Shadsworth Junior School

Behaviour for Learning Policy

This policy will apply to the majority of pupils however; at times the actions and consequences may be differentiated depending on the individual needs and background of the pupil.

Approved By:	Mrs Gallagher
Last Reviewed:	Autumn 2025
Next Review:	Autumn 2026

Shadsworth Junior School

Ethos:

The primary aim of Shadsworth Junior School is that every member of the school community feels valued and respected and that each person is treated well and fairly. We are a caring community whose values are built from a mutual respect for all.

At Shadsworth Junior School we have high expectations of behaviour.
We believe that all behaviour is:

- Learned
- Can be influenced by experiences
- Involves making choices
- Can be improved if mistakes happen

Aims of the policy

We strive to create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others. We teach children to show respect and have consideration for other people and their property.

In order to achieve this, we will praise and reward positive attitudes to behaviour and work, ensuring that we maintain a high level of fairness and consistency whilst also encouraging self-discipline.

We will promote an ethos of respect and encourage children to feel confident to speak out if they feel that they are unhappy.

All children will know that they can approach any member of staff.

We will not tolerate bullying or discrimination.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. Therefore, we expect all involved in school to behave in a considerate, respectful and fair way towards others as well as encouraging and praising good behaviour and anti-discrimination.

By promoting good behaviour this will:

- Ensure a caring and happy school where children feel safe.
- Promote all children's social, emotional and mental health.
- Develop the 'whole' child so they take responsibility for themselves and make the right choices.
- Promote good citizenship, self-esteem, self-discipline and emotional intelligence.
- Prevent bullying and discrimination

This policy aims to help children grow in a safe, thoughtful, respectful and ambitious environment and become independent members of the school community.

Adults in school act as role models for children and therefore, endeavour to model positive, language and behaviour. Our policy is based on praise, rewards and consequences. It ensures that children are treated with respect and dignity at all times.

Children have the right to an education and every child must ensure and respect that their behaviour does not form a barrier to their own or another child's learning.

We believe that all children should be treated positively and fairly and that a child's age, maturity and their developmental stage will always be considered at every stage.

Our aim is to create a positive, secure, learning environment where adults care and where effective learning can take place.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration.

The core of our behaviour policy is as follows:

CLEAR: Children must know what is expected of them, where, when and why.

CALM: We must try to understand and consider our children's emotions and viewpoint and to achieve this we need to remain calm and focussed.

CARING: We must care enough to be firm and compassionate as required. We must remember that a child who feels loved, appreciated and respected is more likely to behave appropriately than one whose self-esteem is low.

CONSISTENT: We must follow the policy consistently each day so our children have the predictability of expectation and response.

CHOICES AND CONSEQUENCES: Children must be encouraged to make the right choices in behaviour and work and know that if they make the wrong choices understand that there will be a consequence.

Pupils will experience a balance of rewards and sanctions that are fairly and consistently applied by all; Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times.

Equal Opportunities and Inclusion

No child will be discriminated against on the grounds of race, gender, religion or disability. If an incident of discrimination takes place it will be reported to the Headteacher or Deputy Headteacher and further action will be taken.

In the event of a racist or discriminatory incident, the child will be dealt with sensitively in class initially with the teacher by discussing the comments made and explaining the seriousness of the matter.

The child will be asked to apologise either verbally or in writing.

Any further incidents must be reported to the Headteacher or Deputy Headteacher where it will be logged as a racist/ discriminatory incident.

Parents will be informed and a suitable sanction will be administered. The details will be recorded on the child's behaviour record on CPOMS

Positive Behaviour Management

In the world around them children see many different examples of how people behave.

We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere, effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement.

We believe getting to know our children and understanding their characters and personalities, is a vital part of our behaviour management strategy

We try to find every opportunity to recognise children when they are showing appropriate behaviour.

Children learn by example therefore, teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

S T A R

Safe -- Thoughtful -- Ambitious -- Respectful

Shadsworth Junior's School Rules

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Safe -- Thoughtful -- Ambitious -- Respectful

- Our rules are simple, memorable and underpin everything we do in school both inside and outside the classroom
- Staff work to promote **STAR** at every opportunity.
- Senior staff will discuss with pupils through learning walks and assemblies what is meant by **STAR** and how it is beneficial to pupils as they grow and eventually leave school.
- Class teachers will discuss **STAR** with their class and ensure that the children are proactive in following and promoting these simple rules

Lead Roles within school

Year 3

School Council

Classroom monitors

Subject Ambassadors

Year 4

School council

Classroom Monitors

Subject Ambassadors

Year 5

School council

Classroom Monitors

Subject Ambassadors

Play Leaders

Year 6

School council

Classroom Monitors

Subject Ambassadors

Play Leaders

Shop Helpers

Assembly Helpers

School Prefects

Whole School Strategies for Consistency

SHOW ME FIVE

Adults hold up their hand and ask children to “Show Me 5”

This can be adapted to keep them on their toes e.g. “Show Me 10”, “Show Me 6” etc.

POSITIVE LANGUAGE

Adults will use positive language when speaking to children and point out the positive rather than any negative behaviours

CLASSROOM ENVIRONMENTS

All rooms will be consistent with or policy but the basic minimum is as follows:

- Tidy and organised
- Resources ready for each session
- Tables to sit no more than 6 children
- L shaped table arrangements facing the front where space allows
- Children to have their own pencil, ruler and relevant equipment
- Limited movement around the room
- Children and adults speak one at a time and not over each other
- The teacher does not start a lesson or whole class sessions unless all are paying attention

CLASSROOM REWARDS

These are decided upon by the individual teacher but can be a selection of the following:

- Stickers, Stamps and certificates
- Small prizes / Lucky dip
- Shad coins for the Shadsworth Shop

WHOLE SCHOOL REWARD SYSTEM

- Stickers and stamps will be awarded on a daily basis.
- Pupils to receive verbal praise and recognition on a regular basis.
- Texts can be sent home to inform parents of a pupil's good day.
- Positive feedback will be given in marking.
- A **STAR OF THE DAY** certificate can be sent home for one pupil each night.
- One pupil will also be awarded a **STAR OF THE WEEK** certificate in an assembly held on a Friday afternoon and a mention in the weekly Newsletter
- Children can earn Shadsworth money for **effort** to then spend in the Shadsworth Shop
- The School Shop is open every Friday afternoon - it is organised by the ELSA's and Year 6 helpers
- Some children will may take part in a daily reward scheme to accommodate their needs.

- Children must not stand outside of the classroom unsupervised
- Children's names must not to be put on the board.
- Report Cards to be issued by SLT

CHOICES AND CONSEQUENCES STRUCTURE

STAGE 1

Class teacher to manage the situation.

- Polite reminders
- Model appropriate/positive behaviour
- Verbal warnings using language of choice e.g. “can we make a good choice? If you choose to do that, what might happen?”
- Silent Monitoring (move names to a red list - **not on board**)
- Children may stay behind at playtime
- Children may complete work during playtime or take it home
- Taken to class of phase leader for 10 mins (escorted by adult)
- Thinking sheets (to be completed and filed) see attached)
- Record up to 3 incidents on a separate behaviour record of teacher’s choice.

STAGE 2

Discuss with phase leader for monitoring purposes and class teacher begins to record on CPOMS.

STAGE 3

Referral form to SLT
(Inform parents of the behaviour being monitored)

STAGE 4

Referral form submitted to be discussed by SLT.
Action plan/response will be written/made to the referral. Act upon response.

STAGE 5

Monitor and Evaluate by SLT – Put a Pastoral Support Plan in place with ELSA’s
Invite parents in school for a meeting with the ELSA’s/ HT / DHT if necessary.

STAGE 6

HT and DHT involvement, outside agencies, Oasis Room support/time,
Internal/External exclusions.

HIGH LEVEL INCIDENTS TO BYPASS THIS STRUCTURE AND REFERRED TO DHT AND/OR HT

- Serious fighting
- Swearing with an intention to cause offence
- Throwing things in anger but with an intention to hurt others
- Threats/aggression towards pupils/staff
- Discriminatory Behaviour or Bullying

Further Consequences:

Repeated 'red' behaviours will require further out-of-class consequences.

Whilst the school aims for a consistent approach in delivering consequences, the intention, context and severity of the incident will be taken into account when delivering further consequences given by either the Headteacher Deputy Headteacher at Stage 6.

Depending on the severity of the behavior incident/s the Headteacher may suspended or permanently exclude a child. In the case of a suspension, the parent will be contacted and expected to collect the child immediately. A letter detailing the reason for the suspension will be sent home and home learning will be set for the first five days of the suspension. If the suspension exceeds five days, alternative arrangements will be made for the sixth day onwards. The Local Authority will be notified of the suspension. When the suspension has been completed, parent/s or guardians of the child will need to attend a reintegration meeting before the child returns to class.

In the case of a permanent exclusion, the parent will be contacted and expected to collect the child immediately. The Local Authority will be notified of the suspension. A letter detailing the reason for the permanent exclusion will be sent home and home learning will be set for the first five days of the suspension. After that period the child will be supported by the Local Authority.

Parents and guardians have the right to appeal any suspension or permanent exclusion and details of how to do this will be in the letter sent home.

Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour.

At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

CPOMS REPORTS from class teacher will be collated to provide the SLT with an overview of pupil progress. This will enable targeted support for vulnerable pupils.
This information will contribute towards:

- Individual Education Plans and /or Behaviours Plans
- Pastoral Support Programmes
- Support from the Behavioural Team /Oasis Room/Forest Room

Roles and Responsibilities:

The Role of Children

We recognise that we are all responsible for our own behaviour. It is the responsibility of children to respect and follow the agreed school, lunch and class charters and support other children in so doing.

The Role of Parents

- The school collaborates actively with parents, so that children receive consistent messages
- We expect parents to support their child's learning, and to cooperate with the school.
- We try to build a supportive dialogue between the home and the school, and inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions, we expect parents to support the actions of the school.
- If parents have any concerns 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.

The Role of Teachers

- It is the responsibility of class teachers to ensure that the school Rules (STAR) are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the school and classroom charters consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself as indicated in STAGE 1. However, if misbehaviour continues, the class teacher seeks help and advice from the phase leaders, Assistant Headteachers, Deputy Head and Head Teacher.
- Each class teacher will record incidents of challenging behaviour on CPOMS for monitoring purposes

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Lunchtime Procedures:

Sanctions:

1. Lunchtime staff can speak to pupils and give three warnings for their misdemeanours.
2. After the third warning, pupils will be asked to have some time out by standing/sitting by the wall in the playground for five minutes. Pupils will then be asked to join in again.
3. If poor behaviour continues, the child will be asked to stand/sit by the wall until the end of the break time and the class teacher will be informed.
4. The class teacher will then decide whether or not to write the problem on CPOMS and add any other sanctions they feel necessary.
5. Time can be spent reflecting on behaviour in the Oasis Room. Complete Thinking Sheets (How often and length of time will be dependent on the incident.)

Serious Sanctions:

A serious incident can be defined as: serious fighting, swearing at members of staff, damaging equipment, refusal to do any of the above sanctions.

1. Pupil brought in to see Head or Deputy and they will take over the situation. Incidents will be logged on CPOMS
2. Three serious incidents will result in the pupil having a letter home informing them that if there is a further misdemeanour they may have to go home for lunch for a period of time.
3. A period of home dinners will then be organised or an internal exclusion

Rewards:

- Stickers can be given out daily to recognise pupils behaving and playing nicely.
- Lunch time supervisor to organise certificates to be given out in assembly in recognition of good behaviour.
- An extra playtime during last week of term can be arranged for all deserving children