



## Behaviour Policy

Together We Succeed

### 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 Shelley Foundations 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!*

## Aims

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.

## 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 the Health and Safety at Work Act 1974 and related regulations

## School Rules and Expectations

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 and 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, have everything I need and I 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>	<p>I do not hurt other people.</p> <p>I move sensibly in and around school by walking.</p> <p>I keep the cloakrooms and classrooms tidy.</p> <p>I tell an adult if I feel unsafe</p>
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At Shelley First School, we believe that a calm, quiet and purposeful atmosphere should be maintained around school. At playtime, children walk from the classroom and line up showing that they are ready to leave the building for play time. They walk to the designated exit and are let into the playground by the adult(s) on duty. At the end of play time, a whistle is blown once for child to stop and be silent, then a second time for children to walk to their class line ready to be led back into school by their teacher. Children are expected to walk through the playground and remain walking in the school building.

School uniform must be worn and equipment for school (PE kit, book bag, reading books) should be present every day.

Children speak to and interact with all members of the school community with respect and in accordance with the school values. Adults in school will interact with each other and with the children in a respectful way.

Children raise their hand when wanting to contribute, share or ask a question in whole class learning sessions and assemblies. Class teachers may use additional systems to allow for development of teaching pedagogies around engagement.

Individual Class Charters are negotiated to reflect the school values and expectations at the beginning of each school year and teachers plan time to support children to learn and understand these positively.

### **Staff Responsibilities**

We all share responsibility for promoting and modelling acceptable behaviours. Staff are expected to:

Promote good behaviour

Insist that rules are adhered to, provide positive feedback- 'catch them doing the right thing', do not accept the wrong behaviours. Reward with praise and housepoints.

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 session or day is a fresh start. Encourage children to be resilient, to keep trying and to take action.

Praise verbally, with stickers or certificates to reward learning, attitude and effort, or through bespoke class systems which staff develop to meet the different needs of the pupils in their class.

Staff are encouraged to share good news with parents – for example via texts, cards, phone calls or face to face.

Delegate responsibilities so that children understand their role within our community and have the opportunity to show leadership, resilience and responsibility.

### **Whole School Reward System**

As a school we take a positive approach to behaviour. The following rewards are used frequently throughout the school:

- Verbal praise
- Stickers
- Rewards in weekly celebration assemblies
- House Points with weekly house challenges linked to our Shelley Foundations, leading to a half termly winning house and trophy.
- Personalised whole class rewards agreed and established each year as part of transition
- Displaying work
- Informing parents – through phone calls, messages & directly speaking to on collection.
- Opportunity to tell and share with other staff eg the Head Teacher Celebration Assemblies

Each week an Achievement Assembly is held. Each class teacher chooses 2 pupils to discuss and celebrate the wonderful ways they have demonstrated our Shelley Foundations. The Head Teacher also selects two children to celebrate every week. Children are also invited to bring in certificates and badges from their out-of-school activities and share their accomplishments.

### **How we discourage poor behaviour**

All staff discourage poor behaviour in a variety of ways and are mindful of child/staff dignity and well-being when dealing with an issue. We encourage the use of low-key cues to prevent the escalation of poor behaviour. It is expected that the following cues will be used frequently by adults working in the classroom:

- Tactical ignoring
- Praise and positive reinforcement
- Looking in the direction of the pupil
- Moving closer to the pupil
- Use of distraction
- Reminding the pupil or the whole class of the rule or expected behaviour
- Adults will model the desired behaviour eg an ETA may sit with a child to show them what is expected.
- In addition to our policy of rewards and stepped boundaries, it is also important that we note changes in a child's behaviour. The changes may take a variety of forms. If we are concerned about a child, it is important that we:
  - Liaise with the parent/carer as soon as possible
  - Inform the Head Teacher
  - Monitor and record details of the child's behaviour

There may also be implications where the Anti-Bullying Policy links to the school Safeguarding Procedures and practice.

When low-key strategies have not worked effectively and undesirable behaviour continues, there are set classroom boundaries that take place in a specific order to ensure all parties involved know what will happen if rules are not followed.

## Classroom Sanctions

Low Level Cues: Looking in direction of the child.



Step 1: Rule Reminder. Reminder of the rule that should be being followed, in a supportive and positive way.

Step 2: Verbal warning. A clear and firm warning of why the rule needs to be followed.

Step 3: Time Out. Given a short few minutes' time out in a quite space, to be calm and have a 1:1 discussion

Step 4: Missed play time or some of playtime with staff member for reflection and support. Parents will be informed by the class teacher.

Step 5 (or dangerous behaviour): Removal from class. Time out of class, with Headteacher or in another classroom, so everyone can be safe and support given to address the behaviour. A discussion with parents will take place and a personalised plan or risk assessment may be created to support behaviour going forward. Children who have reached this step will have frequent check ins with Senior Leaders to support their positive choices.

<p><b>Low Level Reminder</b></p>  <p>Look</p>	<p>The adult will look in my direction to help me.</p>
<p><b>Step 1</b></p>  <p>Rule Reminder</p>	<p>The adult will remind me of the rule I should be following.</p>
<p><b>Step 2</b></p>  <p>Verbal Warning</p>	<p>The adult will give me a warning of what will happen if I choose to not follow the rule.</p>
<p><b>Step 3</b></p>  <p>Time Out</p>	<p>I will be given some time out in a quiet space to help me make the right choice.</p>
<p><b>Step 4</b></p>  <p>Missed Playtime</p>	<p>I will need to miss playtime to give me time to think about how I can mend my mistake.</p>
<p><b>Step 5</b></p>  <p>Removal from Class</p>	<p>I will be removed from class and a meeting arranged with my family so I can be supported with my behaviour.</p>

## Exclusion

When previous procedures are not effective further sanctions may be needed. A child may be removed from their class for a fixed time period. Also, following an extreme incident, for example very high levels disruption or danger to others, then the child will be removed from their class and supported by a member of staff. A formal meeting with a parent will be arranged as soon as possible, at the convenience of the Headteacher. They will then be supervised outside the classroom with an ETA or in another class including unstructured times. In exceptional or some repeated circumstances, verbal or physical abuse or violence will result in exclusion from school.

We follow the Kirklees Local Authority Guidance on Academy Exclusions, [suspension-and-permanent-exclusion-guidance-2023-a-summary-for-schools.docx \(live.com\)](#)

## **Break and Lunch Times**

The 5 steps will be used in the same way during playtimes to ensure consistency in the management of behaviour. Step 3 time out will be standing with an adult outside. Step 4 will be supported by Headteacher/Teacher so that the child can have some time away from the playtime and support to get back on track. Dangerous behaviour or incidents of purposefully hurting other children will be treated at Step 4 so that intervention can happen and the safety of everyone is ensured. Where it is deemed necessary, activities that are causing particular issues with regards to poor behaviour, may be stopped for individuals or whole groups to allow some thinking and reflection time

## **Monitoring and Review**

1. Every week, staff meetings will have time allotted to discuss behaviour of specific children, alongside H&S and Safeguarding.
2. Each term an opportunity will be given to staff to discuss issues arising from the operation of the policy.
3. The Head Teacher will monitor the policy in practice.
4. The policy will be reviewed on an annual basis.
5. A report will be given to the Governing Body termly detailing any serious behaviour incidents, suspensions or exclusions.

## **Bullying**

(Please see our Anti-Bullying policy on the website)

## **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 cases, Individual Education Plans (IEPs) or My Support Plans (IAPDRs) or Education Health Care Plans (EHCPs) may have targets linked to behaviour. Appropriate outside agencies may support the development of a behaviour plan.

On rare occasions, there may be need to use restraint to keep pupils and staff safe. Key staff in school are trained in positive handling should this situation arise.

Serious Incidents that fall outside the above procedure are managed by the Senior Leadership Team. Serious incidents will also be logged using cpoms and other appropriate and designated online systems.

## **Training**







Our staff are provided with training on managing behaviour, with some staff also trained on proper use of restraint. 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, SEND Policy, Safeguarding Policy for Schools and the Anti-Bullying Policy, all of which can be found on the school website.

## Appendix 1

### Behaviour Steps Flow Chart for Classrooms

<p><i>Low Level Reminder</i></p>  <p>Look</p>	<p>The adult will look in my direction to help me.</p>
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