



# **Shenley Primary School Behaviour Policy**

Reviewed: March 2025

Next Review Date: March 2026

The behaviour policy is used in conjunction with our behaviour procedure, which informs and supports staff in leading our behaviour policy.

## **Aims and expectations**

It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on nurture and empathy, mutual trust and respect for all.

The primary aim of this policy is to support children to develop internal discipline and self-regulation skills, so that they independently make good choices, which lead to effective relationships, and children who feel happy, safe and secure.

Staff are fully invested in the idea that behaviour is communication; we are committed to finding the root cause of difficult behaviour and finding ways to support the child to behave pro-socially. A child, who has difficulty following social rules, will be taught them.

We believe that praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. All stakeholders in our school - staff, pupils, parents, and governors - should 'catch' good behaviour, provide positive consequences and not take it for granted. Many of our children behave in this way and we do not want them to be 'invisible'.

At Shenley Primary School we base our policy and practice on these values, a core set of values that underpin our ethos and curriculum, influencing our interactions with each other and our attitude to learning.

## **Respect, Kindness, Honesty, Teamwork, Perseverance, Curiosity, Inclusion, Resilience**

Children learn best in an atmosphere that is calm and positive. Praise and encouragement are widely used in managing children's behaviour in order to promote positive self-esteem. We aim to catch children doing the right thing and let them know that we have seen it. This may be a comment, a smile or even a look.

Learning Assembly - we will reward three children from each class per week:

- One for Mathematician of the Week
- One for Writer of the Week
- One for Child of the Week

Lunchtime awards include sitting with the Headteacher on the "Top Table" on a Friday

Personalised classroom reward systems include Class Dojo

Each class collects marbles in the jar for pro-social behaviours and the class decides on a class treat once the marble jar is full.

## **Restorative Practices**

The aim of restorative practices is to develop community, and to manage conflict and tensions by repairing harm and building relationships. This is our priority as a therapeutic school, as we see ourselves at the heart of and serving, our community.

For effective teaching and learning to take place, we believe that good relationships need to be at the heart of everything that happens at Shenley Primary School.

Restorative discussions will take place with an adult when the child is calm, after unacceptable behaviour has occurred. It is a process, which puts repairing harm done to relationships and people, over and above assigning blame and dispensing punishment. It shifts the emphasis

from managing behaviour to focussing on building, nurturing and repairing relationships. Before these restorative discussions take place, children are given time when calm to write and compose their thoughts on the situation.

### **Restorative Chat Questions:**

What happened?  
What were you thinking/feeling?  
What needs to happen to put things right?  
What are you going to do differently next time?

We will offer a postponement and time if they are not ready to speak... I can see you are not quite ready, do you want a minute or meet tomorrow and have Mrs...with you.

Restorative Practice is not just about the questions. It is about a process that is seen as fair: allows free expression of emotions and significantly is about offering high levels of support, whilst challenging inappropriate behaviour through high levels of control, encouraging acceptance of responsibility and the setting of clear boundaries. All our children understand and use restorative practice in their everyday school life.

### **Use of Scripts**

Staff will have micro scripts and de-escalation scripts that they can stick to. This provides consistency for the children and prevents too much attention being given to the negative behaviour.

Listed are some examples of affective statements and questions which staff can use with children:

I am sorry that I misunderstood the situation...  
I felt really proud of you when I heard...  
I felt really pleased and encouraged that you made the right choice. I respected your honesty and thank you.  
I was very disappointed when you did that to... I feel that (described action) was very disrespectful.

### **Consequences**

School staff are committed to challenge the behaviour of any child, which involves physical violence or abuse, threats, verbal abuse, theft or damage to personal or school property. This includes all forms of bullying, racism and homophobia. Behaviour that is unacceptable will result in sanctions. These are designed principally to aid children to recognise why their behaviour is unacceptable and give them an opportunity to change it. Children will be made aware of the choices that have been made within the restorative process. The school behaviour code is designed to ensure that all children have the opportunity to achieve their potential in school and supports the principles within the home/school agreement. Sanctions are clearly laid out within the behaviour stages and it is up to the class teacher to follow the agreed order of escalation when behaviour incidents need to be passed on to senior staff.

# Shenley Primary School Behaviour Code

Behaviour Incident		Consequence
<b>STAGE 1</b>	<p>If you choose to:</p> <p>Talk when you should be listening or working</p> <p>Call out or make silly noises</p> <p>Distract others from their learning</p> <p>Wander around the classroom without reason/ permission</p> <p>Disrupt an assembly</p> <p>Talk when you should be silent e.g. in assembly, moving around the school, when others are working</p> <p>Deliberately drop litter or food on the floor</p> <p>Push in the line</p> <p>Be in the school without permission</p>	<ul style="list-style-type: none"> <li>You can expect us to remind you about appropriate behaviour.</li> <li>You can expect to discuss your behaviour outside of lesson time. (Break/lunch time.)</li> <li>You may be given a task to make up for wasted time or asked to catch up on missed work.</li> </ul>
<b>STAGE 2</b>	<p>If you choose to:</p> <p>Continue any stage 1 behaviour</p> <p>Damage property/waste school resources</p> <p>Be rude to anyone</p> <p>Use equipment in a dangerous way</p> <p>Refuse to follow instructions or ignore any adult</p> <p>Refuse to attempt a piece of work</p> <p>Take property which does not belong to you</p> <p>Swear</p> <p>Use inappropriate language (may not be swearing but still not acceptable for example, shut up / I hate you / your mum... etc.)</p> <p>Speak aggressively or in an inappropriate manner</p> <p>Fail to take responsibility for your actions</p>	<ul style="list-style-type: none"> <li>You can expect us to speak to you about your behaviour.</li> <li>You will be given a formal warning by your class teacher or the adult who has dealt with the incident.</li> <li>If necessary, you will have time out.</li> <li>You will be asked to complete a Reflection Sheet (see Appendix 6) during this time. (Break/lunch time.)</li> <li>You may be asked to do a task to make up lost learning time.</li> <li>Your class teacher will be informed, if they have not previously been involved in the behaviour incident.</li> </ul>

**NB- children can jump levels according to the behaviour type. Persistence in lower level behaviours can result in a higher level.**

# Shenley Primary School Behaviour Code

Behaviour Incident		Consequence
<b>STAGE 3</b>	<p>If you choose to:</p> <p>Ignore Stage 2 warnings - repeated behaviour</p> <p>Prod and poke/invoke personal space</p> <p>Rough play, play fight, push or shove</p> <p>Fight</p> <p>Steal</p> <p>Deliberately swear or use offensive language</p> <p>Spit at someone</p> <p>Continue to use any discriminatory language towards someone – immediate stage 3 and then move to stage 4 if continued</p> <p>Physically hurt someone deliberately</p> <p>Argue rudely or aggressively with any adult</p> <p>Deliberately damage property</p> <p>Be untruthful</p> <p>Refuse to follow an agreed resolution</p> <p>Behave in a way which is dangerous to others or yourself</p>	<ul style="list-style-type: none"> <li>• The incident will be recorded on CPOMS.</li> <li>• You can expect us to speak to your parents/carers about your behaviour and record your behaviour in the school Behaviour File.</li> <li>• You will be asked to complete a Reflection Sheet.</li> <li>• You will be asked to discuss the incident with a member of the SLT.</li> <li>• You may have to miss break and lunchtimes until SLT are confident that your behaviour is safe.</li> <li>• Any of these incidents may result in an exclusion from school depending on the nature and context of the incident.</li> </ul>
<b>STAGE 4</b>	<p>If you choose to:</p> <p>Carry on with stage 3 behaviour</p> <p>Deliberately hurt someone causing serious injury</p> <p>Cause serious deliberate damage to property</p> <p>Behave in a way which is exceptionally dangerous to others or yourself Bully another person</p> <p>Continue to use offensive language</p>	<ul style="list-style-type: none"> <li>• The incident will be recorded on CPOMS.</li> <li>• You can expect us to send you to the Head teacher who will talk to you about your behaviour.</li> <li>• You will be asked to complete a Reflection Sheet.</li> <li>• Your parents/carers will be contacted immediately.</li> <li>• You may be given an internal exclusion.</li> <li>• You may be put on report for two weeks.</li> <li>• You may be excluded from school during lunchtimes.</li> <li>• You may be excluded for up to 5 days.</li> <li>• Repeated Stage 4 behaviour may result in a permanent exclusion.</li> </ul>

## The Zones of Regulation

This is a system that we operate within our school. The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That children realise the connection between how they are feeling and how they are behaving.

The Zones framework provides strategies to teach our children to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. In every class, the children explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to

use to move between zones. To deepen our children's understanding of how to self-regulate, our lessons set out to teach children the following skills:

- How to read others' facial expressions and recognise a broader range of emotions
- Perspective about how others see and react to their behaviour
- Insight into events that trigger their less regulated states, and
- When and how to use tools and problem solving skills.

### **The role of the Class Teacher and Support Staff**

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour – including following school rules and positive relationships.

- Treat children fairly, enforce the school code consistently and with respect and understanding
- Follow the warning system, making it explicit telling children what rule they have broken and recording incidents on CPOMs
- Be consistent with all children
- Be a positive role model in class and around the school, (lead by example)
- Remind the children of the rules at the beginning of the year and review this over the course of the year
- Keep a record and any relevant notes if a child behaves inappropriately – we use the CPOMs online system.
- If needed, seek help and advice from a colleague or member of the Senior Leadership Team
- Liaise with external agencies to support and guide the progress of each child for example a social worker or LEA behaviour support worker
- Report to parents regularly to keep them informed about all aspects of the child's behaviour and relationships
- Complete a 'therapeutic tree' chart to try to get to the root of the behaviour and support the child to change
- Have an individual risk reduction plan in place for children with extreme needs

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will remove the rest of the class to a safe area while the child in crisis is calmed.

Behaviour is dealt with discretely and details of action taken, following incidents of difficult or dangerous behaviour are only shared with the family and relevant adults in school.

**The role of support staff, including all staff working in class, the lunchroom, the school office and site premises.**

As with teachers the key priority is to reward and praise good choices in order to reinforce good behaviour (including following school rules). All staff should be proactive in 'catching' pupils behaving well and telling them in what way they have behaved well.

### **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.

Along with this, s/he must also:

- Keep records of all reported serious incidents of misbehaviour (staff now use CPOMs to aid monitoring patterns of behaviour).
- Ensure the health and safety of all children in the school
- Ensure the safety of staff in the school

Issue fixed term exclusions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour. The Headteacher may permanently exclude a child; this action will be taken by the headteacher and the school governors will be notified.

### **The role of Parents/Carers**

The school works very well with parents so that children receive consistent messages about how to behave at home and at school. All staff aim to maintain positive communication with all our parents. We inform parents immediately if we have concerns about their child's behaviour.

We expect parents to:

- Sign our Home School Agreement
- Support their child's learning
- Support the school's decision when applying consequences to deal with any specific incident/issue

If a parent has concerns about the way in which their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and if still unresolved, the school governors.

### **The Role of Governors**

The governing body has the responsibility of setting down these 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's policy on behaviour and discipline but governors may give advice to the Headteacher about particular disciplinary needs.

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. See Appendix 1 and Appendix 2 – cyberbullying

All members of staff are aware of the regulations regarding the use of force by teachers as set out in "Use of reasonable force" DfE 2013 relating to the Education Act 1996 and Education and Inspections Act 2006. Staff would only need to intervene physically to restrain children if they

are in danger of injuring themselves, others or property. This will be avoided unless absolutely necessary and moving other children, de-escalating the situation and moving objects will always be the first course of actions.

## **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 makes recommendations for further improvements.

The school keeps a variety of records of incidents of poor behaviour on CPOMs. All staff are trained in the use of this system. This helps to ensure that relevant staff are made aware of incidents and that individual children can be monitored efficiently over time if a pattern of behaviour is emerging.

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

Racial and homophobic incidents are also recorded. See Appendix 3

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the policy is administered fairly and consistently. The Headteacher reports the numbers of exclusions in their termly report to the governing body. See Appendix 4 for exclusion policy.

## **Equal Opportunities**

The school expects every member of the school community to behave in a considerate way towards others. We all treat children fairly and apply this policy without prejudice in a consistent non-judgemental way. We aim to ensure that children are not labelled.



## Appendix 1 Anti-Bullying

Bullying can happen in any school. At Shenley Primary it is rare.

### Definition

Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (being ignored or not spoken to). There are specific types of bullying including racist, homophobic bullying.

### Aims and objectives

Our school is a safe and secure environment where we aim for everyone to learn without anxiety. Bullying is wrong and damages children's social and/or emotional health. We aim to do all we can to prevent bullying by sustaining a positive and happy and healthy school ethos in which bullying is regarded as unacceptable.

### The role of the pupils

- All pupils should know that hurting someone – physically or emotionally is wrong.
- Pupils should tell any adult in school or out of school if they are being bullied or they think they might be.
- If the bullying persists keep on letting people know – do not keep quiet
- Pupils should give their honest feedback in School Council, in Assemblies, class circle times, on pupil questionnaires, to the Headteacher at lunchtimes, to Governors on visit days. These views can be specifically about bullying but also about how safe they feel at school.

### The role of teachers and other staff in school

Staff take all forms of bullying seriously and regularly talk to the children to communicate that hurting someone – physically or emotionally is wrong and that bullying is wrong and unacceptable.

**STOP BULLYING ON THE SPOT.** If staff witness an act of bullying they investigate it first and always inform a member of the SLT.

**SUPPORT THE CHILDREN INVOLVED.** Adults fully support the victim; counselling and support, talking to the child who has been bullied, checking over time to see if they are looked after and feel safe.

Stop the problem for the child who has bullied. The 'warning' consequences may be put into place, parents informed and there may be the possibility of some form of exclusion. Time is spent with the bully to help them change the way they behave and recognise how the behaviour is bullying. This may be done in conjunction with our Parent Liaison, Deputy Head or staff from other agencies.

- Staff keep themselves up to date with all policies, procedures and information to help them deal with incidents of bullying.
- Staff should timetable in regular circle time sessions to establish a climate of trust and respect when children can share concerns about poor behaviour.
- All classes take part in the Annual Anti-bullying week each November.
- Teach children to be more than a bystander

- Don't give bullying an audience
- Set a good example
- Tell a trusted adult
- To be a friend to the victim
- Help the victim to get away

For more useful information <https://www.gov.uk/government/publications/preventing-andtackling-bullying>

### **The role of the Headteacher, Deputy Headteacher and SENCo**

- The SLT ensure all principles and roles are implemented
- Follow all principles as set down for all staff
- Through whole school assemblies communicate that bullying is wrong and that it is unacceptable behaviour in the school.
- The Headteacher reports regularly to the Governing body the effectiveness of the policy.

### **The role of Parents/Carers**

- Parents must contact a member of staff immediately if they think their child is being bullied
- Support the school's anti bullying policy and to actively encourage their child to be a positive member of the school.

### **The role of the Governors**

The governors support the school. It does not condone any bullying in the school.

- It monitors incidents of bullying and reviews the effectiveness of this policy.
- It requires the Headteacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of anti-bullying strategies.
- It will also respond to any formal complaint from a parent/carer in line with the school's complaints procedure.
- Carry out a survey on an annual basis asking for the parent's views on behaviour and the anti-bullying procedures.
- Talk to the pupils regularly about how safe they feel in the school.

## Appendix 2 - Cyberbullying

**Definition** - "Cyberbullying is the use of Information Communication Technology, particularly mobile phones and the internet to deliberately upset someone". DfE 2007

<https://www.thinkuknow.co.uk/> <http://www.childnet.com/>

<http://old.digizen.org/cyberbullying/fullguidance/default.aspx>

There are many types of cyberbullying. Although there may be some for which we are unaware, here are the most common.

1. Text messages – that are threatening or cause discomfort
2. Picture /video clips via mobile phone cameras – images that make the victim feel threatened or embarrassed or are illegal
3. Mobile phone calls – silent or abusive, or stealing the victim's phone and using it to harass others to make them believe the victim is responsible.
4. Emails – threatening or bullying often using a pseudonym or somebody's name
5. Chat room bullying – menacing or upsetting responses to children or young people when they are in a web based chat room.
6. Instant messaging – unpleasant messages sent while children conduct real-time conversations online using WhatsApp, BBM or similar
7. Bullying via websites – Facebook, Myspace, Instagram, Twitter

How is cyberbullying different?

Bullying is bullying wherever and however it takes place. Cyberbullying has these key characteristics.

- It can take place at any time, in any location, the technology allows the bully to remain anonymous
- It can occur on a vast and rapid scale
- It is hard to control; it can never be guaranteed to be removed totally from circulation
- Bullies can feel 'distanced' from the incident
- Cyberbullying can be used as evidence
- Cyberbullying can occur through lack of awareness/empathy 'it was only a joke'
- It leaves no physical scars but is highly intrusive and the hurt can be severe
- Young people are very adept at using the technology and adapting to new technology so often parents/carers are unaware of what is going on.
- Each situation as it occurs will be dealt with on an individual basis. All incidents of cyberbullying or any e-safety issue will be recorded on the e-safety log.

### **The role of pupils**

- Always respect others – think about what you say and what images you send
- Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once you post it you lose control
- Treat your password like your toothbrush and don't share it
- Learn how to block bullies and report inappropriate content
- Save the evidence – don't delete – show your parent /staff member □ Contact a trusted adult or report content to Ceops

### **The role of parents/carers**

- Be alert to what your child is doing on the internet, phone, etc.
- Your child is just as likely to bully as to be a target
- Talk to your child and understand how they are using the internet and their phone □  
Keep evidence of cyberbullying – take a screenshot, keep emails, text etc.
- Report abusive content to the police immediately if you think it is a potential criminal offence
- Contact the school immediately so that we can take action if it involves other pupils

## **Appendix 3 Anti-Racism**

Like bullying, racism can exist in any school even those made up of one ethnicity. At Shenley it is rare. However, our school is a multicultural community and we have these principles and roles in place to ensure that if there is racism it can be quickly stopped.

### **Definition**

The Stephen Lawrence Enquiry Report defines racism as 'conduct or words which advantage or disadvantage people because of the colour, culture or ethnic origin.' A racist incident is - 'any incident which is perceived as racist by the victim or any other person'.

Racist behaviour can be seen to include: -

- Physical assault
- Name calling, insults, jokes
- Graffiti
- Provocative behaviour – wearing badges, insignia
- Bringing in racist materials – books, leaflets
- Verbal abuse
- Incitement of others to behave in a racist way
- Ridicule of cultural differences, e.g. food, dress, music
- Refusal to cooperate with other people because of their colour/ethnicity

### **Aims**

Our school is a safe and secure environment where everyone can learn irrespective of their nationality, ethnic background or faith. Racism is wrong. We therefore do all we can to prevent it and by keeping a positive happy, healthy school ethos.

### **The role of pupils**

- All pupils know that racism is wrong
- Pupils must tell any adult if they know of racism in the school
- Pupils must give honest feedback about how the school runs and how safe they feel in the school

### **The role of all staff**

- Take it seriously – deal with them however small they may seem
- Refer to senior staff
- Support the victims – spend time with the victim restoring their confidence, happiness and aspects of health.
- Inform the parents/carers
- Stop the problem – spend time with the perpetrator- explore their viewpoints, show them how they are wrong and make it clear their views are unacceptable.

- Staff must make themselves aware of current and changing attitudes to different groups
- Teach sensitively and think about content they use

### **The role of the Headteacher and the SLT**

- Make sure all principles are adhered to
- Report serious incidents to the police
- Assess in serious incidents and work to resolve them as soon as possible – work with the LEA if necessary
- Make sure all racist graffiti is removed immediately
- Provide support for the victims and their families if necessary
- The Headteacher reports to the Governing Body about the effectiveness of the policy

### **The role of the Parents/Carers**

- Parents have the responsibility in supporting this policy in its entirety
- Parents must contact a member of staff or the Headteacher if they feel that there has been incident/s of racism

### **The role of the Governors**

- Monitor incidents of racism
- Respond to any formal complaint from a parent in line with the complaints procedure

## **Appendix 4 Fixed term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this is necessary.

Only the Headteacher or in their absence, a Deputy Headteacher can exclude a child from school.

The Headteacher can exclude a child for one or more fixed periods as per the LEA guidelines. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed –term exclusion into a permanent exclusion, if the circumstances warrant this. The Headteacher works closely with the integration team to avoid this happening.

If a Headteacher excludes a child s/he informs the parents immediately giving the reasons for the exclusion. At the same time, the Headteacher makes it clear in the accompanying letter that parents can if they wish, appeal against the decision to the Governing Body.

The Headteacher informs the LEA by SIMs report and the Chair of Governors by email.

The Governing Body has a disciplinary committee which is made up of between three and five members. The committee considers any exclusion appeals on behalf of the governors.

Full details on exclusion panels and accompanying documentation around exclusion is found in the Hertfordshire County Council guidelines September 2017

## Appendix 5 Scripts

Steps De-escalation Script (Appropriate when child is angry/anxious)

- **Learner's name**
- **I can see something has happened**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**

Script for dealing with difficult behaviour

These are used because we do not want to give undue attention to a child who is breaking the rules.

I have noticed you are... (Having trouble getting started/struggling to get going/wandering around the classroom...)

It was the rule about ... (Lining up/staying on task...) that you broke

You have chosen to.....(Move to the back of the room/catch up with your work at lunch time...)

We will discuss this after the lesson.... (Write it down so you remember)

*Always remind children that they are capable of behaving appropriately...*

Do you remember last week when you... (Arrived on time every day/got the positive note...) i.e. you are better than the behaviour...give example

That is who I need to see today...

Thank you for listening... then give the child take up time (and don't get drawn into conversations).

### **Restorative Meaningful Sanctions:**

These may be in the form of fixing the situation. For example if the child has damaged something they will need to fix it in their own time. They may have to clean up a mess, or do a job for the caretaker while he fixes what they have damaged.

They may be asked to write a letter of apology.

They may be asked to list the reasons why their behaviour was disrespectful.



## Shenley Primary School - Thinking and Reflection Sheet



Name:	Class:	Date:
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Colour how you were feeling in *red* and colour how you want to feel in *green*.



Tick the reason for reflection:

- persistent low level behaviour (stage 1)
- calling out
- not showing others respect
- not following instructions
- not looking after property
- distracting others from their learning.

*Draw or write about the situation using the boxes below:*

*What happened and what did you do?*

*What can I do to make things right?*

*Who was hurt/ upset by what happened?*

*If this happens again, what is the right choice I can make?*

*Discussed with: \_\_\_\_\_*

*Consequence: \_\_\_\_\_*