety policy, behaviour expectations of our pupils online are the same as offline. Everyone will be treated with kindness, respect and dignity. Inappropriate behaviour online including bullying, the use of inappropriate language, sharing of nude or semi-nude images and videos and sexual harassment will be addressed with the same principles as offline behaviour, including following the Folville Junior School Child Protection and Safeguarding Policy and Procedures. This will include speaking with the designated safeguarding lead or Deputy where an incident raises a safeguarding concern.

Behaviour expectations outside school premises

As a school we will collaborate with parents, local businesses and local authorities to promote very good behaviour outside of school premises. Poor behaviour may include non-criminal poor behaviour, bullying or poor online poor behaviour which is witnessed by a member of school staff or reported to the school by a parent or member of the public. Sanctions will be applied as listed in the section below.

Conduct outside the school premises, including online conduct, that we might sanction pupils for include misbehaviour:

- when taking part in any school-organised trip
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Use of Reasonable Force

In some circumstances, where a pupil poses a risk to themselves or others, positive handling may be required. Positive handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Definitions of contact:

(a) **Physical Contact:** Situations in which proper physical contact occurs between staff and pupils, e.g. in games/ PE or to comfort pupils.

(b) **Physical Intervention:** This may be used to divert a pupil from a destructive or disruptive action, for example guiding using the 'caring Cs' or leading a pupil by the hand, arm or shoulder with little or no force.

(c) **Positive Handling:** This will involve the use of reasonable force when there is a risk to pupils, staff or property or if good order is being seriously prejudiced. All such incidents will be recorded using the 'Serious Incident Log' (appendix 5) and filed with the appropriate lead member of SLT. The Head Teacher will be informed of all incidences of Positive Handling use. This record should be uploaded to CPOMS and recorded in the behaviour

Physical Intervention/Positive handling should only be used as a last resort. Alternatives, such as evacuation of areas, guidance to a safe space should be instigated first. All physical intervention should be time limited and appropriate to need.

Where a child's behaviour is regularly physically challenging and it is anticipated that positive handling may be regularly required, Team Teach or equivalent training will be sought for those members of staff that work with this child. A risk assessment and positive handling plan(appendix 6) will also be in place.

Suspensions and exclusions

Suspensions and exclusion will be considered if there is sufficient evidence that a pupil has committed a disciplinary offence and that by allowing the pupil to remain in school it would seriously harm the education or welfare of the pupil or others in the school.

This can be fixed term suspension or permanent exclusion and must be sanctioned by the Head of Folville Junior School following the guidance for exclusions from the DfE.

Suspension or exclusion will be considered, for example, when there is serious harm to the wellbeing of staff or other pupils.

- There is an assault (or attempted assault) on a member of staff or pupil
- A pupil is in possession of a weapon/prohibited substance
- There is extreme rudeness/abuse towards a member of staff
- A previously agreed contract has been broken
- There is persistent disruption
- There is repeated refusal to accept sanctions (e.g. referral to the Head or SMT)
- Serious and unacceptable behaviour causing distress to pupils (for example, cyber- bullying/racism/homophobic bullying)
- Serious and unacceptable behaviour causing high levels of distress to staff or pupils

In such situations, the pupil can be removed from the school via

- Suspension (fixed term exclusion)
- permanent exclusion

Reintegration

A reintegration interview will be arranged with the parent during or following the expiry of any exclusion. The aim of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. An agreement will be drawn up which will outline expectations regarding pupil's behaviour and will also detail support to be provided by the school and or multi-agency partners.

The reintegration interview will also provide an opportunity to emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour.

Child on Child Abuse

Folville Junior School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or passed off as part of "banter" or "growing up".




We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond. We support all pupils to feel confident to bring forward any concerns and take positive action to create a culture of support. We work to ensure all pupils, and in particular girls and vulnerable groups such as LGBT and pupils from ethnic minority backgrounds have a safe space to talk to a trusted adult about their concerns.

In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Upskirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour

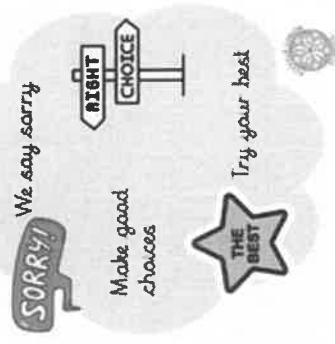
Appendix 1: Yellow Report Card

Name:		Class						
Day	Lesson 1	Breaktime	Lesson 2	Lunch Time	PM	Teacher's Signature	Parent's Signature	
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
	Met all expectations		Warning Given		Behaviour Log Given			

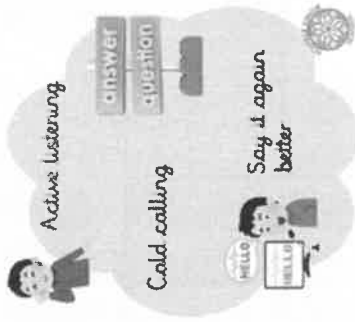
We Are Ready to Learn



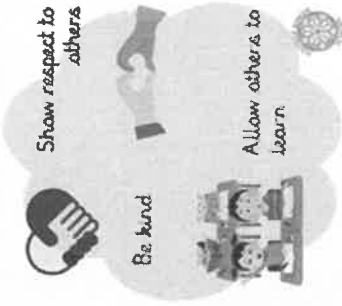
We Take Responsibility for our Choices



We Are Good Listeners and Communicators






We Show Respect and Kindness



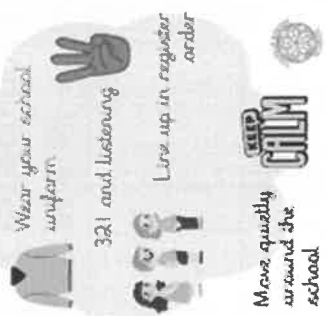
What went wrong?

What do I need to remember to do?

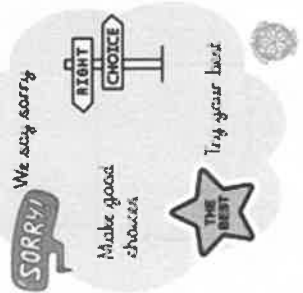
Appendix 2: Blue Report Card

Name:		Class									
Day	Lesson 1	Breaktime	Head Signature	Lesson 2	Lunch	Head Signature	PM	Teacher's Signature	Parent's Signature		
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											
	Met all expectations										Behaviour Log Given

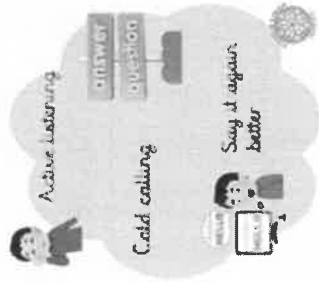
We Are Ready to Learn



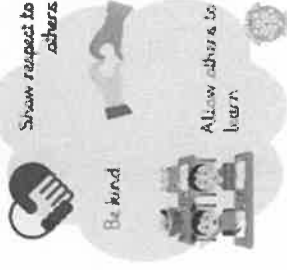
We Take Responsibility for our Choices



We Are Good Listeners and Communicators



We Show Respect and Kindness



What went wrong?

What do I need to remember to do?

Feedback:

Appendix 3

PUPIL NAME:	YEAR GROUP:	CLASS:	WRITTEN BY
Medical conditions/SEMH needs:			
Challenging behaviour	What does it look like? What causes most behaviour logs		
Known Triggers	Triggers People/times of day/lessons/breaks/lunches		
Targets	What are we working towards?		
Strategies to encourage positive behaviour <ul style="list-style-type: none"> • 	How do we maintain positive behavior? <ul style="list-style-type: none"> • How do we get there? • Phrases to use • Rewards, motivators • Adaptations to behavior policy 		
Reactive strategies	How do we diffuse the situation? <ul style="list-style-type: none"> • What to do and what not to do • Phrases to use • Calming techniques At what stage should help be sought?		
Support after an incident	How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil? How do we record incident? Communication with parents Long term considerations		

Date plan starts:	Date of next review: Set date to review in line with parents evening schedule and at end of academic year for transition
Signed by Staff working with pupil	
Signed and agreed by parents	

This behavior plan has been developed to support pupils whose behavior may be causing a concern. Strategies in place to support pupils should reflect those outlined in the behaviour policy and in line with Latimer's high expectations for all pupils.

Where adaptations to the behavior policy are made these must be agreed with SLT and recorded on the behaviour plan as an adaptation. The behaviour plan then must be uploaded to CPOMS under 'individual behaviour monitoring'

All incidents where pupil's behaviour does not meet school expectations should continue to be recorded as a behaviour log and reported on CPOMS for record keeping. However, how these are communicated to pupils or parents may be adapted in line with the behaviour plan.

If pupils demonstrate behaviour where physical intervention may be necessary or if external agency support is required a personal handling plan should be created.

Appendix 5: Record of incident

Child's Name	
Date	
Adults involved	
Nature of incident: Physical Verbal Absconding Destructive	
Context prior to incident:	
Trigger (Antecedent): <ul style="list-style-type: none">•	
Resulting behaviour: <ul style="list-style-type: none">•	
Calmed down? <ul style="list-style-type: none">•	
Action taken: <ul style="list-style-type: none">•	
Further action required (if any):	

