



**Killisick
Junior School**
Believe • Achieve • Succeed

Behaviour Policy

2025/2026

Policy review dates and summary of changes:

Date of Review	Changes made by	Summary of changes made	Date implemented
11/09/2023	Richard Jones	Annual updates.	18/09/2023
10/12/2024	Richard Jones	References to School Charter changed to school rules.	04/01/2024
		References to ScholarPack changed to CPOMS.	
		Page 3 - Change of school rules.	
		Page 4 – Removal of School Charter.	
		Page 4 – Added exemplification of school rules.	
		Page 7 – Removed reference to OWL Enrichment as a reward.	
		Page 7 – Added Dojo Milestone Awards	
		Page 10 – Addition of Partner Class as a safe space	
		Page 10 – Change of CFSW days to Monday and Tuesday	
		Page 12 – Clarity added over where children removed from playground are taken to.	
		Page 13 – Addition of further sanctions for incidents related to sports	
13/08/2024	Richard Jones	Page 7 – Recording system changed from CPOMS to ScholarPack	02/09/2024
		Page 8 – Supporting Our Children – addition of 3 Nurture and MHWB Pathways.	
		Page 9 – change of 750 Dojo reward from Lunch with the Headteacher to Pudding Party	
		Living our School Values Assembly changed from 2 pupils to 1 pupil	
		Page 10 – reviewed sanctions for misbehaviour with a streamlined escalation process to quickly mitigate impact on learning	
		Page 12 – introduction of micro-scripts for consistency of language.	
		Page 15 – refinement of Levels for Lunchtime Behaviours	
23/09/2024	Richard Jones	Inclusion of WalkThru for Behaviour CPD	26/09/2024
		Inclusion of “paired class” within graduated response	
		Addition of expectations for when in Paired Class	
		Breakdown of which classes are paired.	
02/06/2024	Karen Carpenter	References to ScholarPack changed to CPOMS	
		Added logical consequence to not following fantastic walking	
		Edited the graduated response to misbehaviours	
15/08/2025	Richard Jones	Updated for new academic year – Changed paired class in light of going to 7 classes.	01/09/2025

“If a child does not understand English or maths, we teach them; behaviour should be treated the same way.”

Our vision

At Killisick Junior School we endeavour to create a safe and stimulating environment where everyone knows that they are all valued. We have high standards in achievement and behaviour underpinned by the values of our school. We provide an educational and social experience to meet the learning and emotional needs of all our pupils within the framework of a caring, supportive and structured environment. Pupils will be helped to develop their individual potential for growth, self-worth and self-control through experiencing clear and consistent guidance and support on appropriate ways of behaving in different social contexts. Our perspective is to empathise, understand and take action to ensure every pupil's emotion and state of well-being allows their behaviour to align with the appropriate conduct in our school and the outside world.

We believe that children are like trees:



We talk about the importance of having healthy soil, providing us with nourishment and supporting their basic needs, the roots connecting them to friends and family, having sunshine in our lives to bring us joy, how to spot potential harms/predators and how key it is to use our watering cans to ensure we thrive. The trunk provides stability and security, and the canopy indicates prosperity and flourishing.

Our values

We have defined our values as;

- Respect,
- Responsibility,
- Perseverance,
- Enjoyment,
- Pride,
- Confidence,
- Aspiration and
- Creativity

Aims

Our aim is to encourage all pupils within the school to:

- Learn to develop an understanding of the ways their behaviour affects other people.
- Learn to respect the reasonable needs, wishes and feelings of others.
- Learn to understand, control and take responsibility for their own behaviour.
- Learn to develop a responsible, supportive and caring attitude towards other people.
- Learn to develop a respect for property and for their environment.
- Consider the impact that their behaviour has upon learning.
- Understand that a partnership between home and school exists in order to promote acceptable behaviour in school.

Killisick Junior School's Behaviour Blueprint

Our Rules	Visible Adult Consistencies	"Above & Beyond" Recognition	Relentless Routines
1. Be ready. 2. Be respectful. 3. Be responsible.	• Daily meet & greet at the door. • Calm, consistent and fair. • First attention to best conduct: catching children 'doing the right thing'. • SLT visible at breaktime and lunchtime.	• Living Our School Values certificates • Pride in Presentation Awards • Calls/Dojo messages to parents/carers • Headteacher/SLT praise • Dojo Milestone Awards • Vending machine Tokens	• Fantastic Walking • 5, 4, 3, 2, 1 • Be a S.T.A.R.

Expectations of Staff

It is the everyday habits of adults that provoke a change in pupils' behaviour.

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

1. Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant.

This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.

2. Staff will be calm, consistent and fair in their treatment of children, parents and colleagues.

Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

3. Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours.

This encourages children to be role models and makes expectations on behaviour clear for all.

Adults apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Establishment Week:

The first week of each academic year is Establishment Week. This provides children with the opportunity to be (re)familiarised with the rules and expectations of their new year group.

During this week, children will be reintroduced to the rules, routines and procedures contained in this Behaviour Policy.

Our school rules:

To create a system that is easy to implement consistently, we have streamlined our rules. However, we understand that these rules, in isolation, can seem quite abstract. We have therefore exemplified each rule with "what this looks like at Killisick". It is a non-exhaustive list, but covers the main aspects of behaviour and conduct we would expect to see in an effective school environment:

Be ready 	Be respectful 	Be responsible 
• Come to school on time. • Look at and listen to the person talking. • Follow instructions the first time. • Start work straight away. • Wear the correct uniform and PE kit. • Line up promptly in register order. • Have school pencil case and equipment ready. • Maintain a tidy classroom and tray.	• Use manners consistently (i.e. saying please and thank you) • Greet adults politely when we arrive each morning. • Thank the adults that we work with at the end of the day when we leave. • Pick up after ourselves and others. • Do things for others because it feels good. • Work hard in lessons. • Notice when others have done something for me. • Hold doors open. • Win gracefully. • Use people's names. • Use a knife and fork when eating lunch. • Use appropriate language that is kind and respectful to all.	• Move calmly around the school and outside. • Use play equipment properly. • Keep hands and feet to ourselves. • Tell an adult if something is wrong. • Play only in the places allowed. • Use technology responsibly. • Hang coats and bags up in the cloakroom neatly.

Being a S.T.A.R.

Children are expected to be active learners during each lesson. In order for this to be visible, we ask our children to be S.T.A.R.s:

- S** Sit up straight
- T** Track the speaker
- A** Ask and answer questions
- R** Respond respectfully

Each classroom will display a poster titled "Are you being a S.T.A.R.?" as a visual reminder of the expectations.

Teaching behaviour and character

We must teach our children how we want them to behave. This includes incidental teaching as incidents arise, but more so an approach that is proactive and includes direct and explicit instruction.

Staff will teach the following throughout the academic year:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Overview	Explicit teaching of the full #madeinarnold behaviour curriculum content	Ongoing revision of content	Longer recap of #madeinarnold behaviour curriculum content	Ongoing revision of content	Longer recap of #madeinarnold behaviour curriculum content	Ongoing revision of content
	- School rules - Moving around school - Classroom routines - Speaking in class - Completing work in books - Manners - Playtime behaviour - Lunchtime behaviour - Preventing bullying - School uniform - End of day routines - Attendance and punctuality - Behaviour outside of school		- School rules - Moving around school - Classroom routines - Speaking in class - Completing work in books - Manners - Playtime behaviour - Lunchtime behaviour - Preventing bullying - School uniform - End of day routines - Attendance and punctuality - Behaviour outside of school		- School rules - Moving around school - Classroom routines - Speaking in class - Completing work in books - Manners - Playtime behaviour - Lunchtime behaviour - Preventing bullying - School uniform - End of day routines - Attendance and punctuality - Behaviour outside of school	

See **Character Curriculum** for a more detailed breakdown.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome children and family members at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

School & Parent/Carer Agreement

Working with parents as partners is crucial to the successful implementation of any behaviour policy, as such, below are the expectations of each stakeholder group, to ensure the best possible outcomes for our children.

The school will:

- Keep parent/carers informed of any issues relating to their child both positive and negative.
- Speak to parent/carers politely and with respect.
- Listen to parent/carers concerns about their child and investigate them thoroughly.
- Support parent/carers in their child's learning and behaviour.

Parents/Carers will:

- Bring any concerns about their child to the class teacher.
- Speak to staff politely and with respect.
- Not approach and speak to children or parent/carers that they have an issue with.
- Support staff in their child's learning and behaviour.

Teaching and Learning

Learning is the central focus of all we do. We strive to create the stimulating and engaging environment and the conditions that facilitate every aspect of learning. We aim to establish and maintain routines in the classroom and to train staff and pupils to observe these routines. This helps to maintain boundaries and support the pupils to self-manage their behaviours.

Guidelines for classroom practice

- We plan learning thoroughly to be stimulating, coherent and well-organised.
- Lessons begin with clear expectations of progress and success criteria for the lesson is agreed.
- Each lesson ends with an opportunity for self-assessment of learning.

- We make sure that the room is tidy and laid out thoughtfully and all the materials and equipment are ready for use.
- We establish positive expectations of behaviour.
- We model clear communication and positive interactions between each other and between adults and pupils.

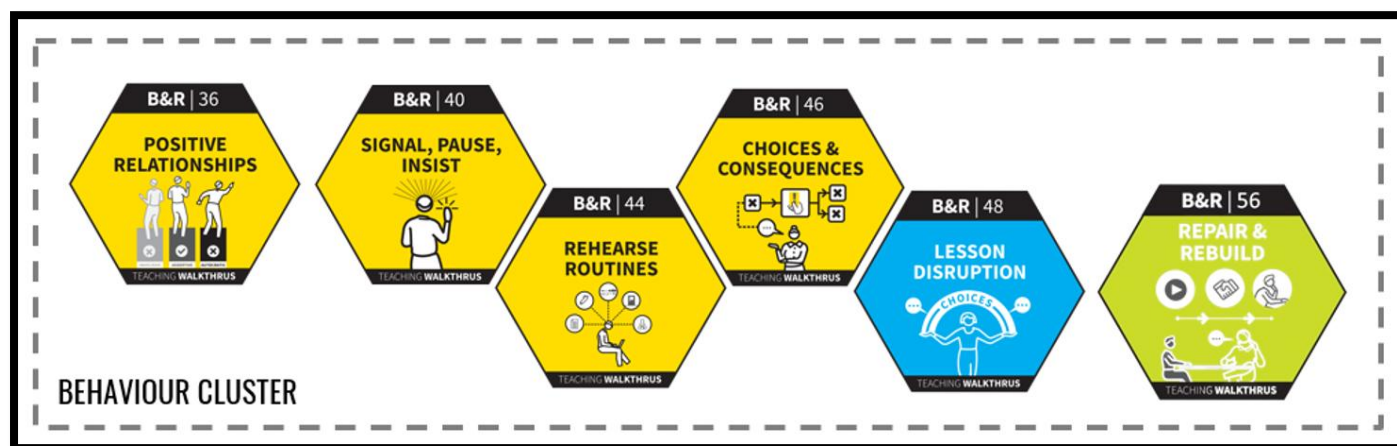
We establish and insist on routines for:

- entering the classroom.
- seating arrangements.
- sharing a visual timetable for the day.
- distributing and using the equipment needed.
- transition between carpet spaces and classroom tables.
- walking between areas of the school building.

WalkThrus for behaviour:

We use a carefully selected cluster of teaching Walkthrus to support with the consistent implementation of this behaviour policy. These support staff to be consistent and children to know what to expect, for example, when they have a different teacher (e.g. for PPA).

These are learned and understood by staff at the start of the year INSET and revisited throughout the school year as appropriate. Children are introduced to these during Establishment Week and throughout the year (as appropriate)



Supporting Our Children

Some children may, at some stage throughout their school career, require additional support to regulate their behaviour. This could be for several reasons including trauma, time away from school or issues outside of school affecting their ability to concentrate. As a school we appreciate that behaviour is a complex area, and so, have interventions in place to support children to understand the root cause of some of their behaviours.

- ELSA (Emotional Literacy) support, from 2 trained members of staff
- Resilience support through the children trained as Wellbeing Warriors

- Well-being curriculum throughout school
- 3 Nurture & MHWB Pathways designed to support the varying needs of children.
 - Pathway 1 – universal pathways for all children
 - Pathway 2 – emerging needs pathway for children who require additional support to the universal pathway.
 - Pathway 3 – bespoke provision designed alongside external agencies based on the Princes' Trust skills-based qualifications.

Class Dojo

At Killisick, we value positive recognition as a major tool in supporting children to manage their own behaviour. To support with this philosophy, we use '**Class Dojo**', where children's positive behaviour can be rewarded through carefully chosen 'Dojo Points'. These points reinforce school values (for example children can be rewarded for being creative or respectful), support children in managing their own behaviour (for example 'managing emotions') and encourage positive behaviour, for following school rules or excellent effort in lessons. Each child's profile can be accessed by their parents, and Class Dojo facilitates a working relationship between teacher and parent/carer, enabling open communication and an honest representation of a child's behaviour.

Rewards

Our reward system acknowledges and celebrates academic and pastoral achievements and positive behaviours. Positive recognition motivates pupils to observe our school rules and reach their full potential. Our focus is on:

- **Positive** achievements and behaviours.
- **Raising** self-esteem.
- Creating a **positive** learning environment.

The rewards we operate are:

Dojo Milestone Awards – Children will be rewarded when they reach the following milestones of Dojo points:

Number of Dojos	Reward
250	Class Dojo Award Certificate and badge
500	Reward pencil from the Headteacher
750	Pudding Party
1000	Vending machine token

Star of the Day- Each class teacher will select **one** pupil each day who they feel they would like to highlight their positive achievements or positive behaviour. This pupil will be given the opportunity to wear the Star of the Day sash.

Living our School Values Assembly - A Values certificate will be awarded to **one** pupil per class. The Values pupil will be introduced by the class teacher and the teacher will share their achievement with the assembly. They will receive a Values Certificate and a small prize. Attendance for each class will be celebrated at Values Assembly every week.

Head Teacher Award - Pupils who have made any outstanding achievement can be sent to the Head Teacher to celebrate their success. Achievements can be in many forms e.g., a piece of outstanding work, improvement in behaviour, living our school values.

Head Teacher Exceptionality Award – Pupils who go consistently above and beyond will be rewarded with a Vending Machine Token. This can be decided by the Headteacher or through nominations by class teachers or other members of staff.

Transitions and moving around the school site – Fantastic walking.

- Teachers are responsible for the way their children move around the school when out of the classroom. Ultimately, we want children to be responsible for their own actions and movements.
- Children should move quietly and keep to the left in the corridors, on the stairwells and when moving to and from the playground.
- Teachers need to teach children appropriate behaviours for moving around the school.
- Teachers should lead their class from the front of the children line when moving about the school, while at the same time repositioning themselves as necessary to ensure their line is moving calmly and safely around the school.
- Teaching Assistants should be positioned on the stairs or along the line after assembly and at break times to assist the smooth running of transitions times.
- If a child exhibits inappropriate behaviours when not in the classroom, it is the witnessing staff member's responsibility to apply the behaviour procedures.
- If children do not move around school appropriately, they should walk from their location again. If this still does not modify the conduct, children should practise with their class teacher at break time.

Any adult moving around the building should:

- Ensure children move quickly to the right place if moving throughout the school.
- Challenge any children out of lessons.

Sanctions

For those pupils who **persistently** fail to follow the school rules and **seriously** disrupt their own learning and the learning of others, the following sanctions will apply. These sanctions will be recorded on the pupil's report on CPOMS as appropriate.

	Misbehaviour			
Unwanted behaviours in increasing order of severity (All negative Dojo's are - 1)	Failure to meet school expectations (ready, respectful, responsible)			
		First	Next	Then
	Incorrect uniform (including footwear and jewellery)	Class teacher to make contact with parents/carers	CFSW to meet with parents	
	Lack of correct equipment (inc. homework diary & reading book)	Class teacher to make contact with parents/carers	CFSW to meet with parents	SLT meet with parents/carers
	Phone not handed in at the start of the day	Negative Dojo > Contact with parents/carers	Phone left at home	SLT meet with parents/carers
	Littering	Negative Dojo	Litter pick	Appropriate adults meet with parents/carers
	Not walking appropriately around school	Go back and do it again	Negative Dojo	Practise in free time with class teacher
	Lack of work completed in class	Complete in own time	Class teacher to meet with parents/carers	SLT meet with parents/carers
	Poor quality presentation	Redo the piece of learning	Class teacher to meet with parents/carers	SLT meet with parents/carers
	Shouting out in lesson	Reminder > Negative Dojo	Paired class	Internal isolation
	Disrupting the learning of others	Reminder > Negative Dojo	Paired class	Internal isolation
	Inappropriate use of technology in class	No use of tech for next lesson.	Class teacher to meet with parents/carers	SLT meet with parents/carers and referral to ESHAW Hub

	Answering back	Reminder > Negative Dojo	Paired class	Internal isolation
	Failure to keep hands and feet to self	Reminder > Negative Dojo	Paired class	Internal isolation
	Swearing or inappropriate language	Reminder > Negative Dojo	Class teacher to make contact with parents/carers	SLT meet with parents/carers
	Damage to property	Negative Dojo > Help fix item	SLT contact parents/carers	
	Theft	Contact with parents/carers > Internal isolation	SLT meet with parents/carers	
	Left lesson without permission	Negative Dojo > Contact with parents/carers	Internal isolation	SLT meet with parents/carers
	Refusal to complete classwork	Negative Dojo > Complete learning in own time	Class teacher meet with parents	SLT meet with parents/carers
	Refusal to follow the instructions of an adult	Removal from lesson	SLT meet with parents/carers	
	Behaviour causing danger to self or others (e.g. throwing equipment)	Reminder > Negative Dojo	Class teacher to make contact with parents/carers	SLT meet with parents/carers
	Physical assault of child or adult (fighting)	Negative Dojo > No free time next session	SLT contact parents/carers	
	Abuse related to Protected Characteristics	Internal isolation > Contact with parents/carers	SLT meet with parents/carers	Referral to ESHAW Hub
	Sexual misconduct	Contact with parents/carers		

		> Internal isolation Referral to SLT		
	Use of threat/possession of an offensive weapon	Contact with parents/carers > internal isolation or fixed term suspension	SLT meet with parents/carers	Referral to appropriate agency (i.e. MASH/police)
	Bullying – sustained over time (See Antibullying Policy for graduated response)	Internal isolation > Contact with parents/carers	SLT meet with parents/carers	
Reflection Restorative conversation Repair plan				
What can school do if behaviour persists or does not improve?				
○ GAP TEAM REFERRAL Nurture planning Solution circles Behaviour reviews Classroom support Provision planning	○ EARLY HELP REFERRAL Part-time timetable Periods of exclusion / risk of exclusion Disruptive behaviour Challenging behaviour Anti-social behaviour (child)	○ EPS CONSULTATION A solution focused consultation with an Educational Psychologist (EP) Identifying the ‘best hopes’ Discussions around situations that are ‘stuck’		
○ OFF SITE DIRECTION A child could be educated at another school or alternative provision setting. This could also include the child splitting time between 2 different locations. This should only be used when it is the best way to support the child's behaviour and prevent suspension.				
○ MANAGED MOVE A managed move is a useful strategy that allows a child who is experiencing difficulties in school and who would perhaps benefit from being moved away from any negative or persistent situations to participate in a 'fresh start' elsewhere. It involves a child attending another school for a specified period of time.				

- Stages may be jumped, depending upon behaviours exhibited.
- Every serious incident will be assessed individually on a case-by-case basis and the ultimate decision and discretion regarding the consequence lies with the Senior Leadership Team.

- It is vital that pupils are given the opportunities to have a ‘fresh start’ after any behavioural incident.

Paired class allocations

Wilson	...is paired with...	Okogwu
Rowling		Horowitz
Rosen		Blackman
Freedman		Horowitz

Expectations:

- Children being sent to Paired Class should be able to independently access their learning. The adult sending them should provide the child with instructions on what they are to do when in Paired Class.
- Children should be taken to paired class by an appropriate person.
- Children should take an appropriate level and amount of learning along with their pencil case.
- The child should take a 15-minute timer with them, which they start when they arrived at Paired Class. The receiving adult should check this.

Micro-scripts for responding to incidents of misbehaviour:

Micro script for responding to Level 1 behaviours

Reflection:

Teacher: "Michael, I noticed you [describe the minor misbehaviour]. This goes against our school's values of [relevant values]."

Restore:

Teacher: "Okay, let's talk about what happened and how we can make things right. What do you think you could have done differently?"

Michael: [Responds]

Teacher: "I see, that makes sense. In the future, try [suggest alternative positive behaviour]. Now, let's think of how you can make up for this - perhaps you could [suggest way to restore the situation]."

Michael: [Responds]

Teacher: "Great, thank you for that. I know you can do better next time."

Repair:

Teacher: "I'm glad we were able to talk this through. I know you understand what went wrong and how to improve. Now, let's get you back to class so you can continue your learning."

Micro script for responding to Level 2 behaviours – using Paired Class

Reflection:

Teacher: "Olivia, I've noticed you [describe the misbehaviour] again. This is unacceptable and goes against our school's values. I need you to go to Paired Class to reset."

Olivia: [Responds]

Teacher: "Thank you for understanding. Please take your learning, pencil case and timer to [Class]."

Restore:

Teacher: [Upon return to the classroom] "Thank you for completing your learning in Paired Class. I can see you are now back in the Green Zone and ready to learn."

Olivia: [Responds]

Teacher: "Let's think about how you can make better choices next time to avoid this situation."

Olivia: [Responds]

Repair:

Teacher: "I'm glad we were able to talk through what happened. Now, I think you're ready to continue learning."

Micro script for responding to Level 3 behaviours resulting in internal isolation

Reflection:

Deputy Head: "Ryan, I'm afraid I have to send you to the [location of adult on-call]. Your behaviour of [describe serious incident] is completely unacceptable and goes against our school's values. You will need to spend [duration] in internal isolation to reflect on your actions and reset your behaviour."

Ryan: [Responds]

Deputy Head: "I understand you may be upset, but this is the consequence for your behaviour. Let's go to [location of adult on-call]."

Restore:

[Adult on-call]: "Ryan, the Deputy Head has sent you to me because of a serious incident in the classroom. Can you tell me what happened?"

Ryan: [Responds]

[Adult on-call]: "I see. This is a very serious matter, and we need to discuss how to move forward. What do you think you could have done differently?"

Ryan: [Responds]

[Adult on-call]: "Okay, I appreciate you sharing your perspective. Now, let's think about how you can make amends and get back on track."

Repair:

[Adult on-call]: "Ryan, I'm glad we were able to talk through this and identify ways for you to improve your behaviour. For the rest of the day, you will remain in internal isolation here with me. During this time, I want you to reflect deeply on your actions and how you can make better choices when you return to class tomorrow. I'm here to support you, but you need to show us you're ready to be back in the classroom."

Ryan: [Responds]

[Adult on-call]: "Very well. I'll be in touch with your parents and the Deputy Head to discuss this further."

Micro script for responding to Level 3 behaviours resulting in suspension

Reflection:

Teacher: "Ryan, I'm afraid I have to send you to the Deputy Headteacher's office. Your behaviour of [describe serious incident] is completely unacceptable and goes against our school's values. You will need to spend the rest of the day in internal isolation to reflect on your actions."

Ryan: [Responds]

Teacher: "I understand you may be upset, but this is the consequence for your behaviour. Please go to the Deputy Headteacher's office now."

Restore:

Deputy Headteacher: "Ryan, your teacher has sent you to me because of a serious incident in the classroom. Can you tell me what happened?"

Ryan: [Responds]

Deputy Headteacher: "I see. This is a very serious matter, and we need to discuss how to move forward. What do you think you could have done differently?"

Repair:

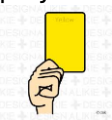
Deputy Headteacher: "Okay, I'm glad we were able to talk this through. Unfortunately, your behaviour today has resulted in a suspension from school for [duration]. During this time, I expect you to reflect on how you can make better choices when you return. We're here to support you, but you need to show us you're ready to be back in the classroom."

Ryan: [Responds]

Deputy Headteacher: "Very well. I'll be in touch with your parents to discuss this further."

Lunchtime behaviour system

Teachers, support staff and MSAs are to all follow the lunch and play time behaviour policy as detailed below:

	<u>Behaviour</u>	<u>Response:</u>
Level 1 - Time out from play 	<u>Behaviours requiring a yellow card:</u> • Inappropriate language/unkind words • Not following or listening to instructions • Not following rules of a game or activity • Causing disruption to a game or activity	• Teacher/Midday Supervisor issues a negative Dojo. • 10 minutes time out on the benches in the hall. Middays dealing with the incident to inform the Senior Midday Supervisor. • Midday Supervisor completes a Behaviour Incident Report form and hands to Senior Leader. • Midday supervisor to affect a thorough handover to class teacher. Class Teachers does not need to action anything further.
Level 2 - Red Card 	<u>Behaviours requiring a red card:</u> • Further misbehaviour following a yellow card • Causing physical harm to others • Threatening language	• Children taken to The Barn by Midday supervisor. If a child refuses, follow the dysregulation flow chart. • Child to complete a reflection sheet. If incident occurs just after playtime or lunch, then the consequence is carried over to the next lunch period. • Midday Supervisor completes a Behaviour Incident Report form and hands to Senior Leader. • Adult in the barn adds a negative dojo and messages generic script to parents. (There has been an incident of ____ at lunchtime resulting in ____ being removed from the playground/field. If you require further information, please contact your child's class teacher) • Adult in the barn alerts SLT/CFSW if an incident needs further investigating. • Midday supervisor to affect a thorough handover to class teacher with consequences. Class Teachers does not need to action anything further.
Level 3 – Additional support	<u>Behaviours requiring additional support:</u> Causing physical harm to adults and other children. Fighting Highly disruptive behaviour Persistent offensive / abusive language Racist, religious, homophobic incident	• SLT on duty to intervene. • Immediate removal to outside Head's Office. • Phone call home by Senior Leader • Midday Supervisor completes a Behaviour Incident Report form and hands to SLT. • Midday supervisor to effect a thorough handover to class teacher. • Internal isolation (Length of time to be determined by a member of SLT.) • This will be carried out by SLT or CFSW.

		• Work set for the isolation is the class teachers' responsibility to organise and should be work the child can complete independently. • Child will return to class after an internal exclusion either after play or after lunch.
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- Stages may be jumped, depending upon behaviours exhibited.
- Every serious incident will be assessed individually on a case-by-case basis and the ultimate decision and discretion regarding the consequence lies with the Senior Leadership Team.

It is vital that pupils are given the opportunities to have a 'fresh start' after any behavioural incident.

If an incident is as a result of misbehaviour during football/basketball, the following additional sanctions apply:

First offence	1-day ban from sports pitches
Second offence	3-day ban from sports pitches
Third offence	5-day ban from sports pitches

- Equipment will be laid out on the playground before the start of each lunchtime by one of the Playleaders. This will be put away by Sports Leaders under the supervision of a Playleader at the end of lunchtime. All equipment should be stored in the coloured bins on the playgrounds. Its condition should be check on a weekly basis.
- Midday Supervisors will run activities for the children based on the Next Level Sports "Positive Play" training. The folder is in the Staff Room.
- No children should be climbing over or under the yellow barrier. If they do a Yellow Card shall be issued and the child sent inside to The Barn for 10 minutes. This should be logged on CPOMS.

Lunchtime Supervision:

It is vital that adequate supervision is provided to keep children safe at lunchtime. As such, midday supervisors are strategically located to cover the entirety of the playgrounds:

	Hall		Bottom Playground		Thoroughfare	Middle Playground		MUGA
Monday	NK	AG	MH	HA	JS	SB	EB	
Tuesday	NK	JS	MH	HA	AG	SB	EB	
Wednesday	NK	HA	MH	AG	JS	SB	EB	MG
Thursday	NK	EB	MH	HA	JS	SB	AG	MG
Friday	NK	MH	AG	HA	JS	SB	EB	

Restorative Justice

Staff will receive training on how to undertake Restorative Justice.

We are aware that some pupils may need some extra support at a given time to follow our school rules. When providing this support, we must always remember we want **restitution not retribution and reconciliation not revenge**. We will create a supportive culture where all those affected by an incident are involved in finding a mutually acceptable way forward.

Restorative Justice allows opportunities for pupils to reflect on, take responsibility for and learn from their own behaviours. During reflection pupils will be encouraged to think about:

- How has your behaviour affected others?
- What could you have done differently?
- How can you make amends/move forward?

Individual Behaviour Logs

It is crucial to keep an accurate and up to date log of behaviours that cause concern. This will allow us to:

- ‘Paint a picture’ of the pupils’ behaviour and allow us to provide appropriate support through an Individual Behaviour Plan (IBP).
- Give parents/carers an accurate account of behaviour in order for them to provide support.
- Class Dojo will record behaviour over time.

Individual Behaviour Plans (IBP)

Some pupils may require additional support at some time to work within our school rules. Risk assessments and individual handling policies will form part of a child’s IBP. In such cases an IBP will be drawn up by the Head Teacher and the Inclusion Team Lead in conjunction with the class teacher, parent/carers and pupil.

Off-site Direction (optional depending on the child)

- After discussion with parents/carers and with their consent a pupil may spend up to three days at another school in seclusion.
- The pupil will be transported to and from school by a suitable member of staff who then supervises the pupil. Work must be provided by the class teacher.
- The pupil will return to school with behaviour contract in place (discussed with parent/carers, pupil and key members of staff).

Suspension/Exclusion

Only the Head Teacher can suspend a pupil, and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period suspension may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. The Head Teacher will notify parents of this decision. Lunchtime exclusions are counted as half a school day.

A decision to permanently exclude a pupil will be taken only:

- a) In response to serious breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a child permanently is a serious one. There may be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another pupil or a member of staff;
- b) Sexual abuse or assault
- c) Supplying an illegal drug; or
- d) Carrying an offensive weapon

Physical Intervention

At Killisick Junior School we aim to provide a safe, caring and friendly environment for all our pupils to allow them learn effectively, improve their life chances and help them maximise their potential. We take the safety of our pupils and staff very seriously. We believe that all pupils and staff have the right to be and feel safe whilst at school or on a school-run activity. This policy should be read in conjunction with our behaviour and child protection (and the broader safeguarding agenda) policies.

Minimising the Need to Use Reasonable Force

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We have a robust Wellbeing curriculum, taught daily, and 2 trained ELSAs, supporting children across school with emotional regulation. We have two mental health first aiders. We will only use force as a last resort and strongly believe in deescalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment. Where a pupil is identified as displaying challenging behaviour which may require de-escalation an Individual Handling Plan will be developed in collaboration with the staff working with the pupil and the parents/guardians. **Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.**

Staff Authorised to Use Reasonable Force

Under Section 93 of the Education and Inspection Act (2006) and subsequent guidance published by the DfE in January 2016 entitled 'Behaviour and Discipline in Schools – Guidance for Head Teachers and Staff' the head teacher of our school is empowered to authorise those members of her staff who

are enabled to use reasonable force. Here at Killisick Junior School the head teacher has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or charge of pupils in a given lesson or circumstance have permanent authorisation.
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

Deciding Whether to Use Reasonable Force

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the pupil him/herself)
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person
- whether the consequences of not intervening would have caused serious and significant damage to property
- whether the chance of achieving the desired outcome in a non-physical way was low;
- the age, size, gender, developmental maturity of the persons involved

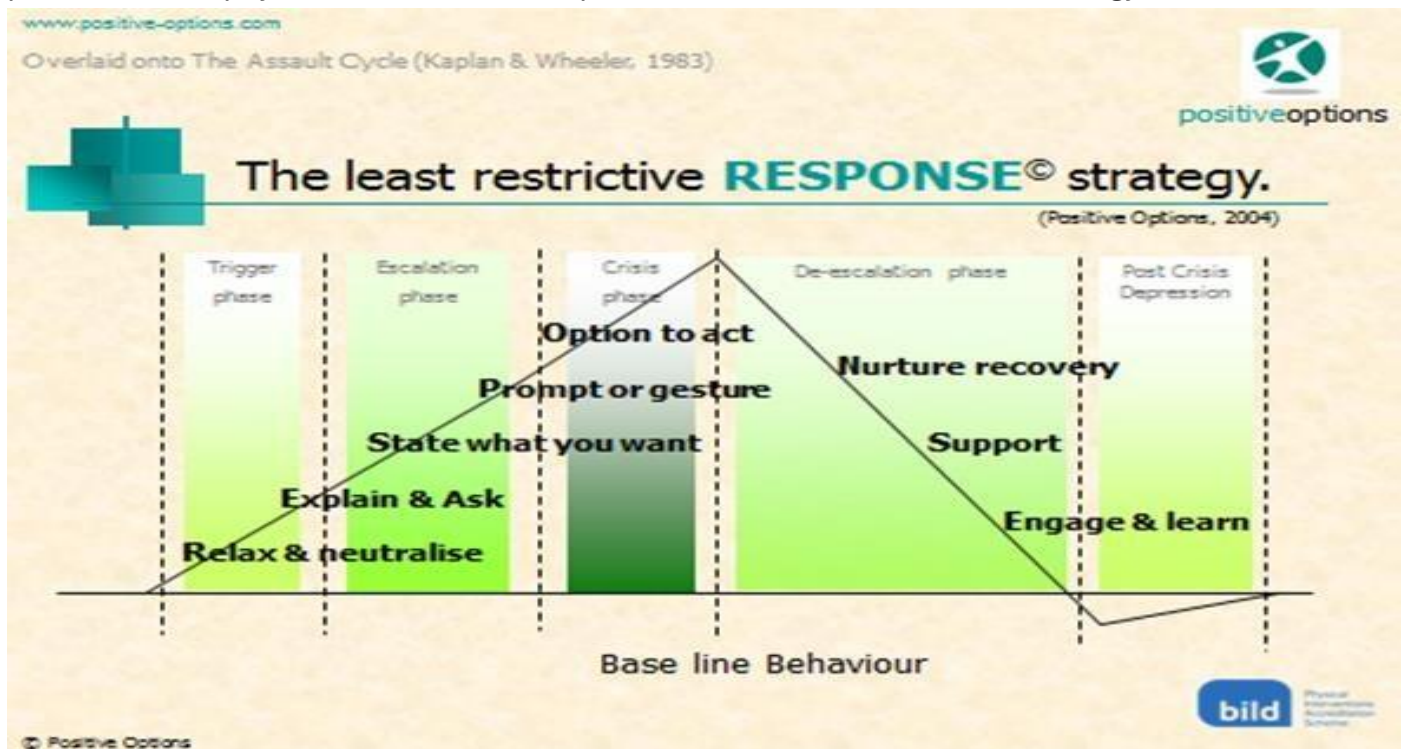
Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific pupils who can present risks to themselves and others. This may include information about SEN, personal circumstance and temporary upset.

Using Reasonable Force

When using force, members of staff should only use the minimum amount of force required in achieving the required outcome. Staff should also use force within the context of existing good

practice in non-physical skills and techniques, such as in the RESPONSE® Strategy:



Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Also staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

Staff training

At Killisick Junior School we have ongoing training around understanding attachment and behaviour and de-escalation strategies. Individual children, with heightened behaviour challenges have strategies and resources from Senior Leaders and other agencies, e.g. Communication Interaction Team, Gedling Area Partnership, Notts CC.

Recording and Reporting Incidents

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, significant incidents where a member of staff has used force on a pupil. The record must be made as soon as practicable after the incident using the Incident Reporting Form. These should be given to the Head Teacher who will store them securely and in line with the data protection act- on CPOMS. Where a welfare or safeguarding concern arises, all staff will follow the procedures as outlined in the school Safeguarding policy.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account:

- an incident where unreasonable use of force is used on a pupil would always be a significant incident;

- any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed (though clearly not over reacting) would be significant.

In determining whether incidents are significant, schools should consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the pupil or member of staff.

Staff should also bear in mind the age of the child, any special education need or disability and other social factors which might be relevant.

Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents/carers know about them. Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report. These will always be logged on CPOMS. The Headteacher/DSL monitors and uploads all behaviour logs and quality assures these.

Post-incident support

Following the use of physical intervention staff and pupils will be supported, the immediate physical needs of all parties will be met, and staff will ensure that positive relationships are maintained.

- Pupils should be given time and space to calm down after an incident and when ready reintegrated back into their timetable as soon as possible.
- Staff should be offered a short break out of the classroom where possible after an incident it is important to ensure that staff and pupils are given emotional support and basic first aid treatment for any injuries.
- Immediate action should be taken to ensure that medical help is accessed for any injuries that require other than basic first aid.
- All injuries should be reported and recorded on an accident form and in the accident log book.
- In the event of an incident involving violence towards staff, this should be reported to the Flying High Partnership.

Communication with parents

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour and conduct.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of issues as relevant. If there are issues at home (e.g. change/loss of job or the loss of a family member or pet) parents should inform the class teacher, who is the key professional in this process of communication. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

Where behaviour is causing concern in school, parents will be informed at an early stage, and given an opportunity to discuss the situation.

If the school is concerned about a child's behaviour, parents will be informed:

- Any cause for concern will be communicated verbally at the end of a school day or via a phone call or Class Dojo from Class Teacher on the same day as the concern
- A meeting at parents' evening
- A progress meeting
- A phone call or letter to arrange a meeting to discuss general concerns or patterns in behaviour

Any reported matter is normally dealt with through a series of interviews, including pupil and staff accounts that were relevant. If a parent wishes the pupil not to be interviewed, then parents must accept that the matter may only be able to be noted and not actioned.

School may contact parents to seek support when dealing with behaviour and if a satisfactory outcome is not reached, the issue will be escalated through this policy and possibly to the governors, who will decide on next steps. This may include a letter to invite parents to meet in person or online with staff and governors so that everyone can work together.

If a monitoring period is set at a meeting, this will be clearly communicated with all stakeholders and will include how the period will be reviewed, by whom and when. The outcome of any monitoring period will be communicated to parents by either telephone call or face-to-face meeting.

Parental support with regulation

If we have exhausted the strategies for de-escalation or co-regulation, we may telephone parents/carers to help or support with the situation. This could take several different forms:

1. Speaking to the child over the telephone to offer
2. Attending school to speak to the child face-to-face (only if appropriate)
3. Taking the child from school site to support with regulation (for a define amount of time not exceeding 90 minutes) with a view to always bringing them back to school.

We will never request parents to take children home.

Transition

Times of transition can see an increase in the level of behavioural need, particularly for vulnerable children or children with SEND.

We support transition through regular meetings between key stakeholders: current teaching staff, new teaching staff, Inclusion Team, SLT and parents.

Regular conversations about children through the established weekly ChildWatch meetings feed back into this process.

For children moving between Phases, the Deputy Headteacher will facilitate detailed Transition Meetings.

Complaints and allegations

Complaints and allegations will be taken seriously and we will investigate these thoroughly, speedily and appropriately investigated. All complaints will be dealt with in line with the Flying High Trust, Killisick Junior School, Complaints Policy. Any allegations against staff will be dealt with in line with the Flying High Trust procedures.

Malicious allegations

If a pupil makes an allegation against a member of staff, this will be thoroughly investigated and, where appropriate, referred to the LADO.

If the allegation is found to be malicious, support for the pupil will be put in place through the Inclusion Team. If appropriate, a sanction may be given.

Support for the member of staff will be given through the Health & Wellbeing Team.

Application of this policy outside of school hours or off school site

This policy, and the principles contained herein, apply to children when in school but also in other circumstances, such as:

- When travelling to and from school
- When on a school trip
- When representing the school by wearing school uniform.

If behavioural incidents that happen outside of school are reported to the school, we will endeavour to investigate as far as practical. This could mean that a referral to external agencies such as Derby Children's Social Care or the police via 101 is made.

Legal Duties

The school has a legal duty under the Equality Act (2010) and those in respect of safeguarding and supporting all children, particularly those with SEND.

This policy should be supplemented with guidance from the SEND Code of Practice (2015) and other documents which promotes the safeguarding of children, such as Keeping Children Safe in Education (2024).