Great and Little Shelford C E (A) Primary School,

Church Street, Great Shelford, Cambridge, CB22 5EL

Headteacher: Mr. Chris Grey PGCE, MEd

Tel: 01223 843107
office@shelford.cambs.sch.uk
www.shelfordschool.org.uk

Great and Little Shelford C E (A) Primary School

Positive Behaviour and Anti-Bullying Policy

Reception to Year 6

Prepared by	***Chris Grey (Headteacher) and Julia Alderson (Deputy Headteacher) in consultation with staff***
Date	*March 2026*
Review date	*March 2027*

We live and work in harmony
with love for one another
so we can achieve our potential
within a community of life-long learners.

Behaviour Policy and Code of Conduct

This Policy should be read in conjunction with the school's Safeguarding Policy and Online Safety Policy.

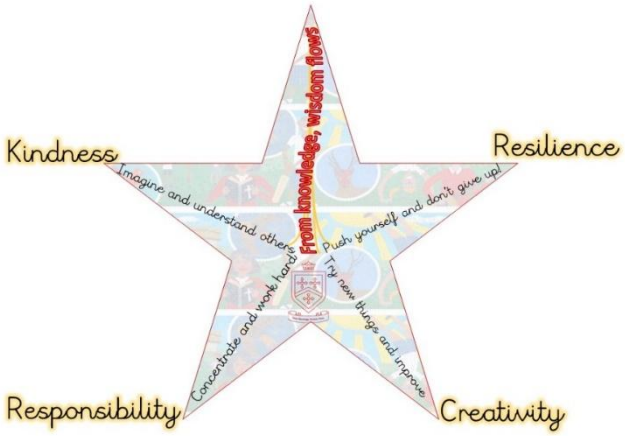
1. Introduction: Vision, Values and Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring and respectful community, whose values are built on mutual trust and respect for all. The school behaviour policy is designed to support members of the school community to work together in harmony without fear of victimisation. Pupils are encouraged to become more responsible and demonstrate effective Christian values, both now and in adult life.

This policy is written and implemented with our Anglican vision at its heart:

We live and work in harmony with love for one another so we can achieve our potential within a community of life-long learners.

We aim to ensure that the school environment feels, safe, calm and happy; supporting all children to develop **four key values:**



Kindness – love, compassion, forgiveness and service to others before ourselves.
Responsibility – do the right thing for others, ourselves and the Kingdom of God.
Creativity - to think differently about things, being open to new possibilities and explore the power of thought.
Resilience- Jesus taught through His actions and teaching, despite persecution, asking for the forgiveness of those who act not knowing what they are doing.

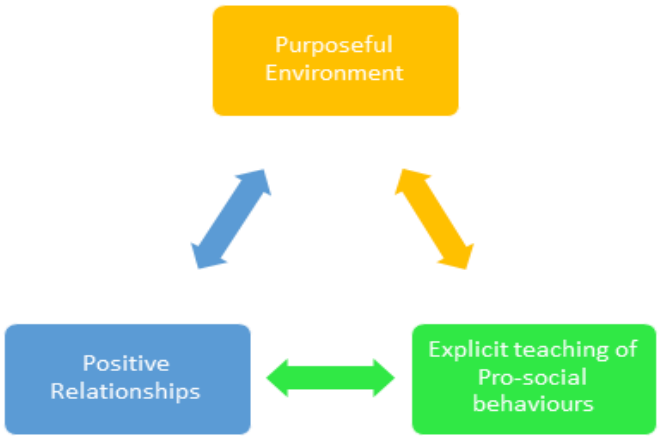
Our Aims in this policy are to:

- promote an environment in which everyone feels safe, secure and happy;
- allow everyone to work together in an effective and considerate way;
- define acceptable standards of behaviour;
- ensure consistency of response to prosocial, antisocial and unsocial behaviour;
- promote self-esteem, self-discipline and positive relationships;
- ensure that the school's expectations and strategies are widely known and understood;
- encourage the involvement of both home and school in the implementation of this policy.

2. Our School Approach:

We want to teach and support prosocial behaviours so that pupils increase their independence and self-discipline, taking increasing responsibility for their own behaviour. This is promoted through a consistent framework for recognising and rewarding pro-social behaviour and de-escalating difficult and dangerous behaviour.

The consistent application of these principles creates an egalitarian atmosphere where all views and perspectives are encouraged and respected. At Great and Little Shelford Primary we use three key levers to support the children to learn to behave in a prosocial manner and to understand their social responsibility.



2.1 Positive Relationships

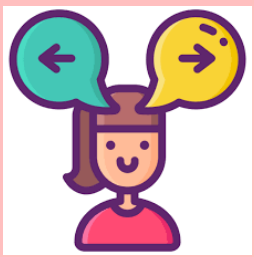
We use a relational approach because we believe that strong, positive relationships and a sense of belonging underpin, positive pro-social behaviours. We use a restorative approach to behaviour because it supports pupils to develop an understanding of how their own behaviour and actions impact upon other members of our community.

To enable children to develop the Shelford Star Values and model pro-social behaviours **we will be positive, consistent** and **compassionate.** These three adult behaviours underpin how we interact with pupils to support them. They stem from our school's vision and values and were decided by staff in March 2025.

Adult Behaviours



Positive



Consistent



Compassionate

We will be **positive**, **consistent** and **compassionate** to:

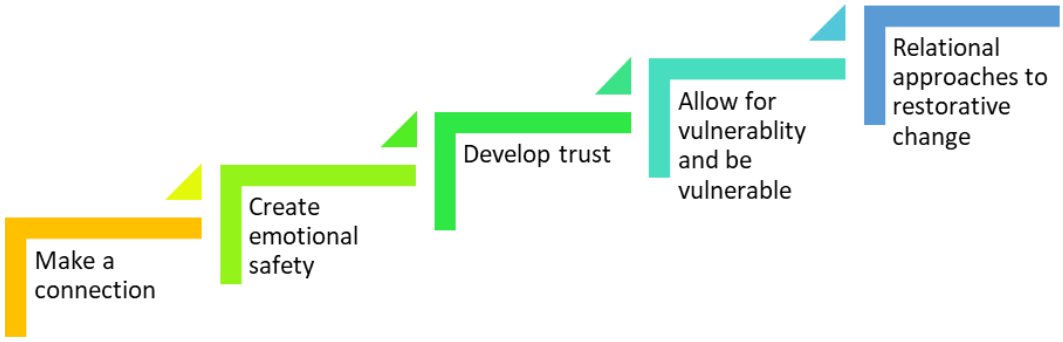
- **Nurture** children as individuals and help them recognise what they have to offer as members of society;
- **Motivate and inspire** children to achieve the highest standards in core skills;
- **Support** all children to achieve in all areas of learning and excel in those in which they have a passion or talent;
- **Provide** children with memorable learning experiences;
- **Teach** the children to respect the world, other cultures and beliefs
- **Model** the four Shelford Star values and three adult behaviours in all aspects of school life.

The quality of relationships has a significant impact on the overall atmosphere in the school. All staff will create a deliberate culture of positive relationships. All staff will ensure that the children understand that learning is important; everyone in the room matters and that prosocial behaviour is the best way everyone can get what they need. Staff support a nurturing relationship with the children based on mutual respect and understanding. We believe that:

"You can't teach children to behave better by making them feel worse.
When children feel better, they behave better."

Pam Leo

We recognise that there is a relationship building process which needs to be worked through if restorative approaches are to be impactful. Children require a range of positive secondary attachments in school. We follow the below steps to relationship building:



Regular, positive communication – for example: *Greeting a pupil by name, with a smile;* *Recognising and praising a pupil for a prosocial behaviour;* *Knowing and applying an understanding of a pupils' individual interests.*	***Interactions that value all emotions – for example:*** *I can see something is not right, I am here to help you.* *Do you want to talk about what you are feeling?* *I remember feeling X before. It was hard and I found it helpful to ...*	***Be reliable, follow up on conversations, link back to items of interest – for example:*** *I remember when we were talking about ...* *I found out more about the ... that you were interested in.*	***Show that adults make mistakes too – flag these and explain how they make / made you feel – for example:*** *Oh, I didn't mean to do that. I feel ... that I made that mistake.*	***A founding relationship enables pupils to speak openly about reflections.*** *Evidenced in pupils' responses and interactions*

The ways that adults speak to pupils and each other, directly impact on the self-esteem, confidence and motivation that pupils and adults have. In turn, this impacts on behaviour. All adults act as good role models for pupils including the way that they speak, dress, behave, etc. in every possible situation, e.g. class, playground, hall. **All staff have unconditional positive regard for all pupils** and show this through being:

Positive	Consistent	Compassionate
• Catching pupils' pro-social behaviours and rewarding them; • Praising constantly; • Smiling!	• Setting clear boundaries, high expectations and adhering to regular, predictable routines e.g waiting for silence before speaking; • Controlling our voice in volume and tone.	• Being relentlessly polite; • Focusing on the behaviour not the person; • Starting each day as a new day; • Distracting and de-escalating: giving time for pupils to calm.

Staff are mindful that issuing a consequence publicly can reinforce low self-esteem. All staff avoid behaviours that are not positive, consistent nor compassionate. For example, staff do not:

- Publicly shame
- Shout
- Interact with pupils in a way that demonstrates a negative view about them as a person

2.2 Explicit teaching of Prosocial behaviours

The best way to teach positive behaviour is through our own behaviour as role models and through praising pupils who display the expected behaviour. This is in-line with Cambridgeshire's Therapeutic Thinking approach. Pupils learn about good behaviour through teaching and applying the Shelford Home School Agreement (see Appendix 1), Shelford Star Values and Whole School Rules.

During RE and PSHCE pupils are explicitly taught how to become good members of the community. They also learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger. In Circle Time sessions, teachers support pupils to raise self-esteem, boost confidence, deal with friendship issues, and issues such as bullying and racism.

Collective Worship covers stories, values and themes to further enhance and sustain a sense of community and a positive ethos, often using Jesus' examples and parables to guide and modify our behaviours.

Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each other's opinions.

We believe that every learner at our school has the right to learn and no child has the right to disrupt the learning of others. We aim to create a school environment that fosters high standards of pro-social behaviours. We teach pro-social behaviour so that pupils increase their independence and self-discipline and are therefore able to accept responsibility for their own behaviour. This is promoted through a consistent framework and approach for recognising and rewarding success and de-escalating negative behaviours.

We acknowledge the importance of explicitly teaching children what expected prosocial behaviours should look like in school. At Great and Little Shelford Primary this is achieved through:

• Consistent application of our school rules;
• Explicit teaching of routines and systems which create positive social norms;
• Daily Collective Worship that promotes pro-social behaviours;
• Public and private recognition and reward for developing pro-social behaviours using the established celebration, recognition and reward systems;
• Consistent and clear language to describe expected behaviours and respond to unsocial and antisocial behaviours;

• Using the Zones of Regulation to teach and support emotional regulation.

The pro-social behaviours we promote and value at Great and Little Shelford are clearly set out in our school rules.

Rules and definitions

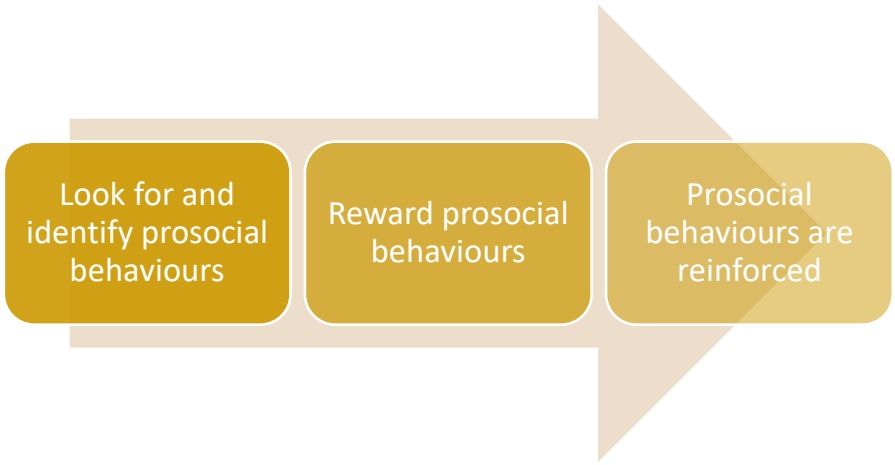
Rule:	What it means:	Examples:	When it is taught:	How it is rewarded or reinforced:
Be kind and respectful with our words, bodies and actions!	We all show ***kindness*** and a ***love for one another*** in our interactions. This rule focuses on how we care for each other with what we say and what we do.	• Complimenting someone; • Demonstrating positive manners; • Putting other people before ourselves.	• Collective Worship • RE • PSHCE • Circle Time • Reflections (as required) • Teaching / reminders of expectations	• Celia and Cyril acts of kindness nominations • Verbal praise • Housepoints • Positive Postcards • Headteacher Awards
Listen to everyone!	We all show ***kindness*** in listening to everyone, to enable us to ***live and work in harmony***. This rule focuses on ensuring everyone has a voice. It focuses on the idea that we are all listeners.	• Allowing other people to talk and think about what they have said; • Understand other people may have different views; • Looking towards the person speaking.	• Collective Worship • RE • PSHCE • Circle Time • Reminders of expectations	• Celia and Cyril acts of kindness nominations • Verbal praise • Housepoints • Positive Postcards • Headteacher Awards
Be inclusive!	We reinforce a sense of ***love for one another*** in our ***community*** by valuing and welcoming all people within it. We show this through greeting others and including others in our activities.	• Treating everyone fairly in a positive way; • Including others in games; • Spotting people who may feel alone and inviting them to join.	• Collective Worship • RE • PSHCE • Topics linked to the curriculum threads: Identity; community-empathy; our	• Celia and Cyril acts of kindness nominations • Verbal praise • Courageous Advocacy Award • Housepoints • Positive Postcards

			global environment.	• Headteacher Awards
Help others!	We show kindness to others through how we help them. This reinforces a place where we ***live and work in harmony with love for one another***.	• Offering support or help with a learning activity; • Helping someone up who has fallen over; • Holding the door open for someone; • Offering to complete a job or responsibility.	• Collective Worship • RE • PSHCE	• Celia and Cyril acts of kindness nominations • Housepoints • Courageous Advocacy Award • Positive Postcards • Headteacher Awards
Walk around smartly and safely!	We ensure we take ***responsibility*** for ensuring our safety and the safety of others by walking around school smartly. This enables us to ***live and work in harmony***.	• Walking; • A single file line; • Being quiet.	• Teaching / reminders of expectations • Fire drills	• Verbal praise
Look after the environment!	We all take ***responsibility*** for caring for God's creation. We all ***live and work in harmony*** by caring for our school environment and beyond. This rule covers everything from tidying the class and using resources responsibly to caring for God's Kingdom.	• Tidying our workspace and classroom; • Ensuring any litter is safely recycled or in the appropriate bin; • Taking part in caring for living things including respecting and nurturing plants and animals; • Taking actions to reduce energy usage.	• Collective Worship • RE • PSHCE • Science • Geography • History • Earth Day • Eco Committee's work	• Weekly Silver Bins awards (tidiest classes) • Weekly Eco-Award (linked to energy usage in classes)

In addition to the above methods of teaching these rules, each rule is modelled by adults.

Our school rules and values encapsulate the prosocial behaviours we are aiming to teach our pupils. It is essential that these are recognised and rewarded in order to promote and maintain pro-social feelings.

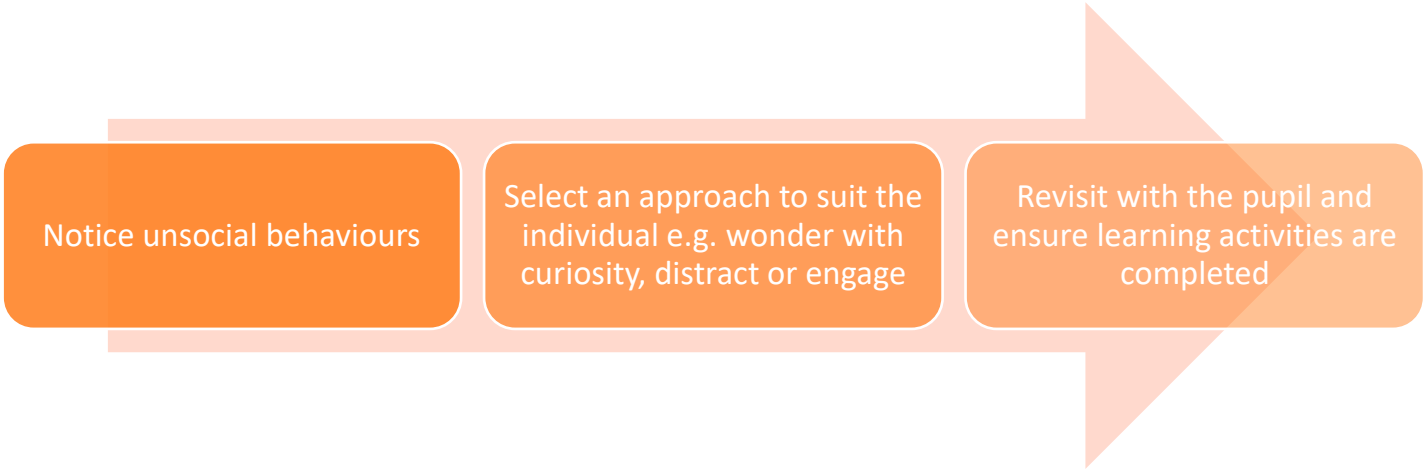
2.2.1 Individual recognition and rewards



Individual recognition and rewards motivate children to focus on their own achievements and promote pro- social behaviour. They recognise special effort and progress, whilst encouraging children to recognise the importance of working on their own areas for improvement and feeling proud of themselves. Examples of individual recognition and reward:

- Verbal praise;
- House Points, linked to the school values;
- Headteacher's Award;
- Celia Award (Social and Emotional Aspects of Learning) – nominated by another member of the school community
- Class Awards:
    - Dinner Winners Award (lunchtime behaviour)
    - Silver Bins (Tidy Class)
    - Eco Award
- Immediate recognition of success (Stickers, Stamps);
- Sharing good work in class;
- Sharing good work with the Headteacher and other members of staff;
- Postcard home, with details on a value shown in school;
- Positive choice award.

2.2.2 Unsocial behaviour

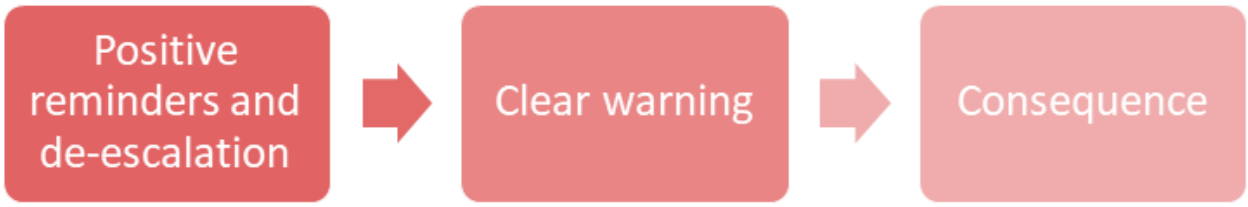


It is important not to group unsocial behaviour with antisocial behaviour. The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in antisocial behaviours. Unsocial behaviour could include:

- Not wanting to take part
- Walking away
- Leaving their seat/ carpet space
- Refusing to speak or reply

These children are often communicating that they are in distress. These incidents will be dealt with restoratively and in a timely manner. Conversations will always be conducted away from other children and should nurture honesty about their feelings at the time. This conversation should take place with a trusted adult. Following this conversation it may be that an educational consequence is required to teach the child a better way of sharing their worries or it may be that their actions were appropriate to their feelings and walking away for example was a positive choice.

2.2.3 Antisocial behaviour



Antisocial behaviour includes anything that causes harm to others in the school community or the school environment. Antisocial behaviour can be **difficult** or **dangerous**. This policy supports staff to respond predictably, promptly and confidently where any antisocial behaviour occurs, with the aim of restoring a calm and safe environment in which all pupils can learn and thrive.

Difficult behaviour is antisocial, but not dangerous. Examples include:

- Talking unnecessarily or chatting
- Calling out without permission
- Being slow to start work or follow instructions
- Showing lack of respect to each other or staff

Difficult behaviour can lead to lost learning time and can harm positive relationships in the classroom. Where difficult behaviour occurs, staff will always consider whether a pupils' needs are being met. For example, are increased movement breaks required for a pupil who struggles to sit still or a defined fidget toy for children who have sensory needs.

If difficult behaviour occurs, staff will:

Use positive phrasing:
e.g. "Thank you for standing next to me"
"Put the pen on the table, thank you"

"Look this way and show me you're listening, thank you"

Give a positive reminder:
e.g. "You still have not started work, that is a reminder to begin"
"I have asked you to stop talking and you have continued. That is a reminder."

Give limited choices:
e.g. "Put the pen on the table, or on the box, thank you"
"Talk to me here or in the courtyard"
"You can do it here or in the learning corridor"
"Are you going to sit on your own or in a group?

Disempower the behaviour:
e.g. "You can listen from there"
"Come and find me when you get back"

Use a de-escalation script:
e.g. Use the person's name
-Acknowledge their right to their feelings "I can see something is wrong"
-Offer to help "Talk to me and I will listen"
-Offer a 'get-out' with positive phrasing "Come with me and…"

Give a verbal warning:
This should explain what the consequence will be for repeating the behaviour e.g. 'If you keep talking, you will need to spend some of your break time to talk with me about the school rules'

Determine an educational consequence:

Within the classroom or at break times, pupils can complete any lost learning time and have a reflective conversation with a member of staff. This response aims to support the pupil to understand the impact of their behaviour on others, make changes to their behaviour and deter future incidents.

Dangerous behaviour

Dangerous behaviour is behaviour which will predictably result in injury or harm. It may include:

- Abusive language that could be considered threatening or discriminatory.
- Throwing items
- Physical aggression
- Property misuse/damage
- Absconding from the classroom/site
- Criminal behaviours

If a dangerous behaviour poses an immediate risk of harm to others, the space should be evacuated. This could be a classroom, corridor or playground. If the pupil has a therapeutic plan in place, the plan will be used to de-escalate the behaviours. Otherwise, a standard de-escalation script will be implemented (as above). Staff should guide children away from dangerous situations where appropriate. All dangerous behaviours should be referred to a senior leader.

Dangerous behaviour is likely to result in a protective consequence. Senior Leaders will aim to unpick any potential 'roots' of such behaviour. However, if the behaviour were to put the safety of any person at risk, discussion or issuing of consequences may have to be discussed publicly. Parents and carers will be made immediately aware and may be asked to come in to school for supportive discussions regarding prevention of these behaviours in the future.

If the behaviour incident has involved another pupil as a 'victim' the parents of this pupil will also be informed of the incident and the following action (where possible, as the action could include confidential information relating to the perpetrator).

For repeated dangerous behaviours and extreme physical / aggressive behaviour a child may be suspended from school.

2.2.4 Consequences

A consequence is a logical, explainable response to a prosocial or antisocial behaviour. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts. At Great and Little Shelford CE (A) Primary School, we use educational and protective consequences. Consequences should aim to be restorative, support the pupil to understand the impact of their behaviour on others, make changes to their behaviour and deter future incidents.

Consequences should be:

- Timely – begin within 48 hours but often much sooner;
- Relevant – they should be linked to the behaviour demonstrated;
- Proportionate and take into account the child's age;
- Consistent, fair and recorded;
- Used alongside restorative conversations.

Educational consequences provide children with the skills and incentives to behave differently faced with similar circumstances in the future.

Educational consequences are linked to the behaviour shown and may include:

- Time learning outside of the classroom in a break-out space or another classroom to practice completing activities in a prosocial way;
- Time at free times to complete unfinished work;
- Time at free times to hold a restorative conversation with an adult;
- Removal of related privileges e.g. walking home independently, representing the school on teams or events;
- Removal of roles of responsibility e.g. school councillor, house prefect, eco councillor;
- A half-day removal from the classroom with a member of the senior leadership team;
- A meeting with the pupil, their parents and a member of the senior leadership team;
- Individual Behaviour Ladder (appendix 3);
- Tidying mess or items that have been disturbed;
- Repairing damage.

Protective consequences aim to prevent exposure to triggers/reoccurrence of a difficult/dangerous behaviour

Protective consequences may include:

- A separate playtime in or outdoors with a small group/adult
  e.g. a child whose behaviour is triggered by competitive games on the playground will be offered an alternative playtime activity with an adult/small group of children
- Removal of a resource used inappropriately
  e.g. a child who uses scissors dangerously will have the scissors removed
- Completing an activity with adult support
  e.g. a child who pushes children in the line will walk alongside an adult
- Removal of independent access to a space/part of school
  e.g. a child who demonstrates dangerous behaviour in a cloakroom will be given a separate space to store their belongings
- A personalised timetable

Lunchtimes

At lunchtime, supervision is carried out by Midday Supervisors and the Senior Supervisor. All Midday Supervisors can refer to the Headteacher, the Deputy Headteacher or the named person in charge, if necessary. The Midday Supervisors are expected to manage pupils' behaviour. Usually, this consists of praising children for positive behaviour choices, awarding house points and reminding children of the standard of behaviour expected.

The Yellow or Red Zone 'timeout' consequence is used by Midday Supervisors at lunchtime.

Preventative	
Praise those around who display compassion, care and self-respect – award with rewards as necessary.	
Step One	
If a small, negative behaviour requires modifying, praise those nearby who are choosing positive behaviours.	
Think about it!	Stop!
In a private manner, discuss the behaviour that requires modifying. As a first time warning or a short time out, pupils will be in a 'Think about it!' session – meaning they are not to join in with their independent play. For younger pupils this will involve standing by the duty adult for a short period in proportion to their age.	For repeated or serious behaviour, pupils will be asked to go to take a 'Stop!' session in as private-a-manner as possible. This takes place in a designated area outside the Headteacher's office. For younger pupils, this will be in proportion to their age. For older pupils this 'Time Out' consequence may be for the remainder of playtime.

The Headteacher, Deputy Headteacher or Senior Leader will discuss why the pupil requires a 'Stop!' session. They may use this opportunity to complete a 'Guided Reflection' (appendix 2).

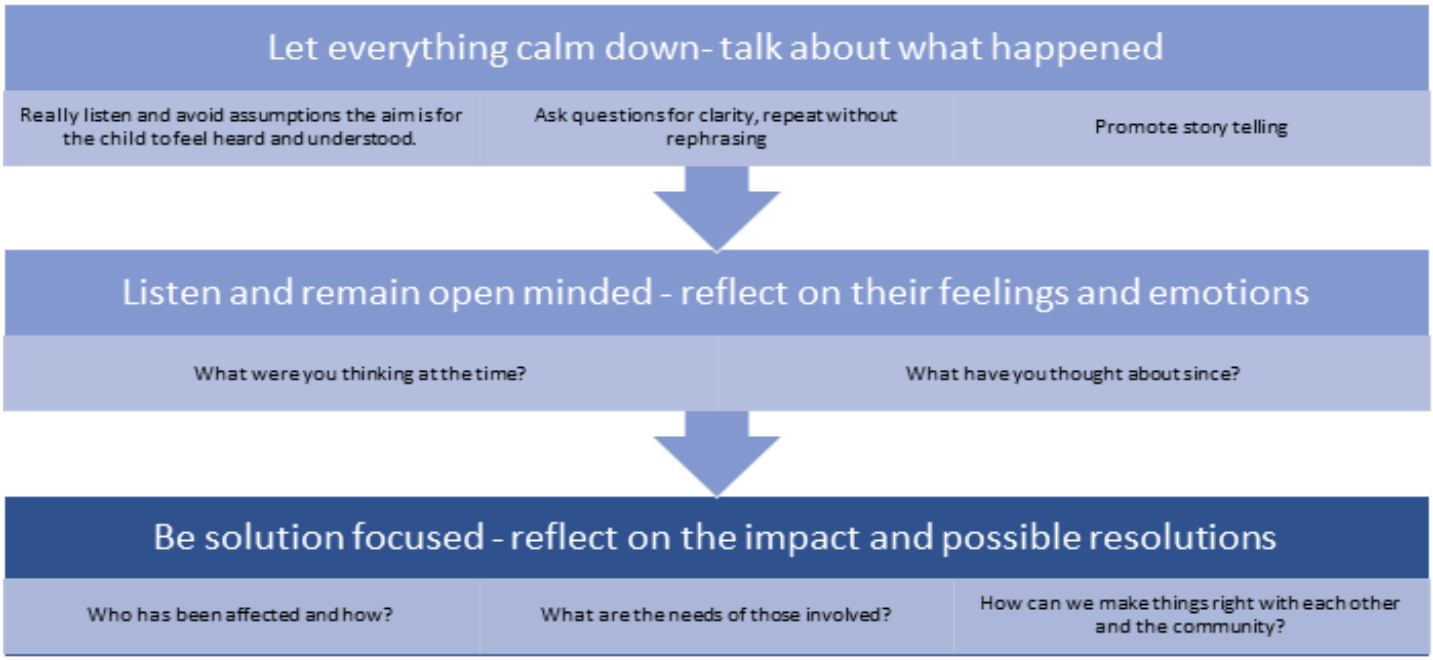
Staff must log antisocial behaviour and ensure an appropriate consequence is matched and initiated.

2.2.5 Restorative Conversations

Staff will follow a set process when discussing incidents with individuals. The aim of these conversations is for all parties to learn and to work together to find suitable solutions. The conversations will be calm and focused on building trust between parties.

Restorative approaches:

- View conflict as an opportunity for learning experiences that strengthen relationships;
- Allow everyone involved to express their thoughts and feelings;
- Are inclusive and collaborative;
- Hold people accountable- they are required to take responsibility for their actions and repair harm;
- Attend to the needs of those that have been harmed;
- Separate people from their behaviours;
- Aim to resolve underlying issues and root causes.



2.3 Purposeful Environment

All areas of the school need to feel purposeful and calm. The physical environment has an influence on the feelings and emotions of the staff and children. We aim to create a purposeful environment where distractions and sensory overload are minimised.

At Great and Little Shelford CE (A) Primary we aim to provide:

- well organised spaces where resources can be found easily;
- appropriate therapeutic spaces for emotional regulation;
- suitable group spaces for focused learning;
- well labelled spaces for pupils' belongings;
- consideration of acoustics;
- lighting which is appropriate for the use of the space.

All members of the school community take responsibility for keeping spaces clear and purposeful. This links into the whole school rule of 'look after our environment'.

2.3.1 Confiscation

In order to uphold the aim of a purposeful environment, staff ensure that only appropriate items are present in school. The Education Act 2011 allows for schools to confiscate property as a consequence. Staff

members have the authority to confiscate a pupil's belongings but this must be applied reasonably and proportionately. It is important to recognise that young children may have attachments to particular items and that removing this may cause further distress.

Therefore the following procedures should be followed when using this consequence.

- Children are informed that their property will be confiscated and why, for example, distraction to learning, posing a threat to safety.
- Inform the pupil when and where the confiscated item will be kept safely and when it will be returned. This should be on the same day.

Items which the pupils should not have in their possession, for example, knives, lighters or laser pens, must be returned to parents. The school will consider contacting the Police if prohibited items are brought into school. Mobile phones and other electronic devices, if brought to school, must be left in the school office or a locked in a safe to be collected at the end of the school day. Please see the school's Mobile Device Policy.

The Headteacher, or a senior member of staff is authorised to search pupils or their possessions without consent where they suspect that the pupil may have a prohibited item. Teachers can also search with consent from the pupils for banned items. These include:

- knives or weapons;
- alcohol;
- illegal drugs and stolen items;
- inappropriate images.

Searching and confiscation are currently extremely rare occurrences in our school.

3. Roles and Responsibilities

In order to achieve the aims of this policy all stakeholders must understand their role in supporting our children.

Governors

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles. The Governing Board monitor the outworking of the school's vision, values and behaviour principles. The Governing Board monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

Headteacher

The Headteacher is responsible for reviewing and approving this Behaviour Policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with antisocial behaviour, and will monitor how staff implement this policy to ensure consequences are applied consistently and matched appropriately.

Senior Leaders

Although the responsibility of ensuring positive behaviour management is shared across the whole staff, the Headteacher and members of the senior leadership team have a responsibility to 'lead from the front'.

The leadership team will assess staff needs and build into the school's professional development programme opportunities to discuss and learn about behaviour management. Senior Leaders will ensure that they are highly visible at particular times of the day, to noticeably reinforce prosocial behaviour and

swiftly manage any antisocial or unsocial by pupils. Critical times are at the beginning and end of the school day, break times and transitions between lessons/to and from collective worship. Where possible and relevant, Senior Leaders circulate the school and support teachers in their application of this policy.

Class teachers and Support Staff

Class teachers and support staff oversee the day-to-day implementation of the policy in and around school. This includes the pupils directly in their care and beyond. They follow the agreed steps in reinforcing behaviour in-line with the school rules and rewarding behaviours that mark excellence for each individual pupil.

Parents

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, regularly informing parents of their child's successes, as well as informing them immediately if we have any concerns about their child's welfare or behaviour. We will ensure that parents are informed of any follow up actions which are taken following a behaviour incident involving their child, whether 'perpetrator' or 'victim'. Where pupils require support, staff will endeavour to share and discuss strategies so that parents can better support at home.

If a parent has any concerns over rewards, behaviour, consequences, rules or the code of conduct, they should initially contact the class teacher. If they remain concerned, they should then contact the Deputy Headteacher or Headteacher.

Pupils

Pupils are expected to follow the whole school rules – as outlined in 2.b (*above*). Pupils complete a home-school agreement at the point of admission (appendix 1). Annually, they revisit and complete the pupil section in September.

Staff CPD

In support of this policy, the school aims for at least one member of the senior leadership team to have the National Professional Qualification in Leading Behaviour and Culture. A minimum of two members of the senior leadership team will be trained as Therapeutic thinking tutors. All staff will be offered Therapeutic Thinking training (6hrs). Class teachers and Teaching Assistants will be trained on an annual basis on the Behaviour Policy.

All staff are offered informal debriefing and supervision, including when working with children with Therapeutic Plans.

4. Communication

The main point of communication regarding behaviour will be the class teacher. Class teachers will ensure that any recorded incidents of antisocial behaviour are communicated by email via office@shelford.cambs.sch.uk . If there is a change of behaviour which causes significant concern this will be communicated by telephone.

On occasion, where conversations have been facilitated by members of the Senior Leadership Team, these staff may call or email parents to discuss incidents and areas of concern. This does not necessarily reflect the severity of the incident.

Parents will be made aware on the same day by the class teacher if their child has sustained an injury as a result of any incident or as a result of self-harm.

5. Touch

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons at an age appropriate level, for example:

- To comfort a pupil (for example, placing a hand on the upper arm or shoulder to reassure or comfort);
- To direct a pupil (for example, placing a hand on a shoulder to signal the direction of the line leaving collective worship);
- For activity reasons (for example, in some playground games, such as 'tag');
- To ensure pupils are safe (for example, stopping a pupil from walking out into a road).

At times, other touch may be offered to congratulate through a handshake for receiving an award.

The use of 'physical intervention' is used as an *absolute last resort* and is extremely rare in our school. Staff are aware of the regulations regarding the use of force by teachers, as set out in the Education and Inspections Act 2006. Teachers in our school do not physically chastise children. Staff only intervene physically to support children or to prevent injury to another person, or if a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the physical intervention of children. Physical intervention should be in the pupil's best interest and should be conscious of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings.

Regardless of age, physical intervention should not provide intimacy within a transient relationship.

6. Suspension and Exclusion

In-line with our school vision, it is rare for a pupil to be suspended from our school and very rare for a pupil to be excluded (permanent exclusion). However, on rare occasions it may be necessary to suspend or exclude a pupil on a temporary or permanent basis. A decision to do this is not taken lightly, and is not normally decided without consultation with those involved with the pupil, and not without trying other possible alternatives first. It is acknowledged that most pupils and their parents prefer to work towards a positive solution to difficulties and appreciate the opportunities the school can offer in encouraging a pupil to feel able to secure his/her own future within the school environment.

A few children may get straight to this stage because of an isolated, very serious incident or because they have not responded at earlier stages and are still not able to manage their own behaviour. The behaviour is recorded on an electronic system in school and parents or carers will be notified by the teacher or a senior leader, either by telephone or face to face.

Great and Little Shelford Primary follow the Cambridgeshire guidance on suspensions and exclusions as set out below:

cambridgeshire exclusion and suspension guidance June 2023 (cambslearntogether.co.uk)

When a pupil is suspended, parents or carers receive a formal letter outlining the suspension. This includes the duration and dates of the suspension, the reason(s) for the suspension, the date of a reintegration meeting and the arrangements for receiving school work for the duration of the suspension.

7. Pupils with Neurodiversity

Some children's behaviour requires a more tailored programme to support them in being safe and happy at school. These children will require:

• A member of the staff team to follow the Therapeutic Thinking flow-chart to seek to deepen our understanding of behaviour, triggers, effective responses etc. Analysis may result in:

- An individual well-being and behaviour plan
- A predict, prevent and progress plan this may be attached to the Assess Plan Do Review (APDR)
- A risk reduction plan which considers how to de-escalate and teach better emotional or physical control. These plans may be applicable for children with an EHCP.

Individual Behaviour Plans following an Early Prognosis meeting

Individual wellbeing and behaviour plans may be implemented by the class teacher, Inclusion Leader or senior leaders where a child is regularly demonstrating unsocial or antisocial behaviour and it is agreed that further adaptations are required.

Individual wellbeing and behaviour support plans recognise that there are some children in school who need different support in order to behave in line with the school rules. For these children, the whole school system requires specific consideration and tailoring. The plan will be completed with the child and signed and agreed by them and their parents or carers. The plan will include information about how to support the child with managing their behaviour, strategies for reminding them of the correct way to behave and specific information of any agreed rewards or sanctions. As part of the plan, there is a simple chart for recording daily behaviours and a box for a comment reflecting on their behaviour across the week.

The plan will be sent home with the child at the end of each day. If there are particular points to note then the parents are telephoned or spoken to in person about this to try and find out more information and consider strategies for the following week. Individual Behaviour plans are not designed to be used with children subject to an EHCP as they already have a different level of support and targets in place.

Predict, Prevent and Progress Plan following use of the behaviour analysis toolkit

Following analysis using the Therapeutic Thinking toolkit, a detailed plan based on the child's triggers will be put in place. This plan will use analysis in order to remove or minimise possible triggers until such point as interventions have been successful. This plan will include adaptions at all levels and recognises that following analysis many incidents are both predictable and preventable.

Analysis for this plan and drafting of it is completed by the class team with the support of the Inclusion Leader as required for advice.

This plan will be shared and agreed with parents and reviewed on a weekly basis by the class teacher.

Therapeutic Plan following 'Roots and Fruits' analysis

Some children present persistently dangerous behaviours despite considerable differentiated measures. These children can present as a harm to themselves or others and further information is required in order to determine a suitable plan for them to remain in school safely. The 'Roots and Fruits' analysis should be completed by any significant adults in the child's life. It seeks to fully understand the child as an individual and ensure that measures can be put in place to help them remain in the education system.

Risk reduction plans are co-created and may include any planned physical interventions required in order to keep the child or other members of the school community safe.

8. Incidents that occur out of school directed activity

We expect our pupils to be proud to be members of Great and Little Shelford Primary School. We, therefore expect good behaviour when our pupils are outside of school in order to reflect the high standards of behaviour that we have. Teachers may talk to pupils about antisocial behaviour outside of school if it is witnessed by them, or reported to the school, or if it is behaviour that has repercussions for the orderly running of the school, poses a threat to someone else, or if it threatens the reputation of the school.

Parents will always be contacted if teachers speak to or consequence their child regarding their behaviour outside of school. The school is happy to support the community, parents and carers with how to manage these incidents, but it is not the responsibility of the school to investigate these events. Where an event is raised that creates safeguarding concerns, these will be considered in line with the safeguarding policy.

All and any illegal activity will be reported to the police.

The full behaviour policy applies to all educational visits arranged by the school.

9. Extra-Curricular Clubs

At Great and Little Shelford CE (A) Primary School we offer a wide range of extra-curricular clubs to all pupils. Clubs are run by school staff, parent helpers and/or coaches. Pupils attending extra-curricular clubs are expected to listen to and respect the adult that runs the club and follow any rules that may apply to the club.

Any pupil who is disruptive, impolite or not able to follow the instructions given by the adult in charge, may receive a warning to miss a set number of sessions or to forfeit their place in the club.

10. Recording, Tracking and Reviewing Behaviour

The school collects and analyses data on both unsocial and antisocial behaviour to ensure that a safe and purposeful learning environment is maintained and that all children are given the support they need to succeed in school. School staff record this on the 'My Concern' platform to report an incident of unsocial or antisocial behaviour that is not appropriately managed within normal quality first teaching practice, or the agreed responses and adaptations set out in the Predict and Prevent or Therapeutic Plans of individual pupils.

Reports of unsocial and antisocial behaviour are monitored regularly by senior leaders and additional adaptations, staffing, interventions planned in response. For the vast majority of cases this will be sufficient but some will require further analysis. Analysis of concerns about behaviour will follow the Cambridgeshire Therapeutic Thinking flowchart. Any further analysis and planning will follow this flowchart and be completed using the Therapeutic Thinking toolkit.

11. Bullying

Bullying is the deliberate use of aggressive or unkind actions to hurt another person, usually over a sustained period of time. Bullying results in pain, fear and/or distress to the victim. Generally it is difficult for the victim to defend him/herself.

Bullying can be:

- Physical – hitting, kicking, or use of any violence
- Verbal – name calling, insulting, racist remarks, teasing
- Indirect/emotional – tormenting, being unfriendly, excluding

Why is it important to respond to bullying?

There are a number of reasons why we challenge bullying behaviour in our school.

- The safety and happiness of pupils. Children who are bullied lose confidence, suffer injury, feel miserable – become unhappy about being in school.
- Educational achievement: Unhappiness and lost confidence can affect concentration and learning
- Bullying goes against all that Great and Little Shelford CE (A) Primary School stands for in its vision and values.

Procedures to combat bullying in our school:

Direct action by the class teacher should be the first course of action. This should be dealt with within the context of the incident. This will remind all the class and those other children involved that bullying behaviour is unacceptable in our school and will not be tolerated. Class teachers can often build upon their relationship with individual pupils to encourage honest and direct discussions. The teacher can also aim to help the children involved to find their own solution to their personal disagreement and also discuss with them how their actions solve the problem.

Consequences should be used where bullying behaviour is clearly proven. These will be related to the consequences described above in this policy. These should match the severity of the behaviour and be appropriate for the pupil(s) in question.

For bullying which is repeated, results in damage to property or injury of a person a more serious response should be considered. Parents will be informed and involved at an early stage. Accurate records of incidents and how the school has responded to them, including conversations with parents will be kept.

Suspension as a response to serious and persistent bullying should be used sparingly. An internal suspension could be considered initially.

As a school, we understand that we are ***all*** involved in the prevention and solving of bullying if it were to occur: our families, staff and governors. Bullying awareness can be highlighted in a variety of ways:

- Our home school agreement, the variety of rewards and awards offer our children a positive outlook to their attitude and behaviour to each other;
- Our collective worship and church services encourage friendship, responsibility towards each other and to the wider world, minority groups, other races and cultures;
- Explicit links are frequently made to the British Values, which promote community cohesion and tolerance;
- Circle Time encourages children to talk freely about themselves, their problems and ways of solving them;
- Annual marking of Anti-Bullying Week through our annual Kindness Week.

12. Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Behaviour incidents are recorded and monitored to ensure pupils receive the correct support. Records may also be used to inform any referrals that may need to be made, both within school and to external agencies.

The Headteacher keeps a log of prejudicial behaviours on My Concern (any examples of discriminatory behaviour, such as racist, sexist or ableist behaviours).

All behaviour records are saved in digital pupil profiles on our online recording system – My Concern. Additional paper records may be held on pupil files, this includes letters informing families of a fixed-term suspension.

It is the responsibility of the governing board to monitor the rate of fixed term suspensions and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

School staff review this policy annually. The policy is shared with governors, although this policy does not require formal approval by the governing board. Staff may however review the policy earlier than this, if the government introduces new regulations, or if the school receives recommendations on how the policy might be improved.

Appendix 1

SCHOOL

On behalf of the Staff and Governors, as the Headteacher, I agree that we will do our best:

1. To make arrangements for the safety, including welfare, online safety and well-being of the pupils during the school day.

2. To organise and manage the personnel and resources of the school to give all pupils full access to the Foundation Stage and National Curriculum at an appropriate level for their age and stage of learning to ensure the highest standards of academic achievement for each individual.

3. To ensure there is provision for the spiritual, moral, social, and cultural development of each pupil within the context of a Christian ethos.

4. To maintain a high standard of pupil behaviour so that this may be a source of pride to individuals, the school and the community.

5. To keep parents/carers as fully informed as possible of school events and of educational developments, which will affect their children in this school.

6. To facilitate class teachers to fulfil their job descriptions which includes:

    - taking an interest in all members of the school community as individuals;
    - arriving punctually at school, ready to teach;
    - planning and delivering a programme of study, which meets national requirements for all pupils in the class and is in accordance with the school policies;
    - giving useful feedback and helping pupils set targets for future improvement;
    - valuing the physical environment of the school and help pupils to keep it a purposeful learning environment;
    - meeting with parents/carers at mutually convenient times to discuss individual pupil's progress;
    - attending school events in accordance with 'directed time' this showing an interest in the school community;
    - to attend continuing professional development and training opportunities regularly to keep teaching skills and knowledge up to date.

Signed: **Mr. Chris Grey, Headteacher**

PUPIL

I have talked to my parents/carers about this and agree to do my best:

1. To come to school on-time and ready to work, so I will:
    - go to bed at a sensible time each night to get enough sleep for the day;
    - get up in good time to get ready;
    - eat breakfast to give me energy;
    - wash, clean myself and dress smartly in the school uniform;
    - make sure I have the right equipment with me e.g. water bottle, fruit (KS2 only), P.E. kit, musical instrument, and coat or sun hat for the playground;
    - travel to school responsibly, as directed by my parents.
2. To keep the school's rules so that I, and everyone else, can be safe and happy during the day, including lunchtimes. That means I will:

    - think about how my behaviour affects other people;
    - speak kindly or not at all whether in person or online;

- walk when moving around school, keeping to one side of the stairs;
- be respectful and polite to everyone, whether in person or online;
- listen for the whistle and line up promptly at the end of breaks and at lunchtimes;
- be responsible for my belongings, looking after my own property and respecting others';
- be resourceful and responsible by tidying up my work areas at the end of every session.

3. To work hard in all my learning activities. That means I will:

    - arrive in class promptly at the end of playtime with all the equipment I need;
    - listen to adults and peers respectfully;
    - answer questions and enter discussion to help my own and everyone else's learning;
    - concentrate on my learning activities;
    - hand in my homework on time.

4. To continue to respect the school rules when I am working in school with other adults or when I go to after-school activities and when I am out on school visits.

5. To travel home sensibly, as directed by my parents.

Signed: **Year:** **Date:**

HOME

As the parent(s)/carer(s), I/we agree to do our best:

1. to support my/our child by

    - ensuring they come to school punctually and ready to work.
    - helping them to have a positive attitude to the school community.
    - helping them understand the importance of schoolwork by taking an interest in their work and in what they are learning.
    - helping them to hand in homework on time (see homework policy for further details).
    - attending consultation appointments and parent information briefings.
    - providing clothes for school wear which conform to the uniform requirements.

2. to support the school by

    - reinforcing the school's expectations of my/our child's behaviour and work habits, including working to ensure safe online behaviour and communication.
    - informing the school office promptly on the first day, if my/our child is absent for any reason.
    - informing the class teacher promptly if there are problems which may affect his/her attendance, behaviour or work habits.
    - reading school letters and newsletters and responding when asked to do so.
    - attending school events whenever possible.

Signed: **Date:**

Signed: **Date:**

Parent(s)/ Carer(s) of: …… **Year group:**

Appendix 2

Shelford Guided Reflection

Pupil's Name:		**Day:**	
Adult's Name:		**Date:**	
Type of behaviour to modify (circle)			
Focus / concentration	Behaviour towards other pupils	Behaviour towards adults	Other (please specify):
Has this happened before?		**What lesson / time of the day was it?**	
Who was involved?			
What happened just before this behaviour choice?			
The behaviour:			
How did the behaviour impact different people? What did the different people involved feel?			
At which point should I have done something different? What was I feeling?			

What should I have done? How can I control my emotions?	
What will I do differently next time?	
How will I resolve this? Is there anyone I need to apologise to?	
Discussion around further consequences to teach prosocial behaviour:	

Pupil Resolution:

I understand that, at Shelford, I can earn rewards and praise from making the right behaviour choices. I understand that on this time, I did not make the right behaviour choice. I agree to prevent this from happening again.

_____ (signed by pupil) _____ (date)

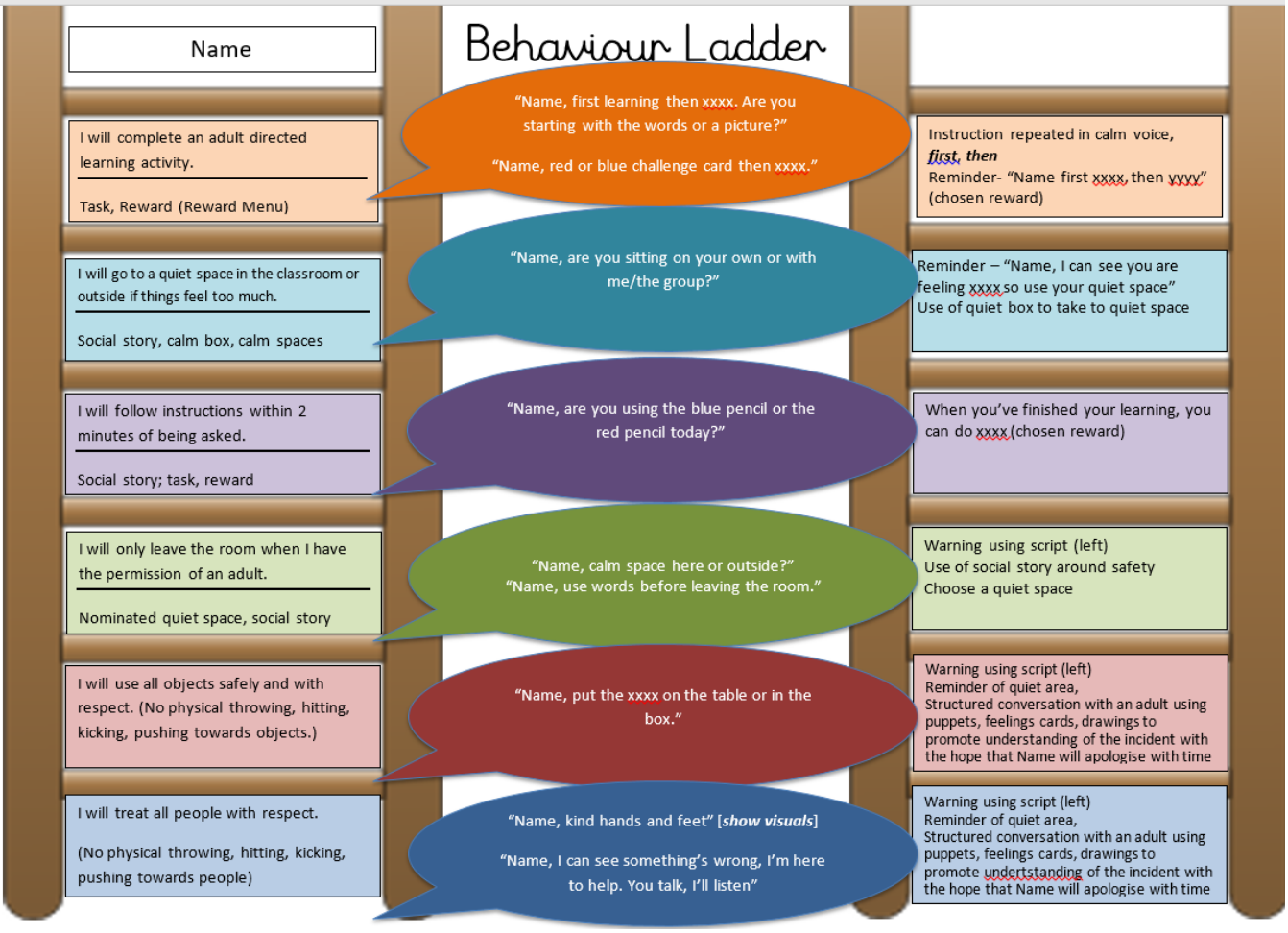
Adult Resolution:

I agree to support _____ (pupil name) in making the right behaviour choice and agree to praise them when I notice this.

_____ (signed by adult) _____ (date)

Appendix 3

Example Behaviour Ladder (front and back)



Preventions:

- Use of key targets for the target card below.
- Positive comments or work to be passed on to TEACHER, DEPUTY HEADTEACHER and HEADTEACHER - kept in a pot to share with parent at end of day/week.
- Clear praise given during lessons, at break time, at lunch time and around school.
- Use of workstation or separate area for learning activities as needed.
- This target card goes home every day and comes back to school every day.
- Consider – enter the school each day via different route / time and be greeted by an adult, discussing the target each day.
- Additional reward at home linked to school success
- Meet and Greet, with transition game, activity and discussion of timetable
- Sharing of this target card with NAME OF STAFF before lunch and at the end of the day.

Signatures:

Target Check Tick-list					
Target: ***I will follow an adult instruction to help me complete some learning.***					
	9:00-10:15	10:15 – 11:45	Lunch	1:00-2:00	2:00-3:00
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Target Check Tick-list					
Target: ***I will use kind hands and kind feet towards objects and people.***					
	9:00-10:15	10:15 – 11:45	Lunch	1:00-2:00	2:00-3:00
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Appendix 4

Whole School Rules Poster



Appendix 5

Staff Flowchart:

