



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 a truly inclusive environment, where every child achieves, feels safe, valued and proud to belong. We aim to create and foster an environment where children are developed to become compassionate, respectful individuals who act with empathy, enthusiasm and resilience and work together, with the adults in school, to be the best they can be: together we succeed.



Our community is built upon the following Shelley Value Foundations which we celebrate in our school song, using sign language to reinforce our values: <https://youtu.be/HSzr6RfB4CU>

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!

Share

Help

Encourage

Love

Learning

Everyone matters

You can

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, compassion 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.

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 and model empathy and respect
- 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 are...	What does this look like?
Ready to learn	We are silent and ready to listen before any instruction is given There is one voice in class when we are listening to each other or the adult is talking We allow everyone the right to learn by making good learning behaviour choices ourselves Transitions (moving from one activity to another) are orderly, calm and purposeful and we follow the 1,2,3 rules in order to move silently and without fuss We are not 'wandering' or doing a 'job' when the teacher input is happening – we listen respectfully and are focussed We have a go at our learning, even if it's hard: we are resilient
Respectful	We use our manners all the time, including lunch times and at the end of the day, to everyone and we hold doors open for people if we need to We show respect for everyone in our class including the adults, and everything in our school environment, including locker areas: we care We put ourselves in others' shoes (show empathy and compassion) We line up silently and respectfully when asked to We value others - their opinions and wellbeing We offer help and support when needed; we are kind We are honest . We admit mistakes and learn from them
Safe	We tell adults if we do not feel safe We do not hurt other people intentionally We walk around school in a calm, quiet and purposeful way We follow our outside space rules We have our resources ready – this includes our reading books and certain equipment. We know where and when we can access other equipment when we need it and we can do this independently when the time is right We keep our classrooms and tools tidy – this includes orderly and tidy pencil pots and tubs and book areas We use calming spaces or movement breaks if we need to We reflect on our own behaviour and can independently, or with the support of an adult, use restorative practice to resolve challenges and issues and reflect on what we can improve

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 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.

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 children doing the right thing', do not accept the wrong behaviours. Reward with praise and housepoints or dojos.

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 our Shelley Best expectations in classrooms and refer to this regularly.

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

Praise verbally, with stickers, celebration certificates, prize boxes, dojos and housepoints to reward children who are showing our Shelley Foundations

Staff share good news with parents – for example via texts, phone calls, post cards, copies of work sent home and/or face to face.

Delegate responsibilities so that children understand their role within our community and have the opportunity to show leadership, develop confidence, feel valued and proud.

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
- House points and Dojos in every class with cross class consistent behaviours awarded
- Head Teacher Hot Chocolate Fridays for children consistently behaving in an exemplary fashion
- Rewards in weekly Celebration assemblies
- House Points and dojos linked to our Shelley Foundations, leading to a termly house reward and trophy award and run by our House Captains
- Stickers
- Personalised whole class rewards agreed and established each year as part of transition
- Displaying work and sharing work with parents
- Informing parents – through phone calls, messages & directly speaking to on collection.
- Opportunity to tell and share with other staff/head teacher

Each week a Celebration 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.

Every week the Head Teacher takes delight in sitting and sharing Hot Chocolate or Orange Juice in the library with a group of two children from every class to discuss their ideas, plans and aspirations in recognition of their consistently exemplary behaviour and contribution to school life. This recognises their hard work and provides an opportunity for social interactions, confidence building, buddying opportunities and oracy.

How we discourage poor behaviour

All staff discourage poor behaviour in a variety of ways and are mindful of child/staff dignity, differing needs and the importance of well-being for all when dealing with an issue. We recognise that 'punishment' may stop behaviour through fear or shame, so instead prefer to focus on 'discipline', coming from the word 'disciple' to teach, where we guide children towards learning better choices as part of our restoration, which may involve appropriate consequence.

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:

- Praise and positive reinforcement
- Adaptive Teaching strategies including chunked tasks, time limited tasks and well-paced teaching and learning
- Looking in the direction of the pupil
- Moving closer to the pupil
- Use of distraction
- Tactical ignoring
- Reminding the pupil or the whole class of the rule or expected behaviour
- Adults will model the desired behaviour
- Movement and sensory breaks where needed
- Calm spaces for thinking time
- Personalised curriculum options where necessary

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 steps that take place in a specific order to ensure all parties involved know what will happen if rules are not followed.

Leaders and staff follow best practice research when it comes to developing and implementing behaviour strategies [Improving Behaviour in Schools | EEF](#)

Behaviour Steps

Low Key Cues (as laid out above)

Step 1: Rule Reminder. Reminder of the rule that should be being followed, in a supportive and positive way eg. Our rule is one voice at a time. Thank you.

Step 2: Verbal warning given directly to the child. A clear and firm warning of why the rule needs to be followed eg. This is your warning: we do not speak over others but wait our turn. Thank you for not talking when I am talking.

Adults should be clear and concise in their direction so the child can understand eg. I notice you are (*wandering around/shouting out*). You are breaking the rule about (*one voice, staying seated*). This is your warning.

As soon as independent work begins, the teacher will endeavour to have a short, positive word with the child to check their understanding and readiness to learn. Praise is given for the child returning to focussed learning behaviour

Step 3: **Thinking time**. Depending on the child's needs this may be a movement break, time in our sensory space, a small task or job that allows redirection of behaviour, or monitored and limited time in a calm space to allow regulation and reflection. The teacher or teaching assistant will check in with the child and ascertain what is needed to re-direct behaviour. Positive praise is given for the child returning to focussed learning behaviour.

Step 4: If the warning and thinking time has not been sufficient to modify behaviour then there will be **a partial, full or series of missed play times or part lunch breaks** with a member of staff, usually the class teacher, but which may sometimes be the head teacher. Adults will support the child with reflection and strategies. **Parents will be informed by the class teacher if deemed necessary.**

The child will be given a clear and concise explanation of their behaviour and the consequence eg. in the instance of learning refusal: you have repeatedly refused to start/finish your work even though you have had help. You have chosen to (*catch up with your work at break time/take it home/miss two minutes of break time*). Do you remember *last week* when you (*wowed the class with ...(positive)?*) That is who I need to see today. Thank you. The child will then finish their work or complete their reflection time. Depending on the nature of the issue, this step may include restorative practice. Books and support material may be used to support resolution.

Step 5: (or dangerous behaviour): **Removal from class**. Time out of class, with Head Teacher, a member of the Senior Leadership Team, or in another classroom, so everyone can be safe and support given to address the behaviour. **A discussion with parents will take place either via the class teacher or the Head Teacher 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 and if deemed appropriate, external agencies will be involved. Depending on the nature of the issue, this step may include restorative practice. Books and support material may be used to support resolution.

These steps are supported by a teacher guide and a classroom display guide (see Appendices at the end of this policy).

Break and Lunch Times

The 5 steps will be used in the same way during playtimes to ensure consistency in the management of behaviour.

Low Key Cues

Step 1: whole group general reminder eg. I can see some of us are struggling with this game, how can I help to resolve things? The adult on duty will then put support in place to resolve any issues

Step 2: verbal warning about behaviour to individual children eg. kind hands and feet during a football game; this is your warning.

Step 3: Thinking Time. The child will be asked to stand with the adult on duty for a short period of time to allow for reflection on behaviour and regulation time.

Step 4: If the warning and thinking time has not been sufficient to modify behaviour then there will be a partial, full or series of missed play times or part lunch breaks with a member of staff, usually the class teacher, but which may sometimes be the head teacher. Adults will support the child with reflection and strategies. Parents will be informed by the class teacher.

Step 5: Removal from the playground and time with the Head Teacher or a member of the Senior Leadership Team. A discussion with parents will take place either via the class teacher or

the Head Teacher and a personalised plan or risk assessment may be created to support behaviour going forward.

Restorative Practice will be used by all adults and buddies where necessary.

Exclusion

When previous procedures are not effective further sanctions may be needed and these will be evaluated on a case-by-case basis as every child is unique and has different needs and there is no one size fits all. A child may be removed from their class for a fixed time period. A formal meeting with a parent will be arranged as soon as possible, at the convenience of the Headteacher. Children may be supervised outside the classroom or in another class including unstructured times. In exceptional or some repeated circumstances, verbal or physical abuse or violence, or extremely unsafe behaviour, may 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 \(live.com\)](#)

Restorative Practice

Restorative practice is a strategy focused on building positive relationships and resolving conflict by repairing harm rather than solely focusing on punishment. It describes a way of relating to each other and is based on the understanding that, as human beings, we are all interconnected and our relationships really matter. It supports a way of being that emphasizes empathy, accountability, and community building, instead of just focusing on the individual who caused harm. Restorative practice brings together all those affected by an incident to address the harm and find solutions that restore relationships and foster a sense of shared responsibility. This is in line with our Shelley Foundations and our 'together we succeed' approach and teaches children how to resolve their own conflicts and restore relationships when things have gone wrong, as they inevitably do as part of childhood.

Adults and RP (restorative practice) legends (Y5 buddies) are trained in this approach and will use it regularly to resolve incidents and conflicts linked to behaviour.

The practice focuses on supporting children to think through and discuss five questions:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- How have they been affected?
- What needs to happen to make things right?

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 personalised plans, suited to pupil needs, using the guidance of the Code of Practice for special educational need and disability. Behaviour expectations will be dependent upon need, pupil ability and understanding and we recognise that not all pupils will be able to follow our behaviour steps in a linear way. In some cases, Individual Education Plans (IEPs) or My Support Plans (IAPDRs) or Education Health Care Plans (EHCPs) may have targets linked to behaviour and we understand that 'calm' or 'silent' behaviours may look different for individual children and that they may need additional and repeated opportunities to practise these. Some children with SEND may regulate differently to their peers and need additional and differentiated support to do this. School therefore reserves the right to make reasonable adjustments to its behaviour management processes in order to best support each individual child's needs where it is needed. Appropriate outside agencies may also 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: Teacher Guide

	It's Good to be Green!	Adaptive Teaching Strategies to eliminate low level behaviour: positive praise, whole class reminders, time limited input, well-paced tasks, group work, movement with learning, encouraged input, eye contact, one to one 'quiet word', directing reminders to adjacent pupils.....
	1. Rule Reminder	Reminder of the rule that should be being followed, in a supportive and positive way eg. Our rule is one voice at a time. Thank you.
	2. Verbal warning	Given directly to the child. A clear and firm warning of why the rule needs to be followed eg. <i>This is your warning: we do not speak over others but wait our turn. Thank you for not talking when I am talking.</i> Adults should be clear and concise i eg. I notice you are (wandering around/shouting out). You are breaking the rule about (one voice, staying seated). This is your warning. As soon as independent work begins, the teacher will have a short, positive word with the child and praise return to green behaviour
	3. Thinking time	This may be a movement break, time in our sensory space, a small task or job that allows redirection of behaviour, or monitored and limited time in a calm space to allow regulation and reflection. The teacher or teaching assistant will check in with the child and ascertain what is needed to re-direct behaviour. Positive praise is given for the child returning to focussed learning behaviour.
	4. Missed Time Parents Informed	A partial, full or series of missed play times or part lunch breaks with a member of staff, usually the class teacher, but which may sometimes be the head teacher. Adults will support the child with reflection and strategies. Parents will be informed by the class teacher if deemed necessary. The child will be given a clear and concise explanation of their behaviour and the consequence eg. in the instance of learning refusal: you have repeatedly refused to start/finish your work even though you have had help. You have chosen to (catch up with your work at break time/take it home/miss two minutes of break time). Do you remember last week when you (wowed the class with ...(positive).) That is who I need to see today. Thank you. Restorative Practice may be needed
	5. Removal from class Parents Informed	Step 5: (or dangerous behaviour): Removal from class. Time out of class, with Head Teacher, a member of the Senior Leadership Team, or in another classroom, so everyone can be safe and support given to address the behaviour. A discussion with parents will take place either via the class teacher or the Head Teacher and a personalised plan or risk assessment may be created to support behaviour going forward.



	It's Good to be Green!	I am doing the right thing and following my Shelley Best
	1. Rule Reminder	I am given a reminder by an adult: I get back on track with my behaviour
	2. Verbal warning	I am given a warning by an adult – this is my last chance. I make sure I ask for help if I need some.
	3. Thinking time	I am taking some time away from the class to think and reset. This helps me get back on track and allows the rest of the class to learn.
	4. Missed Time Parents Informed	I am missing some of my break or lunch time, or maybe all of it, and finishing work I need to do or talking to the adult. There will be a phone call home.
	5. Removal from class Parents Informed	I have had to leave the classroom and will spend time in another class space or with an adult. My parents or carers will be informed and there may be a meeting.



Our Shelley Best

We are...	*What does this look like?
Ready to learn	We are silent and ready to listen before any instruction is given There is one voice in class when we are listening to each other or the adult is talking. We use active listening. We allow everyone the right to learn by making good learning behaviour choices ourselves Transitions (moving from one activity to another) are orderly, calm and purposeful and we follow the 1,2,3 rules in order to move silently and without fuss We are not 'wandering' or doing a 'job' when the teacher input is happening – we listen respectfully and are focussed We have a go at our learning, even if it's hard: we are resilient
Respectful	We use our manners, including lunch times and at the end of the day, to everyone and we hold doors open for people and allow them to pass We show respect for everyone in our class including the adults, and everything in our school environment, including locker areas: we care We put ourselves in others' shoes: we show empathy and compassion We line up silently and respectfully when asked to We value others - their opinions and wellbeing We offer help and support when needed; we are kind We are honest: we admit mistakes and learn from them
Safe	We tell adults if we do not feel safe We do not hurt other people intentionally We walk around school in a calm, quiet and purposeful way We follow our outside space rules We have our resources ready – this includes our reading books and certain equipment. We know where and when we can access other equipment when we need it and we can do this independently when the time is right We keep our classrooms and tools tidy – this includes orderly and tidy pencil pots and tubs and book areas We use calming spaces or movement breaks if we need to We reflect on our own behaviour and can independently, or with the support of an adult, use restorative practice to resolve challenges and issues and reflect on what we can improve

*Behaviour expectations will be dependent upon need, pupil ability and understanding and we recognise that not all pupils will be able to follow our behaviour steps in a linear way. We understand that 'calm' or 'silent' behaviours may look different for individual children and that they may need additional and repeated opportunities to practise these. Some children with SEND may regulate differently to their peers and need additional and differentiated support to do this.

We use our Shelley Foundations to help us to make good decisions