



BEHAVIOUR POLICY

Signed by:

Headteacher: *Wacey*

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Chair of Governors: *[Signature]*

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This policy acknowledges Shirley Manor Primary Academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with special educational needs (SEN). Also, is aligned with the school's legal duties in Keeping Children Safe in Education 2022 (KCSIE)

At Shirley Manor Primary Academy, we are committed to ensuring that every child knows there is no limit to their learning, both academically and personally, and that they leave our school as confident young people who are well prepared for the next stage of their education. Please be assured that we will work with you to ensure that your child enjoys their time with us as a happy and successful young learner.

Aims and Values

Our Aims

-  For children to operate as independent learners and thinkers
-  To inspire a love for learning
-  To provide a relevant curriculum for all
-  For children to value themselves
-  To promote a thirst for learning
-  To provide a broad and balanced curriculum which prepares children for life in modern Britain
-  To foster a sense of belonging to a community
-  To create a fun, safe and outstanding place for children to learn

Our Values

-  Friendship
-  Respect for others
-  Being kind to others
-  Self-discipline
-  Truthfulness
-  Respect for property
-  Responsibility for own actions
-  Being polite and considerate
-  No bad language
-  Acceptance
-  Tolerance
-  No Bullying
-  No Prejudice

We feel strongly that there is a need to develop children as good citizens, therefore where possible we teach the children the value of:

G R O W T H

We have developed a mantra for our whole school community. This links with the Growth Mindset work we have been doing.

Going places

Respectful

Open minded







Wise

Talented









Happy

Objectives

We want our children to show:





-  Self confidence
-  Respect
-  Self-control
-  Sensitivity and consideration for others
-  A pride in themselves and their school
-  An interest in their activities

For children to develop:



-  Responsibility for their learning and environment
-  An independence of mind
-  An understanding of the needs for rules
-  A sense of fairness and tolerance for others' way of life and different opinions
-  Non-sexist attitudes
-  Non-racist attitudes
-  A consistent approach to tasks
-  An acceptable response to bullying and abuse

Supporting Positive Behaviour:

We aim to provide additional and different behaviour support and guidance for children with specific needs. We will do this by:

-  identifying early those children with social, emotional and mental health difficulties and provide support through nurture and individual provision plans;
-  ensuring all staff are aware of the child's strengths and difficulties;
-  liaising with appropriate outside agencies;
-  making reasonable, appropriate adjustments for children with a disability.

For all staff to:

-  treat all children equally, irrespective of gender, race or religion;
-  raise children's self-esteem and develop them to be the best they can be;

- 🌳 play an active part in building up a sense of community and applying the agreed standards of behavior consistently;
- 🌳 have a responsibility to model the type of behaviour felt to be acceptable;
- 🌳 be alert to signs of bullying, sexual harassment and racial harassment and deal firmly with it;
- 🌳 deal sensitively with children in distress, listen to them and deal with the incident appropriately;
- 🌳 support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties;
- 🌳 recognise children's achievements, academic or otherwise;
- 🌳 ensure rewards are accessible to all children;
- 🌳 use assembly as an opportunity to acknowledge achievements and to foster a sense of community;
- 🌳 encourage children to share their achievement with others;
- 🌳 display examples of children's work in the classrooms and around school;
- 🌳 reinforce positive behaviour when the opportunity arises through classroom discussion, by public praise, PSHE work, in the playground and in assemblies.

For all parents and carers to:

- 🌳 be aware of the school rules and expectations and ensure their children are aware of appropriate behaviour in all situations;
- 🌳 inform school of any changes in circumstances that may affect their child's behaviour;
- 🌳 inform us about their child's ill health and absences;
- 🌳 show an interest in all that their child does in school;
- 🌳 foster good relationships with the school;
- 🌳 support the school in the implementation of this policy.

The school will endeavour to achieve good home/school liaison by:

- 🌳 promoting a welcoming environment within school;
- 🌳 giving parents regular constructive and positive comment on their child's work and behaviour e.g. through Dojo;
- 🌳 encouraging parents to come into school on occasions other than parents' evening;
- 🌳 keeping parents informed about school activities by letter, newsletter, website, Dojo etc;
- 🌳 involving parents at an early stage in any disciplinary problems.

Parents and carers concerns are taken very seriously. There is an open-door policy at Shirley Manor and if parents/carers have concerns, they can Dojo message or talk to the class teacher or to a member of SLT, who will investigate the concerns and make informed decisions about the way forward.

Safeguarding Children

We aim to provide a school environment where everyone feels emotionally and physically safe. We recognise that children's behaviour can be affected by child protection issues. We ensure that staff are aware that they need to be sensitive to changes in children's behaviour and report any concerns following the child protection and safeguarding policies. All school staff receive annual refresher training in safeguarding and positive behaviour training in line with Keeping Children Safe in Education and Working Together to Safeguard Children.

Anti-Bullying, E-safety and Cyber-bullying

We adopt a Zero Tolerance approach to negative behaviours including all forms of bullying; emotional, physical, prejudice based and discriminatory such as racial, faith based, gendered (sexist)

homophobic/biphobic, transphobic, disability based, sexual (including harassment), direct or indirect verbal bullying and cyber bullying.

At Shirley Manor we follow CEOP guidance to educate children about safe and appropriate use of the internet. The children attend workshops run by West Yorkshire Police. All children sign an acceptable use agreement. We have a separate Anti-bullying Policy which is shared with all children regularly.

We work with children and their families to ensure school is a safe and secure environment.

Rewards

Rewarding and acknowledging good learning behaviour is very important at Shirley Manor. At every opportunity we share success with others and, importantly, share this with parents/carers.

At Shirley Manor we follow 3 simple rules which follow our GROWTH mantra – Respectful, Openminded or Happy. Staff will use this terminology to remind children what our expectations are.

Dojos

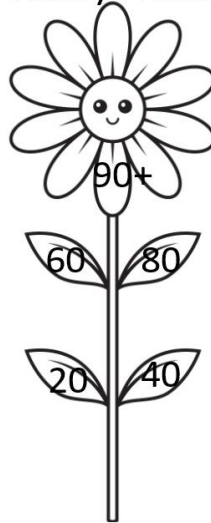
Children are given Dojo points for each session. They start with zero points and work towards gaining up to four points at the end of each session. These will be gained through demonstrating that they have followed the Growth rules and given the correct effort and attitude towards their work. Once a point is awarded it will not be taken away.

As an extra incentive for children is to go above and beyond expectations of learning and behaviour, one extra bonus point for each session may be awarded for going the extra mile or achieving a personal target. It must not be used as compensation for earlier sanctions where Dojos have not been earned.

Children's total number of points will accumulate over the week. They must reach the expected minimum of 90 points in order to earn always time or any other reward.

In addition to the electronic Dojo system which shows parents/ carers how many Dojos a child has received each week, each class has a display of a flower which shows the number of Dojos a child has earned that week.

Always Time



In the EYFS we operate the Dojo reward system. Positive Dojos are given for desirable behaviours and good work. Personal messages are sent to share positive messages with parents and carers.

At the end of each day there will be reflection time as a class. Children will place their name on the flower appropriate to Dojos earned.

Always Time

Always Time is a celebration of children's success. Children earn their Always Time by working hard and keeping the school rules, it is a special time for everyone to look forward to. Children who have achieved 90 + Dojos are rewarded with the full 20 minutes of Always Time on a Friday 12.45pm – 1.05pm.

Those who have not achieved 90 Dojos, spend time on a Friday discussing strategies with a member of the Pastoral Team.

Going for Gold

'Going for Gold' gives the children the opportunity to be rewarded for their positive attitude to learning and celebrate their own personal achievements. If they earn a set number of Always Time they will receive a certificate with each award given.

Number of Always Times Achieved	Award Given
6	Ruby
12	Sapphire
18	Emerald
24	Bronze
30	Silver
36	Gold
100% Always Time	End of year trip

Those children who have not managed to do this will spend time with the Pastoral Team discussing strategies to help them improve next term.

Our Behaviour Curriculum

We strive to ensure children are safe and happy. More than ever, this needs to continue to run through everything we do. Emotional health and well-being, alongside health and physical safety, is at the heart of our approach.

Our Behaviour Curriculum already recognises the importance of supporting children's personal and emotional development, and we understand that building relationships, routines and rules ensures children are safe – physically and emotionally. Time is given to connect and rebuild relationships, explore and process what has happened and to understand the importance of new rules and routines. The PSHE (Personal Social and Health Education) curriculum enables staff to plan and deliver social, emotional and behavioural lessons as well as capitalise on opportunities throughout the day.

The Behaviour Curriculum package also includes the Boxall and Thrive Profiles which, is an assessment tool for emotional and behavioural development, provides valuable on-going pupil records and directly links to appropriate group activities.










Sanctions

Although rewards are central to the encouragement of good learning behaviour, realistically there is a need for some sanctions for unacceptable behaviour and to protect the security and stability of the school community.

In all disciplinary actions it is essential the child knows that it is the behaviour which is unacceptable not the child as a person. It is also vitally important the child fully understands why they have received a sanction.

A quiet, firm reprimand from a member of staff is expected to be sufficient to correct errant behaviour; however, if this fails to have the desired effect, the following procedures will be adopted.

In the Classroom

-  If poor behaviour begins, a verbal warning will be given relating to GROWTH – You are not following our rules of being Respectful, Open Minded or Happy etc
-  If this continues then the child will be moved to a different place in the classroom
-  If the inappropriate behaviour continues, the child will be taken out of the room, or taken to another class (by an adult) for 5 minutes. The child needs to go where there is no sibling. The child will sit and reflect with a 5 minute timer. No discussion is had as to why the child is there.
-  If, on return to class, the child's poor behaviour persists, they will miss 10 minutes of their lunchtime or afternoon break with a member of staff
-  If the child's poor behaviour persists, a member of staff will escort the child to see a member of the Senior Leadership Team. Parents will be informed by the class teacher via Dojo
-  Persistently poor behaviour (or isolated extreme events) will be logged as a concern on the CPOMs system.
-  The child's parent/carer will automatically be informed via Dojo via the Senior Leadership Team
-  Extreme or persistent poor behaviour will prompt face to face or phone contact with a parent or carer.
-  At the end of each session Dojos are given to reflect the behaviour in class. Children who have received sanctions will be asked for their opinion on how many Dojos they think they have earned and a discussion will be had around this.

- 👤 If children demonstrate expected or if only a warning is given, the child will still receive 4 Dojos. If they have been moved in the classroom they will earn 3 Dojos. If they are moved to another class they will earn 2 Dojos. If a lunchtime or afternoon break sanction is in place then the child can still earn 1 Dojo. However, if a serious incident occurs and Senior Leadership is involved they will not earn any Dojos for that session.

At all stages the child is reminded to make the right choices and language is limited.

In the Playground

Children should have a clear understanding of acceptable behaviour in the playgrounds. This includes where they can play, as well as how to play.

If playground rules are broken, then the following sanctions should be followed:

- 👤 Staff gives a verbal warning for any playground rule broken.
- 👤 If behaviour persists the child will be removed from the activity to play elsewhere.
- 👤 If behaviour persists stand next to the fence in clear sight of an adult for 5 mins calming time.
- 👤 If poor behaviour persists, the child should be sent inside for 10 minutes to the staff member on duty.
- 👤 If children are unsafe in the playground additional support will be called for. The child will need to spend the remainder of time indoors with the Senior Leadership Team.
- 👤 Persistently poor behaviour (or isolated extreme events) will be logged as a concern on the CPOMs system by the member of staff witnessing/ following up on an event.
- 👤 Parents will be informed via Dojo by the Senior Leadership Team.
- 👤 If KS2 children are not following the Growth Rules with outside coaches they will miss sessions and remain on the top playground/ KS1 playground.
- 👤 At the end of lunchtime Dojos are given to reflect the behaviour of the class. A conversation between the teacher, lunchtime supervisor and the child who has received sanctions will be held and the child will be asked for their opinion on how many Dojos they think they have earned and a discussion will be had around this.
- 👤 If children demonstrate expected or if only a warning is given, the child will still receive 4 Dojos. If they have been told to play elsewhere they will earn 3 Dojos. If they are moved to the fence class they will earn 2 Dojos. If a child is sent inside for 10 minutes then the child can still earn 1 Dojo. However, if a serious incident occurs and Senior Leadership is involved they will not earn any Dojos for that session.

Persistently Poor Behaviour

Persistently poor behaviour or isolated extreme events may result in internal suspensions, or suspension from school for a fixed period by the Headteacher or Deputy Head teachers in their absence.

Before these actions are taken, children with ongoing problems with behaviour will be given every opportunity to make improvements. This will include working closely with a member of staff from the school behaviour team.

In the first instance a 4-step graduated approach will be adopted. An individual who exhibits persistently poor behaviour will be assessed, a behaviour plan will be put in place, the plan will be implemented and

then reviewed. The behaviour plan will be written in child friendly language and completed with the child so they have ownership of the document. This is then shared with the parent. These should be updated half-termly or sooner if required and must be shared with the SEND coordinator and parents.

Unacceptable behaviour

The following behaviours are an example of unacceptable behaviour:

- 👤 Refusal to follow instructions given by any staff member;
- 👤 biting, spitting, hitting, kicking and any other acts of physical aggression;
- 👤 foul language, inappropriate sign language and swearing;
- 👤 making unkind remarks;
- 👤 damaging property;
- 👤 answering back, rudeness and aggression to adults;
- 👤 stealing;
- 👤 truancy;
- 👤 racist, sexist or homophobic comments;
- 👤 bullying;
- 👤 excessive noise;
- 👤 leaving class;
- 👤 absconding from the school grounds.

Physical outbursts and physical disputes must be dealt with and children may be restrained if deemed necessary in accordance with Use of reasonable Force guidance 2013, Team Teach guidelines and the 1996 Education Act.

Removal from Class

Removal is where a child, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. It is only used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal is used for the following reasons:

- a) to maintain the safety of all children and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive children to be taken to a place where education can be continued in a managed environment; and
- c) to allow the child to regain calm in a safe space.

Removal is not the same as the use of nurture spaces for non-disciplinary reasons. For instance, where a child is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Physical Intervention

Staff at Shirley Manor Primary Academy are Team Teach trained and will only use physical intervention as a last resort when other appropriate strategies have failed. Physical intervention is used in ways that maintain the safety and dignity of all concerned. Incidents are recorded and reported to the Headteacher and parents are informed of each incident.

The DFE guidance (2013) on the 'Use of Reasonable Force' defines and explains these terms in the following way:

- » The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- » Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- » 'Reasonable in the circumstances' means using no more force than is needed.
- » Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- » Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- » School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Please refer to our Care and Control policy for further information.

Searching, Screening and Confiscation

Before screening or conducting a search of a child, Shirley Manor will consider their obligations under the European Convention on Human Rights.

Only the Headteacher and Senior Leaders have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a prohibited item listed in paragraph below or any other item that the school decides is an item which may be searched for.

The list of prohibited items are:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil);
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

The member of staff should ensure the child understands the reason for the search and how it will be conducted so that their agreement is informed.

When exercising their powers, staff must consider the age and needs of children being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a child has a disability.

Staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

The Headteacher or Senior Leader will make an assessment of how urgent the need for a search is and should consider the risk to other children and staff. Permission will be sought from the child to search however if the child refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items. There will always be another member of staff present and where possible the staff conducting the search will be of the same gender as the child. This will be recorded on CPOMs and parents will always be informed. Further information can be found from the DFE Searching, Screening and Confiscation guidance July 2022.

Internal Suspension

When any child is experiencing a high level of difficulty in following school behaviour systems, an assessment will be made to decide whether they need to be allocated time in the school Nurture Room. An individual behaviour plan (IBP) and risk assessment will be drawn up and behaviour targets will be agreed. If appropriate a Boxall/Thrive assessment will be carried out. In some circumstances an external learning support assessment may be made to see if there are underlying reasons for poor behaviour.

In some cases where all these strategies have led to no measureable improvement in the child's behaviour then the Head Teacher may consider Internal Suspension for a fixed period of time. Parents will be notified and this internal suspension will take place in the Hub. School work will be set by the class teacher for this period of time and playtimes and breaks may be taken at alternative times of day for a limited period.

The Hub

If a child is displaying extremely aggressive behaviour, which is likely to cause harm to themselves or others, the Hub may be used. The Hub is a space with soft furnishings and calming material. The room can be used with a child when it is necessary in order to control aggressive behaviour. All children will be monitored and have a member of staff with them whilst using this room.

If the Hub is used with a child, a meeting will be had with parents to explain what has happened. If this becomes a regular occurrence a discussion and a risk assessment will be put in place on how the individual will use this space and this will then be shared with parents.

Suspension or An Exclusion

The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which children can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all children's behaviour can be amended or remedied by pastoral processes, or consequences within school.

Only the Head Teacher or members of the Senior Leadership Team can exclude a child and this must be on disciplinary grounds. A child may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

A fixed-period suspension can also be for parts of the school day. For example, if a child's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

The child's views will be taken into account and all decisions will be explained to them in light of their age and understanding if appropriate to do so.

Lunchtime suspension is a fixed period suspension (equivalent to one ½ school day) and should be treated as such.

In order to best support each child in the lead up to, or return from a suspension, he/she may be placed on a modified time-table or phased return.

The law does not allow for extending a fixed-period suspension or 'converting' a fixed-period suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

A permanent exclusion is when a child is no longer allowed to attend a school (unless the child is reinstated). The decision to exclude a child permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The behaviour of a child outside school can be considered grounds for exclusion or suspension.

The headteacher informs the LA, a social worker if involved with the family and the governing body about any exclusions.

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

Parents have the same right to be given information and to appeal. Arrangements should be made for children who are entitled to free school meals.

Modified timetable

A part-time timetable can only be used with the consent of parents/carers. Any proposal to use a part-time timetable will be discussed with parent/carer before the arrangements start.

Part-time timetables will only be used in very limited circumstances. For example:

- Where there are behavioural difficulties and the school is trying a part-time timetable as an intervention to try and avoid suspension or exclusion as part of a pastoral support plan (PSP) or a planned reintegration package.

- 👤 Where a child has a short-term medical condition that prevents full time attendance for a time limited period.

Children will be provided with sufficient and appropriately differentiated work to do for those hours they are not in school. Arrangements will be made to ensure that the work is marked; assessed and constructive feedback is given to the child.

Children's Conduct Outside the School Gates

What the law allows:

Teachers have the power to discipline children for misbehaving outside of the school premises "to such an extent as is reasonable"

If non-criminal bad behaviour and bullying occurs off the school premises and is witnessed by a staff member or reported to the school, we may discipline children for misbehaviour when the child is:

- 👤 Taking part in any school-organised or school-related activity or
- 👤 travelling to or from school or
- 👤 wearing school uniform or
- 👤 in some other way identifiable as a child at the school 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 child 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 child on school premises or elsewhere when the child is under the lawful control of the staff member.

Other agencies

Full use will be made of such agencies as Social Communication Interaction and Learning (SCIL) Team, Social services, Early Help, Educational Psychologist, Health services where appropriate, Virtual School for Looked After Children.

Police

A high value is placed on good relationships with the police and liaison is encouraged.

Care of service premises and sites

Everyone in school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.

- 🌱 Staff display children's work to a high standard;
- 🌱 the building is kept clean and tidy;
- 🌱 the grounds are expected to be kept litter free and the gardens well maintained.

School Council

The school Council will give children and staff the opportunity to discuss any issues arising from children's behaviour in school or in the playground

Monitoring Behaviour

The Headteacher will include a section on behaviour within their reports to the Governing Body.

Associated resources

1. Behaviour in schools September 2022
2. Searching, Screening and Confiscation July 2022
3. Suspension and Permanent Exclusion September 2022
4. Use of Reasonable Force – advice for headteachers, staff and governing bodies
5. Safeguarding and Child Protection Policy 2022
6. SEN Code of Practice
7. Home school agreements
8. E-safety Policy
9. Anti-Bullying Policy
10. CEOP

Legislative links

[Education Act 1996](#)

[School Standards and Framework Act 1998](#)

[Education Act 2002](#)

[Education and Inspections Act 2006](#)

[School Information \(England\) Regulations 2008](#)

Equality Act 2010

The Education (Independent School Standards) (England) Regulations 2010

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The Education (Independent School Standards) (England) Regulations 2012

DFE guidance (2013) on the 'Use of Reasonable Force'

Reducing the Need for Restraint and Restrictive Intervention 2019

Keeping Children Safe In Education September 2022

Working Together to Safeguard Children 2018