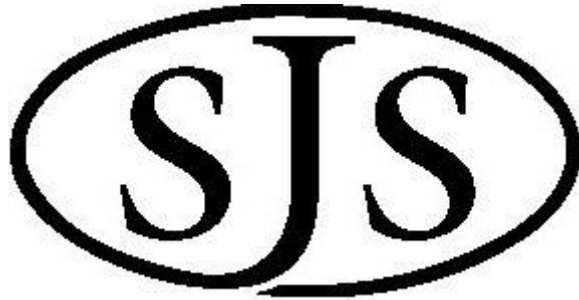


Shaftesbury Junior School

Behaviour Policy



'We care, we share, for the future we prepare'

Approved by:	Full Governing Body	Date: 9 th December 2025
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Last reviewed on:	December 2025
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Next review due by:	December 2026
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This policy reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

We support the 'City of Sanctuary' vision that the UK will be a welcoming place of safety for all and proud to offer sanctuary to people fleeing violence and persecution. We endorse the City of Sanctuary Charter, and agree to act in accordance with City of Sanctuary values and apply the network principles within our work.

We recognize the contribution of people seeking sanctuary. Sanctuary seekers are welcomed, included and supported within our context.

Statement of intent

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Aims & Objectives

At Shaftesbury we aim to:

- Foster self-esteem, confidence and personal responsibility;
- Support pupils in their moral and spiritual development;
- Provide every child with the opportunity to reach their full potential;
- Provide a safe, positive, caring and happy learning environment;
- Develop skills knowledge and tools needed for a fulfilling life;
- Respect other beliefs and cultures and the beliefs and values of all groups in society;
- Value each child as an individual whilst promoting the effectiveness of working as a team.

Rewards and consequences

We have only four rules in school in order to help children process them. These are displayed in every classroom and are discussed regularly in class. They are:

1. Follow instructions first time
2. Keep hands, feet and objects to yourself
3. Value all property
4. Be polite and respect yourself and others

It is expected that all children follow these simple rules which have been designed to keep them safe and promote good learning. However, sometimes a rule will be broken and as a result, there will be consequences. These are:

1. Warning
2. Move of seat (10 minutes)
3. Move of class (10 minutes)
4. Parent informed (phone call if possible)
5. Sent to Headteacher/Senior Management

Consequences are given in a calm, assertive and consistent manner so that children understand that bad behaviour is unacceptable and that there is always a consequence to their actions. When a child reaches step 3, the class teacher gives the child a 'yellow slip' that they need to fill in to give them time to think and reflect on their actions. Once they have received three yellow slips a letter will be sent home. This will be recorded by the head on CPOMS (Child Protection Online Monitoring System).

Rewards are to be given by all staff, these can be house points, stickers at lunchtime, praise, WoW awards, Headteacher's award, sent to the Head / Deputy with great work and a Lunchtime award.

For both rewards and consequences all staff will use the Language of Character strengths, from the list of 30 character values that define our pupils. These are displayed in the classroom, are a part of planning and referred to daily. Each week there is a whole school character value that will be promoted in Monday's Assembly.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

In our school, teachers do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. *See appendix 3.*

If children are fighting, staff will physically separate them to prevent injuries occurring and if a child refuses to leave a room when instructed to do so, they will be physically removed. In these situations, it is important to record it down on CPOMs informing all DSLs and the relevant class teacher. On all occasions the child's parents will need to be informed when a child has been restrained. Informing them of: the reasons why, the effects this has had on the child and the member of staff. For the staff who have had held a child, a de-briefing meeting should happen with the Head/Deputy or other DSL and the incident will be recorded electronically and submitted to the LA. This online form can be found at: https://my.leicester.gov.uk/service/Physical_Intervention_Record

The positive handling plan should be then updated, as appropriate.

The role of all staff

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in their discipline book. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

The school liaises with external agencies, as necessary, to support and guide the progress of each child. The school may, for example, discuss the needs of a child with the education social worker or LA Social Emotional Mental Health (SEMH) Team.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. (See appendix 1) We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to reprimand a child, 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 then contact the office and complete a complaint's form which will be passed onto the headteacher. If the problem is still not resolved satisfactorily, then the school governors may be contacted. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

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

Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs 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 body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

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 headteacher must comply with this ruling.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour on CPOMS.

We also keep a record of any incidents that occur at break or lunchtimes: the lunchtime manager keeps written details of incidents in their folder and will record incidents on CPOMS. At break time, incidents are dealt with by the teachers /TAs on duty and then passed on to the class teacher who in turn, may refer Inclusion Support to investigate and report back to relevant staff, via CPOMS.

If a child receives three yellow slips they then are put on a support card. (4 week Block – PSPs)

The class teachers will discuss with the child three positive targets they want to achieve. This information is recorded onto CPOMS by the class teacher, and shared with relevant staff.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Restorative Approach to conflict is an approach we use at Shaftesbury, we feel it imperative for those who have been harmed to have the opportunity to have their story heard, be a part of deciding what needs to happen next and have their hurt mended and start again. Also, for those who cause harm have the opportunity to take responsibility for their actions, reflect on what they have done, understand how their actions affect other people and then put things right and start again. The school's 30 character values will be used in the discussions with the children.

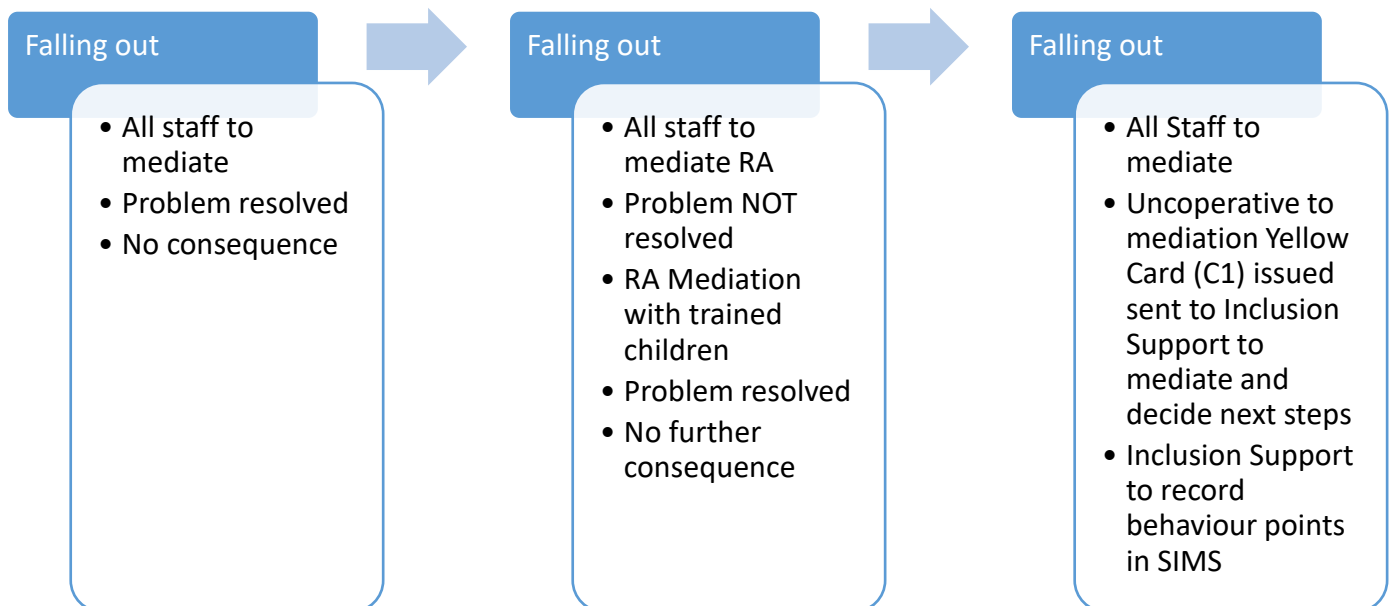
This approach will be implemented in different ways in accordance to severity of conflict or harm: from a restorative chat, a mini conference to a full conference.

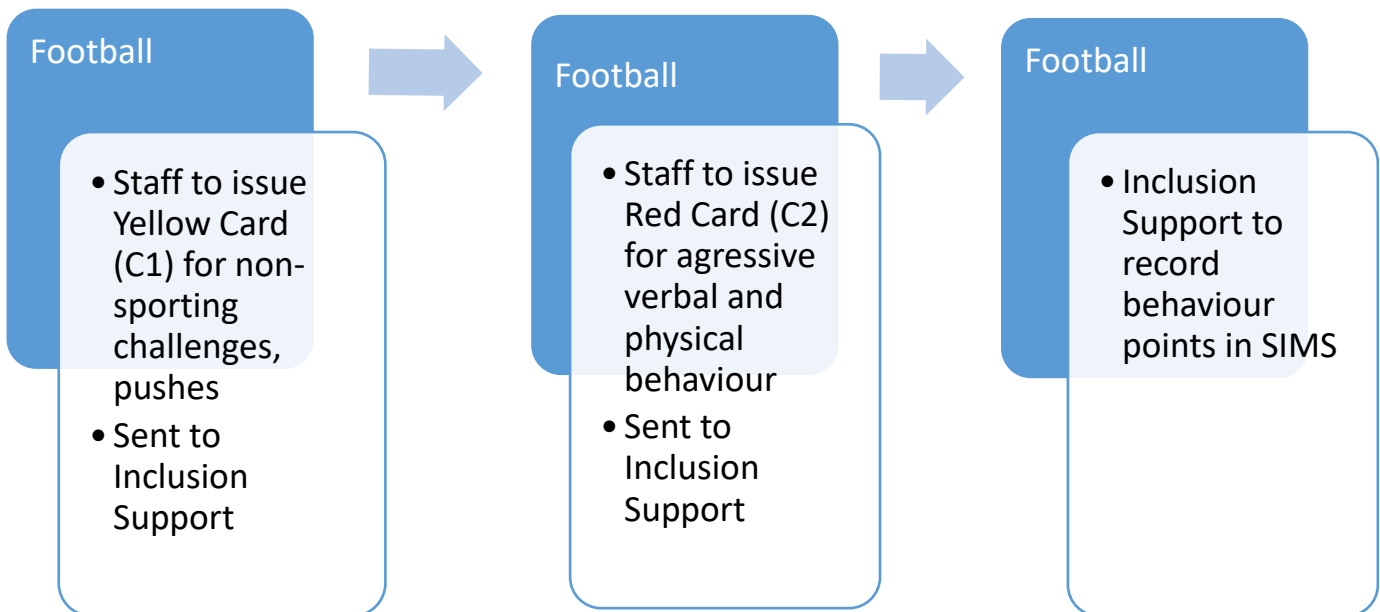
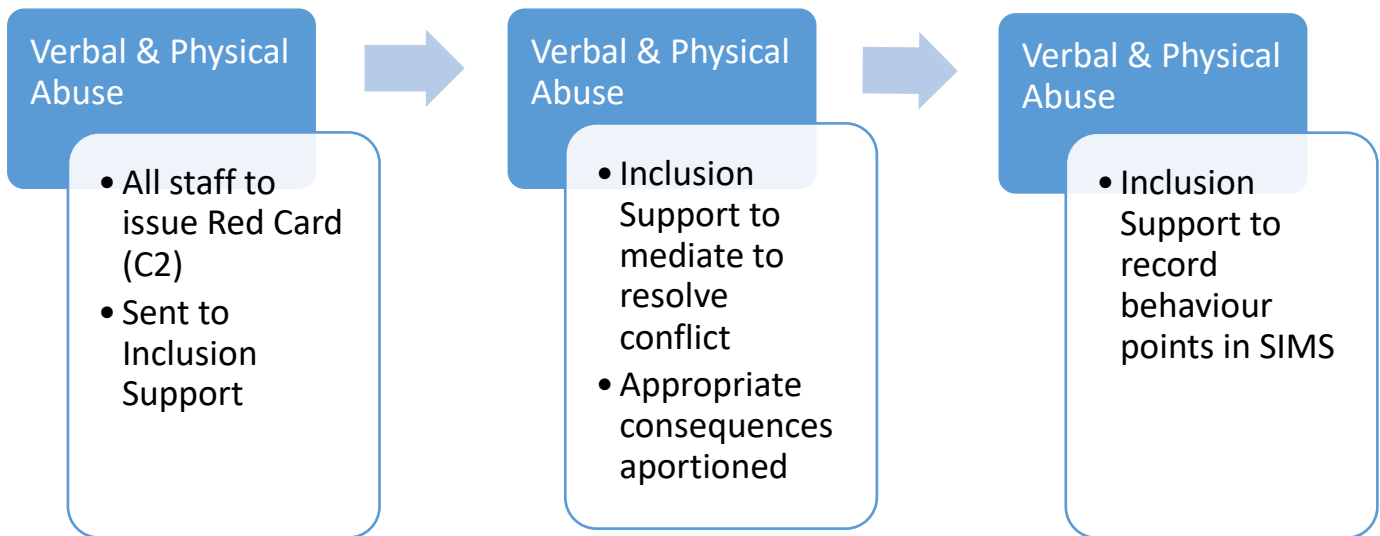
The whole school will follow the prompt cards when issues arise:

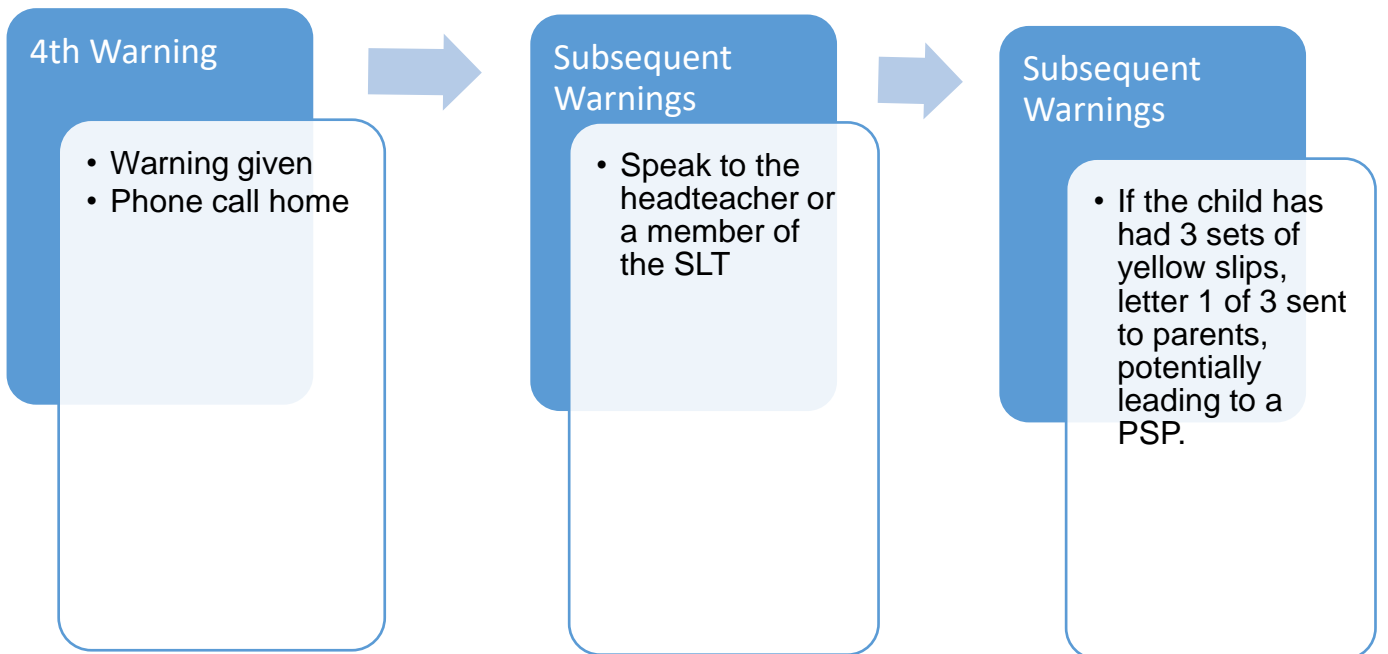
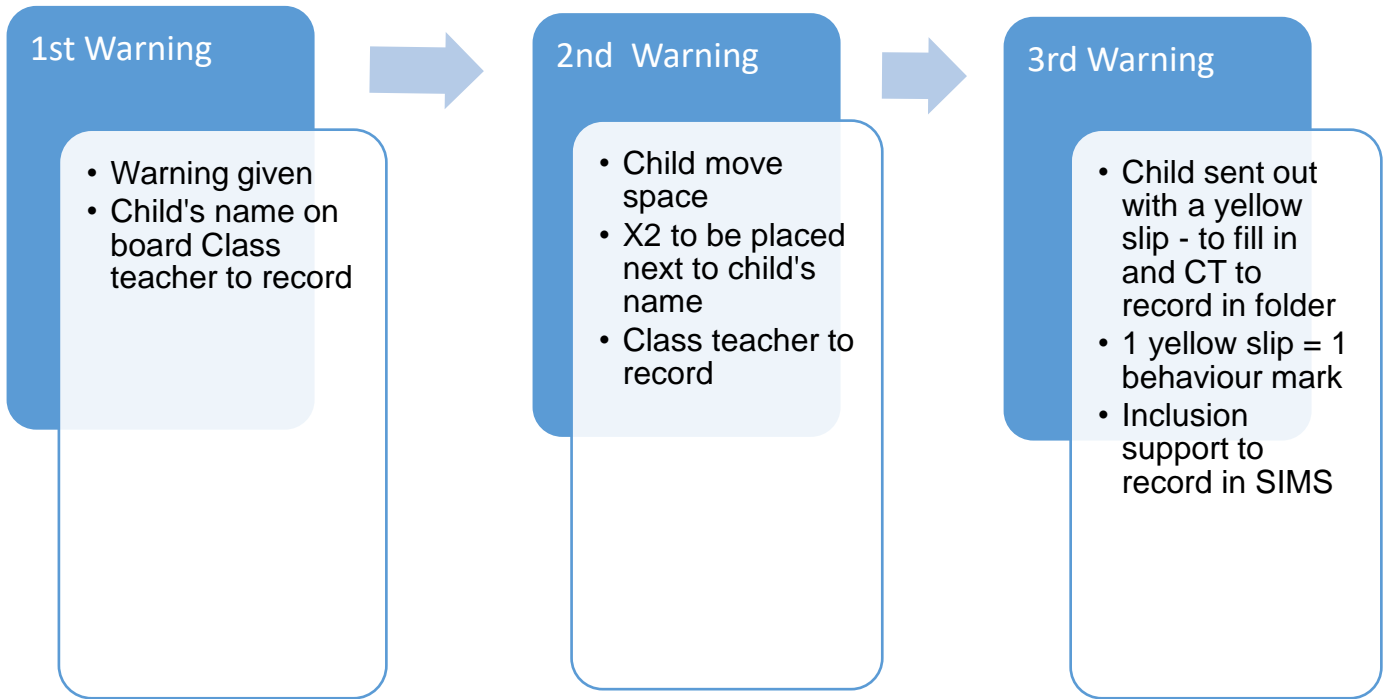
Restorative Chat prompt card:

- Tell me what happened.
- What were you thinking at the time?
- What do you think about it now?
- Who was affected? How were you affected?
- What's needed to make things right?
- How can we make sure this does not happen again?

Behaviour marks at Lunchtime:







Appendix 1:- Written statement of behaviour principles

The governing body has agreed the following principles when formulating the school's Behaviour Policy:

- 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;
- Exclusions will only be used as a last resort;
- Pupils are helped to take responsibility for their actions;
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing body 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 the full governing body every year.

Shaftesbury Junior School

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Discipline Agreement

As we're sure you'll agree, behaviour and discipline is very important in school. Our policy is designed to raise your child's self-esteem through positive action and behaviour. We hope you will support us by discussing the rules with your child and by signing the slip at the end of this letter and returning it to school for the beginning of term.

Parent/carer's agreement:

I have discussed the rules with my child and agree to support the school's behaviour and discipline policy.

Signed Print name
.....

Pupil's agreement:

I have read the school rules and agree to follow them.

Print name

This copy is to be returned to school

Appendix 3:

Government guidelines

The use of 'reasonable force' in schools and colleges

103. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

104. The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. It encourages headteachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

105. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010³⁶ in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.³⁷ By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Communicating the school's approach to the use of force

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.
- Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Telling parents when force has been used on their child

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - pupil's behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the pupil or member of staff.

Physical Intervention Record

Please ensure that you have spoken with a member of the DSL to be debriefed. If there has been a physical restraint, a member of SLT should have already been informed. This online form will need completing with the DSL when the incident is discussed.

The incident should also be recorded on CPOMS.

https://my.leicester.gov.uk/service/Physical_Intervention_Record

Appendix 4:

Positive Handling Plan



Shaftesbury Junior School

'We care, we share, for the future we prepare'



Leicester
City Council

Positive handling plan

Name of child:	DOB:	Year Group:
Date plan started:	Date plan discontinued:	
<u>Effective strategies previously used:</u>		
<u>Strategies not recommended:</u>		
<u>Physical techniques used effectively:</u>		
<u>Physical techniques used which proved ineffective or problematic:</u>		

Appendix 5:

Character Values

At Shaftesbury, we have chosen 30 character values that we hope define our pupils. These 30 values have been split into 3 categories; Respect, Enquiry, Success.

