



Talavera Junior School
BEHAVIOUR POLICY

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Next Review Planned: February 2027

Signed: _____ *A. Webb* _____ (Policy Owner)

Print Name: Amanda Webb

Review Date:

Signed: _____ *R. Jarrett* _____ (Governor Approval)

Print Name: Robyn Jarrett

Approval Date:



Talavera Junior School
Behaviour Policy

POLICY CHANGE HISTORY

Version	Date	Status	Policy Owner	Governor Approval	Comment
1.0	Mar 13		CS	MD	
2.0	May 15		DB	LT	
3.0	Dec 15	Approved	AW	LT	Pupil discipline added
4.0	Dec 16	Approved	AW	CN	N/A
5.0	April 18	Approved	AW	CN	Added governor awards and behaviour books
6.0	Nov 19	Approved	AW	SK	Team teach Restraint linked to new training
7.0	Nov 20	Approved	MC		CPOMS reporting
8.0	November 21	Approved	CL		Going for gold added and core value certificates
9.0	July 2022	Approved	CL		Exclusions added
9.1	Nov 2022	Approved	AW	RJ	All sections updated for core values, tone, current provision and accuracy and inline with DFE guidance and findings
9.2	June 2023	Approved	AW	RJ	CH - Behaviour Passports and adaptations made to going for gold.
9.3	September 23	Approved	LC	RJ	Amendments to school values, team points and award assemblies
9.4	November 2023	Approved	AWr	RJ	Zones of regulation added
10	February 25	Approved	AW	RJ	Significant changes inline with approach

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Behaviour Policy

Aims

To ensure that Talavera Junior School is happy, safe and a purposeful place, where all children feel secure and have respect for themselves and for others, this policy will be followed throughout the school. This policy relates to the Education Act 2002 and Education and Inspections Act 2006.

Ready * Respectful * Safe

At Talavera, we know that behaviour is fundamental to learning; for us, Every Learning Minute Counts.

Our key tenets are:

- Behaviour is communication and will be treated as such
- Adults have a responsibility to support children to regulate
- Relationships are the foundation of all that we do at Talavera
- Adults, whether staff or families, model flexibility, emotional intelligence and an empathetic nature
- Everyone is treated as an individual
 - We have high expectations of children, staff and stakeholders to create a safe and stimulating environment.

Aspiration * Integrity * Resilience

With these values at our core, we strive for our whole community. This means everyone has a role to play.

Staff	Families/ Carers	Children
*model positive communication, for example through apologies *actively listen to every child's voice. *are professionally curious, supporting all children to grow and flourish *support all parties who are experiencing conflict *explore regulation with children *plan an engaging and inclusive curriculum to inspire all learners	*support the school in upholding its core values of Aspiration, Integrity and Resilience *reflect and model positive communication with children, staff and other families *are aspirational for their children's futures *complete expected work at home *attend all parents evenings and celebrate their children's achievements *demonstrate integrity in their attitudes and	*respect and value their own and others' right to learn *respect and value their own and others' right to experience the British Values *uphold our core values of Aspiration, Integrity and Resilience *demonstrate that they are ready, respectful and safe through their behaviours and their communication *make Every Learning Minute Count

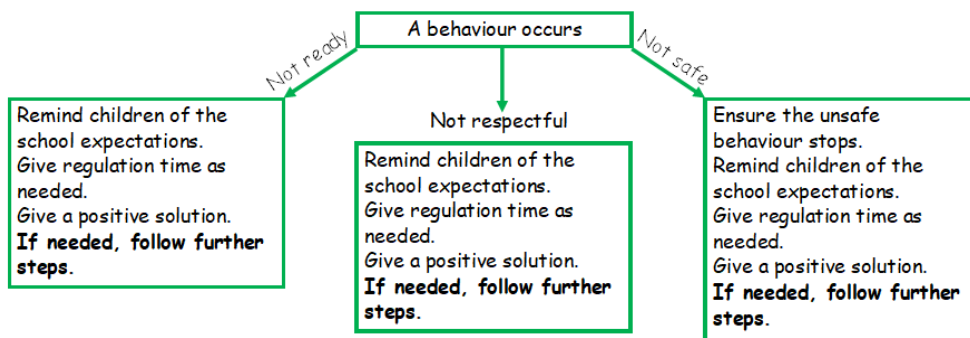
<ul style="list-style-type: none"> *adapt their teaching style to ensure all children can be successful *uphold the high standards of behaviour that Talavera expects *celebrate positive behaviour, regardless of previous incidents 	behaviour towards the school <ul style="list-style-type: none"> *actively engage in their child's educational journey *behave safely and kindly *accept support from professionals and engage with parental support services as offered 	<ul style="list-style-type: none"> *work with adults to learn how to self-regulate *work with adults to build empathy and flexibility *respect and celebrate their differences within our community
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Talavera will work with its community to ensure that every stakeholder prospers and steps into their bold future.

Behaviour flow chart

All staff will:

Remain calm * Reserve judgement * Reassure children you will hear both sides *
 Question what has happened in all situations * Check their own understanding * Listen to all children's voices



Remember to think:

What is being communicated? * Is this a pattern of behaviour? * Have you supported regulation?

Is the behaviour from a falling out?	Is the behaviour physical but accidental or silliness?	Is the behaviour intentionally physical, swearing, racial or otherwise inappropriate?
Mentor the children in restorative conversations. Model listening to each other's position and feelings. Support children in understanding the impact of their actions. Explore whether the children could take different actions next time. Pass to the class teacher or year	Support the children in understanding how they could have prevented the situation. Explore whether the children could take different actions next time. Model how to apologise properly.	Explore what happened with all children present if possible. Pass all information that you have found to a member of SLT. Pass the information to the child's class teacher to support regulation following the event.

leader for oversight.	Consider whether regulation time is necessary. Pass to the class teacher or year leader for oversight.	
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In all cases, consider whether the child is ready to communicate with you. Ensure you record the behaviour if necessary—is there intent or a pattern?

Incentives and Support Systems

Zones of Regulation	These support emotional literacy and underpin our Behaviour policy by helping children communicate. These are split into Blue, Green, Yellow and Red; the colours refer to the size of the emotion and there is no value placed on each. This allows children to take responsibility for their own actions.
Pastoral Team	Our Pastoral Team work closely with children in 1:1 or small group sessions. Parents and carers will be informed if their child may benefit from this and can, of course, request it themselves. The Pastoral Team lead a wide range of support. They can also work directly with parents to support you at home.
High-quality inclusive teaching	At the core of all that we do is high-quality inclusive teaching which inspires and engages your child.
Strong, professional relationships	We expect all staff members to form sincere and professional relationships with students in order to foster a culture of aspiration and safety.
Going for Gold	All children have the opportunity to move from Bronze to Gold for excellent behaviour or learning throughout each day.
Golden Learners	Each term, a select number of children are chosen for an additional celebration of their consistent hard work.
Worker/ Core Value of the Week	Each week, the class teacher will choose a student to celebrate for their learning or for a core value. This is celebrated in front of their peers.
Talavera Treat	Each term, a select number of children are chosen for a special treat to celebrate their consistent hard work.
End of Year awards	These prestigious awards are given out in front of parents and carers at the end of the year, chosen by class teachers, the Senior Leadership Team and governors!
Marble Treat	Classes can work towards a termly whole class treat, reaching for a goal which is appropriate for that class's development needs.
Autonomous classroom rewards	All staff are trusted to follow the spirit of the Behaviour policy with room to offer spontaneous incentives such as star stickers.
Individual Behaviour Plans	These will be discussed with you if your child would benefit from a more tailored approach to their behaviour.

Consequences

"Insistent, persistent, consistent - with a bucketful of love"

Our staff are professionals who receive regular CPD. With this in mind, we trust staff to use their professional judgement when exploring the cause and outcome of behaviour incidents. We know that behaviour is communication and will always work to discover the root cause of an incident so that we can support the children to stop it reoccurring.

Due to this, we do not believe in consequences that are not restorative and do not focus on the child. Consequences can include:

Time missed	This may be of a break or lunchtime. It could be of a larger event if this is appropriate, in discussion with parents and carers. These are not detentions and are designed to help children to process the incident. Children are always supported to have a restorative conversation as part of this.
Work sent home	Children may complete work during their break or lunch if they have chosen not to do this in learning time. However, sometimes, work will be sent home as work refusal can be avoidance of play times. In this case, we will discuss it with you and will explore why play time is a trigger for your child.
Phone call home	As part of our Home-School Agreement, we expect all parents and carers to support the school in our drive for high standards. We will inform you of any significant or repeated incidents of behaviour.

You will notice that there are far more supportive strategies for our behaviour management. This reflects the excellent communication and professional relationships which underpin our day-to-day life at Talavera Junior School.

More significant behaviour needs

Whenever the school becomes concerned that a child's general behaviour is deteriorating, or in the event of exceptionally aggressive or poor behaviour, parents will be contacted by telephone or in writing and, if appropriate, invited to come into the school to discuss concerns.

Your child may be placed on an Individual Behaviour plan. This is designed to support and encourage your child. Creating these with you allows both families and school to communicate the same messages to children.

ABCC charts will be used to help manage and rectify poor behaviour. These are designed to help staff to understand the communication behind the behaviour. Here is an example.

Antecedent	Behaviour	Communication	Consequence
<i>What was happening before the behaviour occurred?</i>	<i>What was the behaviour?</i>	<i>After discussing the incident with the child, what does it seem was being communicated?</i>	<i>Taking all of this into consideration, what is an appropriate consequence?</i>

Extreme behaviour

We refer to extreme behaviour as when a child has lost self-control or when children or staff are put at significant risk.

Team Teach:

Should a child's behaviour be so extreme that the use of reasonable force policy may need referring to, it may be necessary that the school adopts the guidelines set by Hampshire County Council guidance for schools referred to in the policy. If physical restraint is required, Team-Teach trained staff will restrain and the key procedure will be carried out in line with Team-teach training.

Extreme/persistent inappropriate behaviour

This may result in an internal isolation. During this time, children will complete work set for them by the class teacher. This will be a fixed amount of time with support to reintegrate children to the classroom with their peers. Restorative conversations are a key part of this process.

Physical aggression towards a member of staff

It is important to us that we protect both staff and students. Due to the severity of incidents of this nature, this would result in a suspension. Please see below for further information.

Reporting

All behaviour is to be reported on CPOMs in order to track a child's behavioural patterns. All reports are to be actioned by a member of SLT.

Bullying

Bullying is not tolerated at the school. If a report of bullying is made, the teacher and SLT will investigate thoroughly and deal with this in an appropriate manner. Parents will be called in serious incidents. All incidents are to be reported on CPOMs and must be actioned by a member of SLT. In-line with our general behaviour approach, we approach incidents of this nature proactively; for example, Friendship week and dedicated

lessons for anti-bullying are regularly taught through our PSHE curriculum in all year groups. We also respond to current trends or issues with specific focus whole school weeks.

For further information, see the Anti-Bullying policy.

Racist incidents and prejudiced language

Racist incidents and prejudiced language are not tolerated at the school. These incidents reported are brought straight to the Headteacher. The Head will investigate the incident. Parents will be called and the relevant incident form will be completed for Hampshire and recorded on CPOMS. All incidents are to be reported on CPOMS and must be actioned by a member of SLT. The annual Hampshire return is completed.

Child-on-child abuse

Any incident in which one pupil harms another must be considered by the DfE and KCSiE guidance for child-on-child abuse. This includes, but is not limited to, sexual abuse, sexual coercion, bullying and online risks. In the event of a serious incident, the school will consider a wide range of options, in line with Hampshire expectations and possibly with the support of the local authority. These are recorded on CPOM.

Searching, Screening and Confiscation

If we were to have an incident where confiscation or a search was necessary, we will follow the guidelines below:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Suspensions and Exclusions:

At Talavera, we understand that a period of suspension can be a very upsetting, difficult and worrying time for you and your child.

Definition of suspension: where a pupil is temporarily removed from the school.

Definition of permanent exclusion: means that a pupil is not allowed to attend school or go on to school premises permanently.

Reasons for suspension and permanent exclusion

Your child will only have been suspended in response to serious or persistent breaches of the school's behaviour policy and where allowing them to remain in school would seriously harm the education and welfare of your child or others in the school.

We will contact you about the suspension or permanent exclusion. The Head Teacher (or their nominated representative) will let you know immediately. This may be by phone or you may be asked to come in to a meeting. As part of this conversation, you will be told the length of the suspension and the reason for it. We may also discuss the next steps after the suspension. If the child has a social worker or is looked after the social worker will be informed immediately/ and or Virtual School Head.

If your child has been suspended, you can make all the difference in getting them back on track and helping them to be successful. Work will be set by the school for your child to complete at home during the first five days of the suspension. Please note that it is your responsibility to ensure completed work is returned to the school for marking.

If you disagree with the decision to suspend or permanently exclude your child from school, your options include:

- requesting an appointment with the Head Teacher to discuss your concerns further and to ask them to reconsider
- asking the school governors to review the decision

The governors' committee which meets to review suspensions and permanent exclusions is known as the governors' discipline committee and consists of at least three governors. If the suspension is between six and fifteen days in a term, and the parents request a meeting, then the governors' discipline committee must meet within 50 school days.

Your child will have been receiving full-time education from the sixth day of the suspension. The duty to provide appropriate full-time education will remain with the local authority, and a long-term assessment of the pupil's needs will take place.

Some children may be ready to return immediately; others would benefit from some time to address their behaviours in a more focused way.

Preventing further suspensions and permanent exclusion:

When your child returns to school, you can help prevent further suspensions by keeping in regular contact with your child's class teacher and year leader; ensuring that you and your child are involved in any future meetings.

Further advice and guidance:

We follow the Hampshire guidance - Exclusions from school and further information and contact details for parents can be found:

<http://www.education.hants.gov.uk/intranet/policies/exclusions/index.php>

<https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion>

Department for Education further advice:

School Suspensions and permanent exclusions (August 2024)

Guidance for parents, schools, governors and local authorities on behaviour and attendance

Other useful contacts:

Equality Advisory Support Service 0808 800 0082

SEND and disability discrimination tribunal 01325 392760