



Behaviour Procedures at Shephalbury Park

Our Vision and Values



Recognition and Rewards for Positive Behaviour

Focus is on praise and recognition, rather an over use of physical rewards such as stickers.

Individual	Group Awards	Whole Class
• Verbal Praise • House credits • Going for Gold– star of the week • Visit to another member of staff, class or SLT with praise card • Golden postcards (half termly) • Silver, Gold, Platinum awards • Going for Gold Special Award • Curriculum Awards • Golden Tickets	• Table Points in classrooms • House credits • House half-termly reward of wearing their house colours • End of year winning house celebration • House trophy	• Verbal praise • Class Golden Ticket • Visit from SLT • Going for Gold: attendance and cleanest classroom • Class rewards as determined by the class teacher.

Positive Behaviours

Exclusive Award	Examples of Associated Behaviours	Procedure
Diamond Level 	The award is through a nomination process and involves the staff team nominating and voting for a pupil who consistently demonstrates all of the Going for Gold values. This award is only given at the end of each academic year.	• In the summer term, a nomination process take place. • A letter of success and invitation is sent home and pupil is invited to a celebratory tea with a friend to the headship team and governors. • A special Diamond Award Trophy is presented in an end of year Going for Gold assembly.
Going for Gold Stages	Examples of Associated Behaviours	Procedure
Gold 	• Consistently demonstrating the Going for Gold values • For a piece of exceptional work, completed to the best of the individual's ability and to the highest possible standard • Rising to a given challenge with energy, effort and determination	• Praise card issued and pupil is sent to the head teacher. • A 'Going for Gold' head teacher's sticker will be issued and their achievement will be celebrated. • Two house credits may be issued in exceptional circumstances.
Silver 	• For making a great effort with learning • Going above and beyond normal expectations, showing a very positive attitude	• Praise card issued and pupil is sent another class. • House Credit may be issued. • Praise is given and work shared.
Bronze 	• Following expectations and the good behaviour code • Modelling active learning expectations • Demonstrating the Going for Gold values	• Verbal praise used to celebrate achievements and effort. • No house credits should be given for following expectations. • Reinforcement of positive behaviours through praise – verbal and non-verbal.
Expected Level of Behaviour		

Behaviour Consequences

Stage	Examples of Associated Behaviours	Procedure
1 Very Low Level	• Calling out • Moving around building inappropriately (running, shouting etc.) • Tapping or fiddling with equipment • Not completing work/work avoidance • Misuse of equipment – e.g. when on the playground • Unintentional/accidental breaking of equipment through careless use. • Rough play • Out of seat without reason • Talking to peers during listening time • Distracting others • Making inappropriate noises • Interrupting the teacher • Not listening/off task • Minor poking/pushing etc	Key Actions A reminder either verbally or non-verbally to explain to the child that they need to consider their behaviour and ensure they are showing the Going for Gold values. Clear instruction given: e.g. “pencil on the table, thank you!”. Consequence Not required at this stage.
2 Low Level	• Persistent Level One behaviours, despite expectations being shared and instructions given • Answering back • Rudeness to adults • Name calling/unkind comments to other pupils • Defacing work • Intentional damaging/breaking small equipment e.g. – rulers, pencils or playground equipment • Physical behaviours that do not result in injury • Refusing to work/wasting time • Deliberately distracting other children • Disrespect for others’ belongings • Rough play that could hurt others	Key Actions Class teacher to discuss behaviour and concerns with pupil. Refer to the school vision and values. Consequence Any work missed due to behaviour to be made up in subsequent break time as an educational consequence. This does not need to be logged anywhere formally at this stage. Follow Up Strategies Any patterns or changes to behaviour should be flagged with the Pastoral and Wellbeing Lead at the earliest opportunity to identify triggers and explore any reasonable adjustments to support the pupil. This may include anxiety mapping or roots and fruits.

Stage	Examples of Associated Behaviours	Procedure
3 Moderate Level (Behaviour is formally recorded)	• Prolonged and/or persistent Level Two behaviours • Physical behaviours resulting in injury/fighting • Throwing objects in the classroom • Emotionally hurting others (teasing, criticism etc.) • Taking / hiding other's equipment without permission • Using inappropriate language/swearing • Going into an out of bounds area within the school grounds.	Key Actions Class teacher to follow up with the pupils. Refer to the school vision and values. Thinking and Reflection Sheet and debrief to take place with a class adult. Consequence Any lost learning time, due to behaviour, is to be made up in a subsequent break time. Restorative action may be agreed. Report card may be issued if behaviours are persistent or have potential to become persistent. This will be in discussion with Pastoral/SEND or SLT team. Recording Thinking and Reflection Sheets completed. The incident is recorded on CPOMS and consequences are logged by the reporting adult as a Level 3 behaviour incident. Communication Parents to be informed via phone call or in person at the end of the school day by class teacher/TA. Follow Up Strategies Class teacher to complete roots and fruits and anxiety mapping. Support may be provided by the Pastoral and Wellbeing Lead/SENDCo. Tier 1/2 referral considered to explore appropriate strategies and solutions. Consistent Behaviour Plans may be considered. If implemented, these will be shared with parent, with the class teacher and Inclusion and Pastoral Leads.

Stage	Examples of Associated Behaviours	Procedure
4 Serious Level	• Prolonged and/or persistent Level 3 behaviours • Intentional physical behaviours resulting in injury or fighting • Absconding from the learning area or building • Defiance – refusal to obey direct and specific instructions • Malicious destruction of school property, compromising the safe learning of others • Bullying • Serious anti-social behaviour e.g. stealing, spitting at others • Vandalism – significant deliberate damage to school or others' property • Significantly physical or emotional hurting of others - conscious or subconscious (isolated, not bullying) • Using racist language, prejudicial language and other more serious verbal abuse with the intent to be hurtful • Using inappropriate language at staff • Child on child abuse	Key Action Reporting adult to gather background and evidence from all parties involved. If not all evidence is available, implement a protective consequent until all information is gathered. Pupil to complete a thinking and reflection sheet. Ensure protective consequence is in place until the pupil is safe and ready to have a restorative conversation. Call made to pastoral team to support, if required. Consequence An appropriate consequence is issued: • Isolation and Reflection • Restricted access to outside space • Restorative action • Report card may be issued at level 4 Communication Parents are contacted by class teacher and Pastoral and Wellbeing lead to discuss the incident/s. Recording Thinking and Reflection Sheet to be completed. Record as Level 4 behaviour on CPOMS. Headship team to be alerted at this level. Pastoral and Wellbeing Lead will respond and action accordingly, adding to the consequence log. Follow Up Strategies Plans to be put in place: Review Consistent Behaviour Plan, if in place. Behaviour Report to be introduced to supplement this. Report to be shared with and signed by parent. Tier 3 external support considered at this point to ensure appropriate support is given.

Stage	Examples of Associated Behaviours	Procedure
5 Very Serious Level (Dangerous)	• Prolonged and/or persistent Level 4 behaviours • Fighting with extreme violence and intent to harm, including weapons • Throwing objects with the intention of hurting others • Physical abuse to any member of staff including spitting • Significant threatening behaviour or emotional abuse to any class member/s • Pupil putting themselves in danger through unsafe behaviour (including repeated refusal to follow instructions given by adults) • Absconding from the premises thus putting self at serious risk of harm. • Deliberately telling untruths or lies which could harm somebody else.	Key Action Reporting adult to gather background and evidence from all parties involved. If not all evidence is available, implement a protective consequent until all information is gathered. SLT team member dealing with the incident will consult with the headship team. Consequence An appropriate consequence is issued. This may include: • Suspension (fixed term) considered • Internal suspension • Removal from playground • Report card issued Communication Parents called in for meeting with class teacher, Pastoral and Wellbeing lead and Headship team member. Meeting is minuted. Chair of Governors informed about any fixed term suspension by school office team. Recording Staff member dealing with the incident will record as a Level 5 behaviour on CPOMS. (anonymous information). This will be discussed and responded to by the headship team. Any fixed term suspensions are logged on Arbor by the Headship team. Discussion to take place with inclusion team, HT/DHT and class teacher which will include a review of the pupil's behaviour plan. Identify triggers and opportunities to further support the pupil's needs. Restorative action to be decided upon. Reintegration meetings to be documented as part of this process. Follow Up Strategies Reintegration meeting to review behaviour strategies Referral to external agencies for targeted support and intervention (Tier 4 referral to be actioned).

Stage	Examples of Associated Behaviours	Procedure
6 Critical Level Permanent Exclusion	• Causing or intent to cause serious harm to any member of the school community • Extreme violence • Serious extreme behaviour/breach of health and safety which put others of self at significant danger of harm • Repeated numbers of fixed term exclusions.	Key Action Reporting adult to gather background and evidence from all parties involved. If not all evidence is available, implement a protective consequent until all information is gathered. SLT team member dealing with the incident will consult with the headteacher. A meeting with the headship team will be called to discuss the incident and to get a consensus that this has reached the threshold to warrant a permanent exclusion. Consequence A permanent exclusion is issued. Communication Parents called in for meeting with class teacher, inclusion mentor and SENDCO/Headship team member. Meeting is minuted. If the permanent exclusion is issued following an investigation after an initial suspension, a letter will be sent to parents alerting them of the permanent exclusion. Chair of Governors informed about any fixed term suspension by school office team. Chair of Governors to be contacted by the headteacher. Recording LA procedures for recording. Follow Up Strategies Ensure local authority has received permanent exclusion guidance.