



# Behaviour Policy

Together we succeed

Under review: June 2022

## Rationale

The Staff and Governors are mindful of the responsibility of Section 175 of the Education Act 2002 which requires governing bodies to 'exercise their functions with a view to safeguarding and promoting the welfare of children'. Our school is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

At Shelley First School, we aim to provide an environment where all children feel safe and happy to allow for personal, emotional physical and intellectual development to be promoted and supported. Our community is built upon the following **values** which we celebrate in our school song:

**Share**

**Help**

**Encourage**

**Love**

**Learning**

**Everyone matters**

**You can**

At Shelley First School we **share** and we **help**,  
We **encourage**, we **love learning**,  
We're there for each other.  
**Everyone matters** and everyone's different,  
Putting others first we make great friends.  
We are Shelley First – give us a quest, do our best, pass the test.  
We are Shelley First, you can achieve if your mind's set upon it,  
**You can**, you can do it!

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The school's Behaviour Policy outlines measures in place which encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils. It is important to us that children, parents and staff at Shelley First School work together, within our school values, to ensure that our school is a safe place where children are able to learn and teachers are able to teach.

This policy has been devised, using the views of all stakeholders. The whole school community is expected to adhere to it. Individual class rules and expectations which reflect our school values are discussed and agreed upon at the beginning of the school year with each class as part of our Investors in Pupils induction.

## Our Shelley Best

We will...	What does this look like?
<b>Be ready to learn</b>	I listen carefully to other people, I focus on learning I value learning and support others in their learning: everyone has a right to learn

	I organise myself and my belongings; I am on time and use time well I try my best
<b>Be respectful</b>	I respond appropriately to adults and my peers. I say please and thank you. I value others - their opinions and wellbeing. I offer help and support when needed; I am kind. I value resources – my school and my world. I am honest. I admit my mistakes and learn from them.
<b>Be safe</b>	I do not hurt other people I move sensibly in and around school I keep the cloakrooms and classrooms tidy I tell an adult if I feel unsafe

## Principles

At Shelley First School, we believe that:

- Every child has the right to feel safe at school
- Every child has the right to learn
- Everyone has a right to be listened to, to be valued, to feel and be safe.
- Everyone must be protected from disruption or abuse
- All adults – staff, volunteers and governors – will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for his/her own actions
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school's Behaviour Policy will clearly reflect the school's approach to exclusions
- The school's Behaviour Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

**Staff Responsibilities** – we all share responsibility for promoting and modelling acceptable behaviours.

**Promoting good behaviour:**

Insist that rules are adhered to, provide positive feedback- 'catch them doing the right thing', do not accept the wrong behaviours

Model expected behaviour at all times and provide positive feedback by referring to what the children are or should be doing not highlighting unwanted behaviour e.g. "walk please" instead of "don't run".

Display expectations of behaviour in classrooms and refer to this – this is developed during our Investors in Pupils induction each year. Every child starts off the day with their name on 'Green' on their classroom traffic light. Exceptional or poor behaviour linked to our Shelley Best will be rewarded by moving the child's name to the appropriate part of the display. An opportunity to have the name 'moved back' will be provided.

Praise: verbally, with stickers and with certificates to reward learning, attitude and effort. Staff are encouraged to share good news with parents – for example via texts or face to face.

Delegate responsibilities so that children understand their role within our community.

**Dealing with inappropriate behaviour:**

At Shelley we operate a traffic light system which is clear and easy for the children to understand. It encourages positive behaviours and sets out clear boundaries and consequences for children who don't meet our expected behaviour standards. All staff will always avoid shouting and undermining a child in front of their peers. All staff will follow the following procedures:

- All children begin the day on **green**.
- Any exceptional behaviour or demonstrations of our Shelley Values will be rewarded by a move up to the **Shelley Best** spot. Children will be given a sticker by their teacher.
- Low level disruption in class will be addressed by the class teacher with a whole class reminder of behaviour expectations.
- Anyone continuing to disrupt the learning will be given a first warning and their name will be moved to **amber** on the traffic light. Being on amber means they will miss their playtime.
- Continued disruption or inappropriate behaviour will result in being moved onto **red** on the traffic light. Consequences for this are leaving the classroom to see a member of SLT to discuss their behaviour and choices, working outside the classroom, missing their break & lunchtime and their parents will be informed.

**Shelley Behaviour**



Wow, you are the Shelley Best!  
Get a sticker from your teacher.



Good Work!



First warning, we need to try to get back to green! Now you will miss your breaktime.



Second warning, see a member of SLT! Now you will miss your break lunch.

Physical violence will result in the above steps being bypassed and children will be removed from their peers, breaktimes will be missed and parents will be informed.

**Repeated unacceptable behaviour:**

1. Follow steps above
2. Log behaviour on CPOMS
3. Inform and liaise with Senior Leadership team (SLT)
4. Communicate with parents
5. Put a personal behaviour plan in place if needed (this may link to a specific member of staff providing support)
6. If required, gain support from SENCO to put in support from outside agencies. E.g. if a child has specific emotional /social needs.

**Behaviour associated with friendship issues:**

1. Refer to Restorative Practice procedures
2. Feedback to parents and log on CPOMS if appropriate
3. Nurture support if appropriate

**Behaviour that impacts on pupil and staff safety:**

1. Record on CPOMS
2. Refer to the leadership team immediately
3. If an incident is considered to be serious in nature it has to be logged in the Serious Incident book in the Head Teacher's office. If appropriate, exclusion (in line with LA guidance)

Communications and/or meeting with parents and SLT

**How do we deal with harassment and bullying?** As a school the curriculum and assembly times are used to actively support community cohesion.

<b>Racial harassment</b>	<b>Sexual/ gender orientation harassment</b>
We comply with LA guidelines	All incidents are taken seriously
All racist incidents are discussed and recorded with copies sent to the LA	All incidents are recorded on CPOMS
Parents of victim and perpetrator are informed	The school's PSHCE programme is used to raise awareness and to deter this type of harassment
Zero tolerance approach	Zero tolerance approach

**Bullying** (please also see our Anti-Bullying policy)

Bullying is seen as any form of deliberately hurtful behaviour that is repeated over a period of time, thereby causing unhappiness for a member of our school.

We encourage all children to:	The school:
<ul style="list-style-type: none"> <li>✓ Know that all bullying is wrong</li> <li>✓ Make themselves physically 'strong' in stature</li> <li>✓ Say 'No. You can't treat me like that'.</li> <li>✓ Walk away if possible</li> <li>✓ Not retaliate if possible</li> <li>✓ Report bullying (either in person or by using the 'action station' box)</li> <li>✓ Talk to RP Legends or to a member of staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ Takes bullying allegations seriously (even if unfounded)</li> <li>✓ Will talk to all parties involved</li> <li>✓ Work in partnership with parents, dealing with matters as quickly and as efficiently as possible</li> <li>✓ Supports the victim as fully as possible</li> <li>✓ Supports the bully to change their behaviour</li> <li>✓ Uses internal and external agencies to advise and support our strategies. The school has a trained Behaviour Support Worker. External agencies may include the educational psychological service, education welfare service and the special education service.)</li> <li>✓ Advise pupils about the 'action station' and the Childline service</li> </ul>

### Special Educational Needs & Disabilities

In line with the school's policy, we seek to provide an appropriate curriculum, suited to pupil needs, using the guidance of the **Code of Practice for special educational need and disability**. Behaviour expectations will be dependent upon pupil ability and understanding. In some case, Individual Education Plans (IEPs) or My Support Plans (MSPs) may have targets linked to behaviour. Appropriate outside agencies may support the development of a behaviour plan, MSP or IEP.

### Serious Incidents

Incidents that fall outside the above procedure are managed by the Senior Leadership Team. Serious incidents will be logged using the Green Incident Book. This can be found in the Head Teacher's office.

### Exclusions

We follow the Kirklees Local Authority Guidance on Academy Exclusions, <http://www.kirklees.gov.uk/beta/schools/pdf/academy-exclusions.pdf>

## **Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

## **Related School Policies**

This policy should be read in conjunction with the Marking and Feedback policy, Teaching and Learning policy, SEN Policy, Safeguarding Policy for Schools and the Anti-Bullying Policy; all of which can be found on the school website.

## **Monitoring policy and procedures**

The policy and procedures will be monitored by the governors Children and Families committee through analysis of data and pupil, staff and parent questionnaires.

## **Single Equality Policy and Principles**

This policy will be applied equally to all stakeholders while ensuring that all protected characteristics, (Disability, Race, Sex, Gender reassignment, Pregnancy and Maternity, Religion and Belief, Sexual orientation, Marriage and Civil Partnership, Age) are not discriminated against in any way. During the review process we will ensure that the policy and its implementation does not unintentionally discriminate adversely against any group and where necessary reasonable steps will be taken to discriminate in favour of protected groups

## **Social Distancing**

If social distancing measures are reintroduced, the school will apply strict sanctions, up to and including exclusion to any pupils who wilfully refuse to adhere to arrangements of social distancing and deliberately cough or spit at pupils or staff, putting them at risk.

This policy has close links to several policies. For example: Safeguarding, equality, SEND, Anti-bullying and learning & teaching.