



Talavera Junior School
BEHAVIOUR POLICY

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Approval Date: _____



Talavera Junior School
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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		MC		CPOMS reporting
8.0	November 21		CL		Going for gold added and core value certificates
9.0	July 2022		CL		Exclusions added
9.1	Nov 2022		AW	RJ	All sections updated for core values, tone, current provision and accuracy and inline with DFE guidance and findings
9.2	June 2023				CH - Behaviour Passports and adaptations made to going for gold.
9.3	September 23		LC		Amendments to school values, team points and award assemblies
9.4	November 2023		AWr		Zones of regulation added
9.5	October 2024		LC		Addition of intrinsic reward script. Update of rewards.

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Talavera Junior School
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.

Specifically staff should:

- ensure that all children are treated according to their needs and that at all times the approach is fair and consistent;
- reinforce and reward good behaviour in a positive way;
- help children understand that they are responsible for their own actions;
- help children understand how their behaviour affects others;
- ensure that all children are given the opportunity to receive praise and rewards for their good behaviour and achievement;
- give children positive encouragement to tell the truth, they must be able to learn from their mistakes;
- ensure children have an opportunity to make amends for any misdemeanour;
- discuss children's actions with them, give a warning and ensure children know what the penalty will be should they continue to misbehave. All penalties will be carried out.

Rationale

In order to create a caring and stable environment in which every child can live and work, it is important that they understand the boundaries of acceptable behaviour. For this reason the rules of the school are kept simple, but non-negotiable.

At the beginning of each school year and regularly throughout the year, teachers and pupils will discuss expectations of behaviour, both in the classroom and around the school. Class expectations are then drawn up and these are reflected in the Class Charters.

Children's understanding of the Behaviour Policy will be a progressive teaching and learning experience from Year Three through to Year Six.

However, expectations for each classroom will be broadly consistent with the following, to ensure fairness and continuity.

Be polite
Be kind
Respect the school and things in it
Listen carefully
Be calm

Also, children are expected to complete educational tasks that are reasonably set for them within the school day.

Similarly, children will be expected to follow simple rules outside the classroom:

- Walk around the school - don't run, shirts tucked in, opening doors for others
- Put litter in a bin and be aware of caring for their environment
- Stay in designated areas - to stay to the left side of corridors and stairs and to leave the building through the appropriate exits at play and lunchtime.
- In the dining hall, eat quietly, remembering table manners and following the system in respect of seating arrangements and expectations of behaviour

Also, uniform expectations are outlined in our policy and should be followed at all times.

Zones of Regulation

To ensure the students in our school are emotionally literate and able to explain their thoughts and feelings, each class will use the zones of regulation. The use of these zones of regulation underpins our behaviour policy by helping children to understand and regulate their emotions so that they are in an appropriate state to make the correct choices regarding their behaviour and learning attitudes.

These are split into four colours, as follows:

- **Blue Zone:** low states of alertness and down feelings. This includes feelings like feels sad, tired, sick, or bored.
- **Green Zone:** a calm state of alertness. This includes feelings like happy, focused, content, or ready to learn.
- **Yellow Zone:** a heightened state of alertness and elevated emotions, with some control. This includes feelings like stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness.
- **Red Zone:** extremely heightened states of alertness and intense emotions. This includes feelings like elation, anger, rage, devastation, or terror.

It's important to note that the 'Red Zone' isn't all "negative" emotions (angry etc.); rather, it's the "biggest" emotions, (e.g. elated, ecstatic, overjoyed...). Similarly, the 'Yellow Zone' are emotions or feelings where children (and adults) start to 'bubble' (e.g. excited, frustrated, nervous). A good analogy is to think of it like a pot of water being

heated up: blue is cold water, green is room-temperature, yellow is starting to bubble and red is boiling.

School will introduce the zones through discrete teaching lessons in the first week of each academic year and through our PSHÉ curriculum. Children will be taught that everyone experiences all of the zones and that the red and yellow zones are not 'bad' or 'naughty'. All of the zones are natural and normal feelings, all are expected at one time or another and all are useful in different circumstances (e.g. 'Blue Zone' when falling asleep, 'Red Zone' when there is something dangerous).

There will be a 'Zones of Regulation' display in every classroom where some of the emotions/feelings for each zone/colour are identified and displayed in an age-appropriate way. Children may be given the opportunity to identify how they are feeling or 'check in' by interacting with the display linked to the relevant colour - this will allow others (classroom adults and potentially other children) to visually see and help them to regulate if needed.

Strategies to help with self-regulation will also be displayed and staff will use the vocabulary identified to support the children to express how they are feeling (some children might prefer not to use the 'Zones' language but to label the emotions directly). This language will be a whole school approach and therefore the zones language will be embedded as part of daily school life so all staff will be referring to them - not just their class teacher. LSAs and SNAs will have zones of regulation lanyards. Children are encouraged to identify different feelings and emotions for each 'Zone' and then decide on the best strategies to overcome these for themselves (with support from their teachers where needed). This individualised and personal approach will allow children to take ownership of how they manage their own emotions, reflect on the best ways for them to self-regulate and prepare them for when they need to do this in later life or in situations outside of school.

Some children will have individualised/personal 'Zone boards' where they have individualised words and regulation strategies to serve as a reminder for when they are dysregulated. In this situation, these identified children will have a key adult/adults who regularly check in on them and give them a chance to discuss how they are feeling and what has made them feel this way.

How adults can help use the Zones of Regulation:

- Identify their own feelings using 'Zones' language in front of the child (e.g. "I'm frustrated. I think I am in the yellow zone.")
- Talk about what tools they can use to get back into the appropriate Zone (e.g. I need to ...).
- Talk about the Zone a character from a book is in
- Regular check-ins with children

Incentives and Sanctions

Ideal incentives are the intrinsic rewards offered by high self-esteem, on relationships based on mutual respect and a stimulating curriculum. However, tangible rewards will recognise, and regularly celebrate, all forms of social and academic achievement. All individuals need to receive regular praise and encouragement.

As part of our aim to develop children's intrinsic motivation, a script will be used to praise children showing basic manners around the school. Staff should take the time to look at the child and follow the script below.

Oh, thank you! What is your name? _____ [name], thank you for _____ [name the behaviour]. That is so kind/ respectful/ thoughtful.

Please make sure you are really taking the time to look at the child.

A series of rewards are offered to promote good citizenship, effort and attainment. These include:

- ✓ Going for gold reward chart in all classes - each child starts on bronze and during the day they can, through hard work, during class teaching or within their written work move up to silver and then ultimately make it to gold for exceptional effort. Children who go above and beyond expectations have the chance to reach platinum.

Going for gold rewards:

Year 3 and 4 - If a pupil achieves gold, they will receive a sticker. If they make it to platinum, they will receive a certificate to take home.

Year 5 and 6 - If a pupil receives gold, they will get their name on a raffle ticket which will be drawn at the end of the week for a choice of rewards from their class teacher e.g. lunch in the classroom, a game in the classroom etc.

- ✓ Worker of the Week- each Class Teacher nominates a child who has worked incredibly and consistently hard throughout the week to receive a certificate highlighting their achievements in Celebration Assembly. In lower school, this achievement will be displayed on a class tree as a name on a star.
- ✓ Golden Learner - when children produce a piece of learning deemed to be of outstanding quality and above expectation they will be awarded a gold star in their book. At the end of each term, each teacher will reflect and choose 5 golden learners from their class to receive a certificate in a special lower/ upper school assembly with the Head teacher/ Deputy Head.
- ✓ Talavera Values are awarded to children seen to be modelling and demonstrating the Talavera Values of Aspirations, Resilience and Integrity. Children consistently modelling the values at the end of a half-term are given a Talavera Treat. A weekly 'Value of the Week' certificate is given to a child from each class for displaying a core value. Following this, their name is added to the

value tree in the classroom. In addition to this, stickers containing the values will be given on a daily basis.

- ✓ End of Year Awards- each year a boy and girl, from each year group, are selected to receive a trophy for being an outstanding member of their year group. In addition, a child from Year 6, who has progressed academically and been an asset to the school, is chosen for Headteacher's Award- awarded at the end of Year Celebration Assembly. Governors also select children (2 from each year groups) to be rewarded at the end of year academic year.
- ✓ Autonomous Class Awards- stickers, trophies and small rewards are developed in classes at the discretion of the teacher to promote positive behaviour.
- ✓ Marble Jars- each class has approximately 30 marbles in their class reward jar and these can be earned through whole class work, effort and behaviour and will result in a whole class reward.

Sanctions -

- ✓ In the classroom, if a child fails to follow an expectation, a verbal warning will be given. They will be reminded once again.
- ✓ If this is repeated for a 3rd time this will result in the child's parents being contacted either in the playground at the end of the day or by telephone that day.
- ✓ If the poor behaviour continues they will be sent to a member of SLT; starting with the Year Leader. In the event of physical violence towards another child or member of staff the child would bypass the warning phase. This child is then sent to the Head Teacher, Deputy Head Teacher or a member of SLT. They will then contact the parents at the end of the day, or sooner if deemed appropriate.

All children who have to have their parent called either by the class teacher or member of SLT will be monitored by the class teacher together with the SENCO to see if other intervention is required. These incidents should be recorded on CPOMS. The attached appendix one demonstrates the behaviour type and relevant sanction.

During lunch-times, if a child misbehaves, the lunchtime supervisor will try to resolve the situation. If further action is needed the child's Year Leader or the SLT member on that day will be notified. There may be occasions when a child's behaviour is so unacceptable that other sanctions will be appropriate.

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. Behaviour Monitoring charts (ABCC charts) will be used to help manage and rectify poor behaviour. Class teachers will regularly meet with all

parents of children on Behaviour Monitoring Charts to discuss progress with both the parents and child present.

In the event of an extremely serious incident, for example, one in which the child has lost self-control, or in the event of gradual deterioration in behaviour, despite many interventions and appropriate warnings, a short-term internal isolation may be imposed.

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. Exclusion would be an ultimate sanction and one which would be reluctantly imposed.

The school recognises that the development of a school community which is a secure and purposeful environment, in which children have high self-esteem and respect and tolerance for others, is an aim shared with parents, and that the successful implementation of this policy depends upon the support of parents. It is hoped that parents share the aims and content of this policy with their children.

Extreme/persistent inappropriate behaviour= internal isolation

Physical aggression towards a member of staff= suspension

At any point, for children who display behaviour which is reckless, or out of control, senior staff will be called to deal with them.

External Exclusion

We follow HCC guidance on exclusions and suspensions and consistently refer to the most up recommendations

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.

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

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.

ELSA and bubble time is made available where appropriate. 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.

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 VSH.

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:

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

Department for Education further advise:

School Suspensions and permanent exclusions (September 2022)

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

