



Behaviour Policy: Together we succeed

At Shelley first School, our community is built upon the following **foundations** which we remember in our school song:

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 other's first we make great friends.
We are Shelley First – give us a quest, do our best, pass a test!
We are Shelley First, you can achieve if your mind's set upon it,
You can, **You can do it!**

This policy has been devised, using the views of all stakeholders. The whole school community is expected to adhere to it.

Revised: May 2020 re: Social distancing during COVID-19 pandemic

Principles

At Shelley First School, we believe that:

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- 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
- It is expected that 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
- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force
- 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

The principles that underpin this policy can be summarised by our 'Ethical Code':

- ✓ **Care, fairness and respect**
- ✓ **No barriers to learning**
- ✓ **Celebration and joy in all achievements**

Our **'Together We Succeed'** Rules helps to keep our school foundations strong via 3 main themes:

Rules	What does this look like?
Be ready to learn	'Only my best is good enough for me' at all times 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
Be respectful	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.
Be safe	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

Staff Responsibilities – we all share responsibility for promoting 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. For example when coming into assembly only speak to children in a hushed voice
DISPLAY expectations of behaviour in classrooms and refer to this. Every child starts off the day with their name on 'Doing the Right Thing' on an age appropriate display. Exceptional or poor behavior linked to Together We Succeed rules 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, with certificates to reward learning and effort; with Dojos to reward behaviours . Staff are encouraged to share good news with parents – for example via texts or face to face.
Give RESPONSIBILITIES so that children understand their role within our community. This can also be a strategy to avoid poor behaviour developing.

Dealing with inappropriate behaviour:
Low level Disruption in class: <ol style="list-style-type: none"> 1. A warning look 2. A verbal warning 3. Time out at playtime 4. Always focus on behaviours and not on the child 5. Avoid shouting and undermining a child in front of their peers
Repeated unacceptable behaviour: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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) 4. 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.

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

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

The school will apply strict sanctions, up to and including exclusion to any pupils who willfully 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.

Reviewed in March 2019 by Governors, parent representatives, Staff & School Councillors