



Bottesford Junior School Behaviour & Exclusions Policy

Approved by:

Miss R Busby – Executive Headteacher

Date: Summer 2026

At Bottesford Junior School we believe that our pupils will develop as good citizens when they have the opportunity to learn within a secure and friendly environment which promotes and rewards good behaviour. Our school aims are to encourage and respect an understanding of others and the environment. We place great importance on ensuring that the children are responsible for their actions in order to develop self-discipline. We ask all staff, parents and pupils to work with the school to promote outstanding behaviour.

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining and celebrating high standards of behaviour that reflect the values of the school
- Outline our expectations and consequences of behaviour – both positive and negative
- Provide a consistent approach to behaviour management that is applied equally to all pupils (with the exception of some SEND pupils who may need a bespoke approach)
- Define what we consider to be exceptional behaviour, unacceptable behaviour, including bullying and discrimination.

Roles and Responsibilities

The Governing Body is responsible for:

- Reviewing and approving the Behaviour & Exclusions Policy
- Reviewing this Behaviour Policy in conjunction with the Executive Headteacher
- Monitoring the policy's effectiveness
- Holding the Executive Headteacher to account for its implementation

Parents and carers

Our school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to resolve behavioural issues.

Our Strategies to Celebrate and Encourage Good and Outstanding Behaviour:

- Use praise and positive reinforcement consistently across school
- Inform pupils and parents of good behaviour through House points, stickers, certificates and reward time
- Use of a house system to encourage a 'community' and team spirit. Children will be awarded house points throughout the week. These are added up by House captains and shared in assembly. The winning house receives and extras playtime on the trim trial. House points are added up and go towards the end of year total.
- A celebration assembly is held each week in which the children receive Gold awards for excellent work and behaviour
- Use of teaching styles which encourage empathy, co-operation, emulation and collaboration.
- Regular discussions at all levels with regard to behavioural expectations, and why some behaviour is inappropriate – based upon the shared mantra: Ready, Respectful, Safe

- Consistency of approach.
- Home/school agreement —parents agree to share and support the school in promoting good and outstanding behaviour
- Social and emotional skills taught in PSHE lessons

School Strategies for Promoting and Celebrating Good and Outstanding Behaviour

On a daily basis, through working hard and demonstrating positive learning behaviours, children can earn House points which are collated on a shared board in each classroom. Staff may also choose to give out stickers, use the class WOW board, send a pupil to show their work to the Headteacher and give verbal praise to promote and celebrate good behaviour.

We also have a whole school rewards system that takes place on a half termly basis. These rewards are decided upon (with pupil involvement) at the beginning of each term. This ensures that all pupils know what they are aiming for. For example, for the end of the Summer term rewards Year 3 pupils may choose to have an afternoon of outdoor sports, whereas Year 4 may choose to play bingo. The level of reward / involvement for the children will depend directly on the behaviour level they have achieved in that half term - better standards of behaviour earn higher rewards.

There are four levels of rewards within our policy:

Platinum Level – This is achieved through teacher nomination only and will be given to 1 child per half term in each class. This child will have shown consistently good to outstanding behaviour in all regards (including learning behaviour) and will have been a positive role model for others across the school. Children who receive the Platinum award will be invited to a special reward and will be able to bring a friend who must be at least a Gold level pupil.

Gold Level – This level is achieved by having consistently good behaviour - receiving no more than 1 amber warning during the half term. It is recognised that all children make mistakes but children achieving the Gold Level will heed the warning and will alter their behaviour accordingly.

Silver Level – This level is achieved by having good behaviour for most of the time with the occasional lapse or error of judgement, receiving no more than 2 ambers in a half term. It is felt that any more than 2 ambers show that the child is not learning from their warning and further steps may be needed to change this.

Bronze Level – This level is for all other children who do not meet the above criteria.

Some children in school, particularly those with SEND may not fit into the above graduated approach. In this situation, the SENDCO will liaise with the pupil's class teacher and decide upon the best-fit reward level for them. This will be inclusive and not discriminatory but at the same time ensure that all pupils are aware of the need for high standards of behaviour.

Earning Additional House Points

Additional points can be earned by pupils completing any additional homework, making progress on their TT Rockstars heat map and for the number of home reading sessions completed each week – 3 reads = 3 points, 2 reads = 2 points and 1 read = 1 point. This list is not limited and further items can be added at the discretion of the teacher.

House Points

We have four 'Houses' and all children are allocated to a House upon admission to our school. The aim of this is to develop a 'collegiate' aspect of school – they encourage a healthily competitive atmosphere as well as a sense of loyalty. Houses are allocated in family groups so that parents attending house events only need to attend the relevant houses event time slot. Each week in assembly, the total of points earned by pupils per house are revealed and the winning house receives an extra reward e.g., time on the Trim Trail or similar.

Our School mantra – Ready, Respectful, Safe

As a school we do not have a set of school rules. Instead, we use the mantra: Ready, Respectful, Safe. Against this mantra we are able to judge all behaviours and attitudes. Similarly, if a behaviour is inappropriate or acting in discord with the mantra, action will be taken by staff to identify the unwanted behaviour and act accordingly. This mantra is discussed and explored regularly within assemblies and class discussions in order that the whole school community are aware of the expectations that we set.

School strategies to deal with inappropriate behaviour include:

When dealing with behavioural incidents, we always aim to make it clear that it is the *choice* that has been unacceptable, not the pupil themselves. This is driven by a restorative approach to behaviour management.

In all cases, we provide opportunities for pupils to understand why their *choice* was unwise and how they can avoid making the same decision in the future—using a restorative approach. For example, we discuss the potential consequences of an amber warning and how it can be avoided going forward. We also make it clear to the pupil which element of *Ready, Respectful, Safe* they have breached and encourage them to reflect on the impact of their actions on others.

All children's behaviour is monitored throughout the day using a coloured board in each classroom. This acts as a visual reminder of expectations. When children are working hard and following school rules, they remain in the 'green' zone or can move up into the 'wow zone.' If they reach the top through continued effort, they are rewarded with praise, stickers, or house points.

If children's behaviour does not meet expectations, they may move down the board. This only happens after the child has been given a supportive reminder or warning regarding their choices.

If a pupil continues with undesired behaviour after a supportive discussion or warning, their name will be moved down on the board. Should the poor behaviour persist, an amber warning will be issued. Amber sanctions are given by the child's teacher, in collaboration with other staff members if needed.

Any child who receives an amber warning will lose a playtime (usually the next break) and will be supervised by the Inclusion Lead or a member of the Senior Leadership Team (SLT).

Importantly, children will be reminded and given opportunities to correct their behaviour and move back up into the 'green' zone.

Any pupil who receives two amber sanctions within a half term will receive a phone call from our Inclusion Lead to discuss what support can be put in place. We will work collaboratively with parents to support their child in adjusting their choices.

If the unwanted behaviour continues, or a pupil demonstrates behaviour of a serious nature, the Headteacher or Deputy Headteacher may issue a Red Warning. The consequence of this is that the pupil will lose all break times for that day or the following day.

If a child accumulates several ambers without changing their behaviour, a positive behaviour chart will be implemented by the Inclusion Lead. This chart will be personalised to the pupil's needs and will include several targets to help them make better choices. The chart highlights positive choices and celebrates successes rather than focusing on poor choices. It enables the child to rebuild self-esteem and focus on choices that result in positive outcomes. The Inclusion Lead will contact parents before the chart is introduced to discuss targets, support, and the duration of the provision.

Behaviour at Lunchtime

The school's Behaviour Policy is applicable at all times of the school day, including lunchtimes. Any instances of unacceptable behaviour are reported to the Senior Lunchtime supervisor who oversees the deployment of the policy. All incidents are logged on CPOMS - as with all incidents. Any significant incidents are passed on to the Inclusion Lead or SLT if the Inclusion Lead is unavailable.

Where appropriate, CCTV could be used to aid in any investigation before an amber warning is given.

Behaviour during sports activities in school is expected to be of the highest standard. We encourage pupils to behave in a sporting manner and fair play is celebrated as part of our reward system. Over-competitiveness and aggression are not tolerated and sanctions are deployed if appropriate.

Behaviour outside of the school environment

As a school we are able to both celebrate, and apply the Behaviour and Exclusions Policy, when a child is:

- Taking part in any school-organised or school-related activity (such as school trips/swimming etc)
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

The Behaviour Policy can be deployed at any time, whether or not the conditions above apply, if the actions:

- could have repercussions for the orderly running of the school or
- pose a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Serious or on-going incidents of misbehaviour

- Clear action is taken, always involving parents. Assertions of the school's expectations are made clear, and support is given to the people hurt or upset by the offence.
- Where misbehaviour is recurring or involving an aspect of safeguarding, special help from outside agencies may be sought.

Where appropriate, this policy will be used in conjunction with more specific policies such as the E-Safeguarding /Safeguarding/Anti-Bullying Policy etc.

Parental Liaison

- For reasons of confidentiality, no information will be given to the parent of another child, other than that the Behaviour & Exclusions Policy has been deployed.
- The decision to take any action that is not in-keeping with this policy is at the discretion of the Executive Headteacher, Deputy Headteacher, SENDCO or Behaviour Lead, and not a parent or pupil.

Behaviour during Extra-Curricular Activities

We expect the same high standard of behaviour during extra-curricular clubs as we do during the school day. If a pupil's behaviour during clubs is not of a high standard, or if their behaviour during school hours leads us to think that they will misbehave during a club, we reserve the right to prevent the pupil from attending the activity. This will not be used as a punishment, nor as a deterrent. Any such decision will be carried out by the Headteacher/Deputy Headteacher on a case-by-case basis. Where appropriate, this will involve the input from the SENDCO to ensure that the school is not inadvertently discriminating against a pupil who has special educational needs, mental health needs or any such characteristics.

Behaviour monitoring system

An electronic system is used to record all behaviour celebrations and sanctions. This process enables ongoing behaviour trends / instances of bullying to be immediately identified. Where trends are identified, the Headteacher/Deputy Headteacher or Behaviour Lead will ensure that parental involvement is sought and that agreed strategies are implemented immediately.

In the case of serious offences, including racist incidents, homophobic bullying, harassment and discrimination, a separate log of incidents is kept and, where appropriate, reported to the local authority.

Exclusions (fixed & permanent)

This is an exceptional measure and is only considered after a serious or on-going incident(s) of misbehaviour and / or criminal offences. Only the Executive Headteacher or in her absence the person deputising for her (Deputy Headteacher) has the power to exclude a pupil. LA policy and National Legislation are always followed in respect of the execution of these powers. All exclusions are communicated in writing to the parent/carer, the LA, the Chair of Governors, and relevant external agencies. The written communication explains the reasons for excluding the pupil and the length of the exclusion. Parents/carers have the right to make representations to the LA / Governing Body about the exclusion. All steps will be taken to avoid exclusions and it is only used as our last resort and in this instance, LA guidelines are followed.



Behaviour Overview for Bottesford Junior School

Celebrating / Rewarding Good and Outstanding Behaviour



Celebrations and Rewards

Daily Celebrations

- Stickers
- House points – which can be awarded for anything positive and needing celebration
- Verbal Praise
- Class WOW board
- Showing work to the Headteacher

Weekly Celebration Assembly

- Celebration of achievements in school- including good behaviour
- Presentation of awards for out of school achievements
- Presentation of in school certificates – Gold Awards
- Announcement of House winners that we and presentation of the House cup.

Half Termly Rewards

- Year groups choose their whole class half termly reward at the beginning of each half term
- Half termly rewards are on a graduated basis

Addressing Unwanted Behaviour



Sanctions

General Unwanted Behaviour

Stage 1 - 'Supportive' verbal warning given by an adult. e.g. 'By shouting out during the input, you are disrupting learning. That is disrespectful towards myself and the other children and it means that you are not ready to learn'/'Thank you for sitting and listening carefully, and for showing me that you are ready to learn and being respectful'.

Stage 2 - Name discretely moved onto the line as a visual warning.

Stage 3 - **Amber Warning** – Name discretely name to amber - automatically lose next break time and will be supervised by the Inclusion Lead or SLT. After a succession of ambers, a pupil may be issued with a positive behaviour chart by the Inclusion Lead.

Stage 4 - **Red Warning** – Name discretely moved to only given out by Headteacher/Deputy Headteacher – pupil will then miss the equivalent to a day's playtimes

Serious Unwanted Behaviour

Miss out stages 1,2 & 3 and go directly to stage 4 and/or exclusion process

All discussion with parents about serious incidents of behaviour will be carried out by the Inclusion Lead or with the Headteacher.

Governors Statement of Behaviour Principles

The Governors at Bottesford Schools Federation, believe that high standards of behaviour lie at the heart of a successful school and enable pupils to make the best possible progress in all aspects of their school life. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed.

Principles:

- All children, staff and visitors have the right to feel safe, valued and respected, and learn free from the disruption of others
- Bottesford Junior School is an inclusive school and all pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010
- Staff and volunteers set an excellent example to pupils at all times
- The Behaviour Policy and associated school rules are understood by pupils and staff
- Rewards, sanctions and reasonable force are known, understood and used consistently by staff, in line with the Behaviour Policy
- Governors encourage a wide range of rewards, consistently and fairly applied in such a way to reward good and outstanding behaviour around the school
- It is recognised that the use of rewards and sanctions must have regards to the individual situation but should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, offering support as necessary
- The Behaviour Policy explains that exclusions/suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents where appropriate, to foster good relationships between the school and pupils' home life
- The governing body also emphasises that violence or threatening behaviour or abuse by pupils or parents towards the school staff will not be tolerated. If a parent does not conduct themselves properly, the school may ban them from the school premises and, if they continue to cause disturbance, he or she may be liable to prosecution.
- The governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), to use reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying police) witnessed by a member of staff or reported to school when:
 - Taking part in school organised or related activity
 - Travelling to or from school
 - Wearing a school uniform or in some other way identifiable as a pupil.or, misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.