



**Paulton Junior School**  
**Behaviour Policy**

Written: July 2023  
2 yearly review: September 2025  
Next Review: September 2027

***At Paulton Junior School, we strive to create a safe and inclusive learning environment that promotes positive behaviour, respect, and personal growth for all pupils. Our behaviour policy outlines clear expectations and sanctions to maintain a harmonious atmosphere conducive to learning.***

### **Aims:**

In order to fulfil this policy all staff involved will be guided by the following principles:

- To expect high standards of behaviour at all times
- To be firm, fair and consistent at all times
- To encourage positive self-esteem through praise and reward systems
- To set a good example and provide a positive role model in a happy and secure environment
- To provide the opportunities for children to be responsible for themselves and others

By implementing this behaviour policy, Paulton Junior School aims to create a positive, respectful, and nurturing environment where students can thrive academically, socially, and emotionally. We believe that clear expectations and appropriate sanctions help instil a sense of responsibility, self-discipline, and accountability among our pupils.

### **The Role of Staff:**

The attitude of all adults in our school is of prime importance. It is the staff who determine the environment in which behaviour boundaries are established and maintained; our school ethos and values inform all expectations and boundaries (Learning Together, Learning for Life and the 6Rs). It is vital that all staff model behaviour and relationships; they communicate the school's expectations and teach behaviours implicitly and explicitly through interactions with pupils, colleagues and parents. All members of staff, regardless of their role within school, are responsible (at all times) for the behaviours of pupils within sight or sound of them.

### **The Role of Parents and Carers:**

The role of the parents and carers is crucial in assisting the school to maintain its high expectations of behaviour. Teachers aim to work hard to build, develop and maintain positive behaviours with parents. For example, by keeping parents informed and updated about their child's behaviour and encouraging parents to celebrate pupils' successes. If parents have concerns about any aspect of pupil behaviour, they are encouraged to raise their concern directly with the school at the earliest opportunity.

Always, our initial emphasis focuses around the positive approach of encouragement and praise. However, where necessary, constructive conversations and appropriate sanctions will be issued.

### **The School Rules:**

At all times;

- 1. We will be kind and caring**
- 2. We will respect other people and their property**
- 3. We will try our best**
- 4. We will act safely and take care**
- 5. We will be responsible for our actions**
- 6. We will listen to and follow instructions from staff immediately**
- 7. We will behave sensibly in all parts of the school site**
- 8. We will only enter or leave the school if we have permission**

Positive Praise may be shown as:

- A text home
- A sticker
- A smile
- A positive comment
- A Blue Card (for playground behaviour or unstructured times)
- Golden Points
- Ticks in assembly (to go towards a class reward)
- A visit to another class
- A visit to SLT
- A visit to headteacher
- A Good Work Certificate

### **Classroom Positive Reinforcements:**

All classes will use golden points as a means to encourage positive behaviour choices. Children's behaviours will be referred to for positive examples and the 6Rs will be referred to encouraging positive learning behaviours. Moving children up a chart when they have demonstrated good behaviour choices. Class teachers also have the autonomy to create their own reward systems unique to their classes to celebrate individuals.

### **Dealing with Poor Behaviour:**

The school has adopted 'assertive discipline' as the procedure to support the maintenance of good behaviour in the classroom. At the beginning of each year a set of classroom rules will be discussed and agreed by each class. Should these, or any school rule be broken at any time during the school day, a series of stepped sanctions will be used. Each class and different spaces around the school will have the school rules displayed. Equally, each class will have a visual reminder of the sanction process and ways learning behaviours and choices are celebrated.

The stepped sanctions are:

1. A verbal warning to be given pointing out the behaviour that is inappropriate.
2. A second verbal warning given and if ignored the child's name is recorded on the whiteboard.
3. A third verbal warning is given and a mark placed beside the recorded name.
4. A consequence- Child to move to another classroom immediately for 5 minutes.
5. Record the behaviour on CPOMs if infractions have occurred more than 3 times in one week.
6. A repair and restorative conversation to take place with the child to allow for pupil voice.
7. If behaviour problems persist or become a cause for concern then the formal sanctions procedure should be implemented.

### **Formal Sanctions for unacceptable behaviours**

The policy is designed to provide a consistent approach to managing behaviour while allowing for individual circumstances and appropriate interventions. The following are the sanctions, categorised into different levels, that will be implemented in response to unacceptable behaviour choices.

Level	Definition	Examples	Sanction Examples
<b>1: Minor Infractions</b>	<b>Level 1</b> infractions refer to minor incidents of misconduct that disrupt the learning environment but do not pose a significant threat to others. The purpose of Level 1 sanctions is to provide guidance and support for students to correct their behaviour. Examples of Level 1 infractions include:	Low level disruption within class. For example, tapping equipment, distracting others, not completing tasks when asked. Talking over others. Breaking class contracts.	Follow steps in dealing with poor behaviour stepped sanctions.

<b>2: Moderate Infractions</b>	<b>Level 2</b> infractions involve more significant breaches of conduct that require stronger intervention. These behaviours may (persistently) disrupt the learning environment, negatively impact others, or display a lack of respect for school rules.	<ol style="list-style-type: none"> <li>1.Repeated (persistent) instances of disrespect or defiance towards staff or peers and defiance of following school and class rules.</li> <li>2.Continued disruption of lessons despite previous interventions.</li> <li>3.Minor bullying or harassment.</li> </ol>	<ul style="list-style-type: none"> <li>-Time-out or temporary removal from the classroom, accompanied by reflection and guidance from a designated staff member.</li> <li>-Withdrawal from activities or extracurricular privileges.</li> <li>- Create Behaviour Promises and sign.</li> <li>-Parental discussions to discuss the behaviour and ways to support</li> <li>-Completion of restorative justice activities or community service projects.</li> <li>-Investigate support through Behaviour and Attendance.</li> </ul>
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<b>3: Major Infractions</b>	<b>Level 3</b> infractions encompass severe and/or persistent misconduct that significantly disrupts the learning environment, compromises safety, or causes harm to others. These behaviours warrant immediate and strong consequences to protect the well-being of the school community.	1. Physical aggression towards others 2. Serious acts of bullying or harassment 3. Deliberate damage to school property 4, Recurring, intentional racist comments	- Immediate removal from the classroom and referral to senior leadership - Internal exclusion from regular classes, with supervised alternative provision - Behaviour Contract - Involvement of external agencies or authorities, if necessary - Individualised behaviour intervention plans, counselling, or mentoring programs - Parental meetings, - Exclusion
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Note: The severity of sanctions will be determined by the nature and frequency of the behaviour, taking into account the age, developmental stage, and individual circumstances of the student involved.

#### Unstructured Times Behaviour Expectation:

Paulton Junior School expect exemplary behaviour from pupils at all times, inclusive of unstructured times. To support and promote positive behaviour choices, staff, during unstructured times, can issue Blue Cards to individuals and classes. A whole class Blue Card is worth 5 individual ones. Blue Cards are celebrated in the class and displayed. At the end of terms 2, 4 and 6, these are counted up and totals are shared in an assembly. The class with the most Blue Cards are awarded the Behaviour Trophy and gain a class reward in recognition.

However, if poor behaviour is demonstrated the follow procedure will take place during unstructured times, primarily by the SMSA Team. They have access to the Sanctions Procedure by using a **Yellow** and **Red** card system.

If the school rules are broken staff will:

1. Remind the pupil of the appropriate behaviour.
2. If the problem persists, tell the child to move to another space within the playground – the calm area on the top playground next to the table tennis tables.
3. If there is no improvement in the pupil's behaviour choice, then the SMSA will issue a Yellow Card - making the pupil aware that they are doing so, and the reasons for it. The child will then be sent to stand outside the Headteacher's office whilst the issue is being communicated with relevant staff members.
4. If the problem persists, or there is serious misbehaviour issue a Red Card is given. Again, the pupil will be aware that you are doing so, and the reasons for it. The pupil is sent back into school to stand outside the Headteacher's office.
5. The class teacher will record the details on CPOMS and take the necessary action- contact parent.
6. SMSAs will all have an 'ADULT assistance needed' if they feel they require support on the playground to stop an incident from arising or to assist them.

7. Children who have missed a playtime repeatedly for poor behaviour choices (after 2 missed playtimes) will have zoned playtimes and will be reviewed case by case – how long children are zoned for will be shared with them at the beginning of the process.  
A playtime behaviour card may be used to support positive playtimes, monitor play closely and open discussion to support and restore behaviour.

### **Physical Intervention and Reasonable Force:**

The use of physical intervention and reasonable force is very rare and is, wherever possible, avoided. However, there may be occasions where the use of physical intervention is appropriate to control or restrain, for example, if a pupil is hurting themselves or others. Any intervention would always be reasonable, minimal and in proportion to the circumstances of the incident and absolutely necessary seeking to avoid injury to staff or pupil. It will be recorded and parents will be informed. Force is never used as punishment. Reasonable adjustments will be made in the case of any disabled pupils or pupils with Special Educational Needs.

### **Violence:**

Violence of any nature is never acceptable in school. All pupils and staff have the right to be safe at all times. Any violent behaviour needs immediate and additional attention due to the personal harm it causes. Any act of violence is dealt with immediately by a member of the Senior Leadership Team and investigated accordingly; it may result in exclusion. Guardians are informed and a meeting may take place to discuss the incident and the sanctions that follow. The incident will be recorded on CPOMS.

### **Racism:**

In line with the school's aims at Paulton Junior School we are working to create an ethos of respect for ourselves and those around us, and therefore racial harassment of any kind will not be tolerated. Sanctions will be determined in line with the agreed, levelled infractions and will be determined by the nature of the harassment. Any racism will be reported to the Deputy Headteacher and a report made on CPOMS after investigations. Parents of the victim and perpetrator(s) are always informed.

### **Suspension and Exclusion:**

Suspensions are only ever on disciplinary grounds and are a response to persistent breaches or a serious breach of the school's behaviour policy. No external suspension will be initiated without first exhausting other strategies, or in case of a serious incident, an investigation by the headteacher or a person designated by the headteacher. The school adheres closely to the current statutory framework as defined in 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' September 2022. The legal steps are followed and parents are always closely involved in the situation.

The school may choose to use internal suspension to change repeated patterns of unacceptable behaviour. Internal suspension might involve suspension from the classroom, the playground or any part of the school day. In cases of persistent unacceptable behaviour, parents will be involved and pupils will be required to sign a Behaviour Promises. If persistent behaviour does not improve, they will be placed on a Behaviour Contract. If all avenues have been explored and behaviour does not improve then a pupil may be internally suspended. Where necessary, the school will reach out to Behaviour Support and Early Help.

### **Use of CPOMS:**

At Paulton Junior School we use CPOMS software application (Child Protection Online Management System) to monitor child protection, safeguarding, behaviour incidents and concerns and a range of pastoral and welfare issues. All staff have a responsibility to record the incidents they witness or are involved in, on CPOMS or Behaviour Folder. Monitoring of the incidents recorded on CPOMS enables the headteacher and SLT (Senior Leaders) to have

an oversight of the learners across the school. All concerns and poor behaviour choices should be recorded on CPOMS. Minor Infraction incidents will occur at least 3 times in one week before the behaviours are recorded.

## Supporting Documents to Behaviour Policy

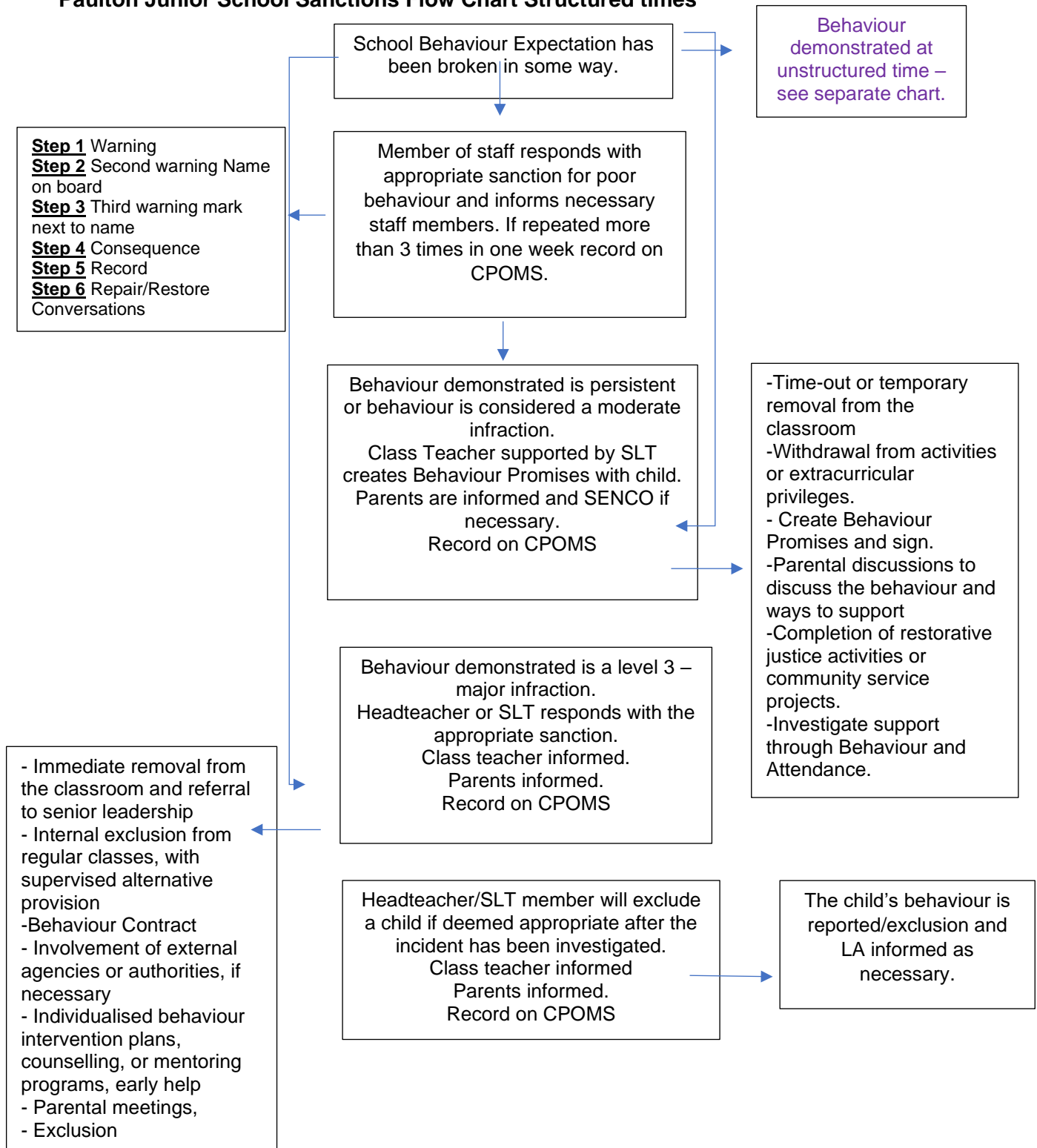
### Expectation for Dealing with Poor Behaviours and Sanctions

This is to be used in conjunction with the Behaviour Ladder script support for staff.

<p><b>Step 1</b> Warning</p>	<p>Notice and comment children doing the right thing before addressing the negative behaviour. If behaviour doesn't change, give a reminder of the expectations of learners to be ready, respectful and safe is delivered to the learner.</p>
<p>Example:</p>	<p>'Name, remember one of our school rules is to be respectful. When you tap your pencil while I'm talking that is not respectful. I need you to put your pencil down. Thanks.' Walk away and give them time to correct their choice.</p>
<p><b>Step 2</b> Name on board Move to <b>Level 1</b></p>	<p>If the child continues, they receive a second warning and their name to go on the whiteboard. Adult must explain to the child they are now on <b>Level 1</b> of the Behaviour Chart.</p>
<p>Example:</p>	<p>'Name, I have noticed that you still are.... As you have continued, the consequence will be your name on the board. You have now been moved to <b>Level 1</b> of our behaviour chart.' Remind them of a positive choice, 'Do you remember when.... That is what I want to see today. Thank you for listening to me.'</p>
<p><b>Step 3</b> Dot next to name Move to <b>Level 2</b> 5 mins parallel class</p>	<p>If the child still remains making poor choices, this will result in them having a consequence. Child move to parallel class for 5 minutes. This will be indicated with a mark next to their name. This is now <b>Level 2</b> of the behaviour chart as their behaviour has become persistent.</p>
<p>Example:</p>	<p>(Privately) 'Name, you have continued to.... now you will have a mark next to your name and need to go to _____ class for 5 minutes.' You are now on Level 2 of the Behaviour Chart.</p>
<p><b>Step 4</b> Move to <b>Level 3</b> SLT</p>	<p>If there continues to be no improvement in behaviour, then the child will be moved to Level 3 and SLT will be informed to support and intervene.</p>
<p><b>Step 5</b> Repair/Restore Conversations</p>	<p>On return from class, a restorative conversation must happen with the adult who gave the consequence. This needs to be done when the child is ready and calm to engage. Do not have the conversation if they are angry, upset or heightened. The following questions can be used as prompts:</p> <ol style="list-style-type: none"> <li>1. What happened? Listen carefully without interrupting.</li> <li>2. What were you thinking at the time?</li> <li>3. What have you thought since?</li> <li>4. How did this make people feel?</li> <li>5. Who else has this affected? You may need to prompt them here, it hasn't just affected them or the class teacher.</li> <li>6. How have they been affected?</li> <li>7. What should we do to put this right?</li> <li>8. How can you do things differently in the future?</li> </ol>
	<p>Adult to record on CPOMs if the poor behaviour choice has resulted in the child being moved to the parallel class <b>twice</b> in one week.</p>



## Paulton Junior School Sanctions Flow Chart Structured times





## Paulton Junior School Sanctions Flow Chart unstructured times

School Behaviour Expectation has been broken in some way during break time or lunchtime.

Remind the pupil of the appropriate behaviour.

If the problem persists, tell the child to move to another space within the playground – the calm area on the top playground next to the table tennis tables.

If there is no improvement in the pupil's behaviour choice, then the duty adult will issue a Yellow Card - making the pupil aware that they are doing so, and the reasons for it. The child will then be sent to stand outside the Headteacher's office, whilst the issue is being communicated with relevant staff members.

If the problem persists, or there is serious misbehaviour, then the duty adult will issue a Red Card. Again, the pupil will be aware that you are doing so, and the reasons for it. The pupil is sent back into school to stand in the hall, whilst the issue is being communicated with relevant staff members.

The class teacher will record the details on CPOMS and take the necessary action. Parent will be informed.

Children who have missed a playtime repeatedly for poor behaviour choices (after 2 missed playtimes) will have zoned playtimes and will be reviewed case by case – how long children are zoned for will be shared with them at the beginning of the process. A playtime behaviour card may be used to support positive playtimes, monitor play closely and open discussion to support and restore behaviour.

SMSAs will all have an 'ADULT assistance needed' HELP CARD, if they feel they require support on the playground to stop an incident from arising or to assist them. A child will be given this to bring to the staff room to alert adult.



Wow!  
What a Perfect Paulton Pupil!  
PPP

Amazing!  
You are working so hard!

Excellent work!  
You are really impressing me!

Ready to Learn

Level 1  
Low Level

Level 2  
Persistently

Level 3  
Major



**The School Rules:**  
At all times we will:

Be kind and caring.

Respect other people and their property.

Try our best.

Act safely and take care.

Be responsible for our actions.

Listen to and follow instructions from  
staff immediately.

Behave sensibly in all parts of the school  
site.

Enter or leave the school if we have  
permission.