Shirley Manor
Primary Academy

Positive Behaviour Policy

Approved by:		**Date:**
Last reviewed on:	September 2025	
Next review due by:	September 2026	

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.

Aims

- To establish a clear set of responsibilities for all those who teach, work and learn at Shirley Manor
- To promote positive attitudes amongst everyone at Shirley Manor.
- To reward positive behaviour.
- To create a climate in which all feel secure and everyone is aware of their obligations regarding acceptable behaviour.

Rationale

The most important element of developing and maintaining the behaviour that we want from children comes through the relationships that we form with them. Children want to know that we like them and respect them, so developing excellent relationships in the first few weeks, which we develop and grow across the year and throughout their time at Shirley Manor is vital. At Shirley Manor we devote time during transition and in the first few weeks in a new class, to getting to know as much about our children as we can. We take an interest in their home lives, families, hobbies and skills. We respect what children have to say and we try to reflect the interests of our children in what we do in the classroom and through extra-curricular provision so that they feel valued and have a sense of belonging.

Staff at Shirley Manor start every day with a 'Meet and Greet', where we welcome children into the classroom at the door. We say 'good morning' and we use children's names to greet them. We ask children how they are or comment and ask questions about things we know matter in their lives.

Staff at Shirley Manor operate a positive discipline approach in order to establish and develop relationships with children. Within this relationship, children must understand that there are clear boundaries, which we must all adhere to in order for school to run smoothly and be a safe and harmonious place.

Staff responsibilities

All staff employed at the school have a responsibility to consistently apply this behaviour policy at all times. This includes, for example, times when staff are not in classrooms, when they are moving around school and when they are with children who may not be in their class. Staff will receive training on this policy as part of their induction process and regular training to support them and help them improve their practice.

Positive Discipline Basic provision - guidance for staff

Positive discipline is a whole school approach to the management of behaviour. It encompasses the whole school day including break times. Rules are few in number and are very clear. Each class uses the school rules as a basis for their own class rules. It is expected that these are on display in all classrooms and revisited regularly. Pupils have a clear choice as to whether they keep to the rules or not. Pupils should see the programme as fair because it is consistent, and any consequences are known to them in advance of them choosing to break a rule.

- Use praise more often than reprimands to reinforce the behaviours that are expected.
- When you praise be specific about what they are doing right.
- Use the reward systems effectively to promote good behaviour.
- Give clear instructions. Say to pupils "The instruction is...." "You will...." "Listen to my instructions first then do them....."
- Use a child's name prior to giving an instruction **if** they need to be cued in.
- Pupils have a clear choice of following a rule or not. Therefore, if they don't follow a rule they have chosen the consequence.
- Reinforce positive language e.g.' Remember to walk' instead of 'Stop running'
- Children need to understand that every choice has a consequence. Tell children 'If you choose to do the work, that would be fantastic and this will happen… If you choose not to do the work, then this will happen… I'll leave you to make the decision.'
- Reinforce rules with children as a reminder of what they should be doing 'What's our rule about talking when the teacher's talking?'
- Stay calm, remember the distinction between a raised voice and shouting.
- Never use argumentative language; you are the model for the pupil to base their responses on.
- Often, children who struggle with following instructions, have language difficulties of some kind, so cutting the amount of language down helps.

  'Scott, chair, 4 legs, thank you'
  'Lucy, pencil, down, thank you'
  'Elizabeth, Velcro, leave, thank you.'

All classes follow the above basic provision to maintain good relationships and a positive atmosphere within school.

Parental rights and responsibilities

Parents have the right to know about how their child is behaving at school. School staff and parents work together to promote and value appropriate behaviour.

We expect parents to be responsible for:

• Getting children to school on time and to collect them on time

• Informing the school on the first day of absence, or if their child is late

• Ensuring their child has adequate sleep as the school day can be very tiring

• Ensuring their child only accesses age appropriate media, videos and images not only to safeguard their child but others around them

• Being aware of school policies and to support all staff in their efforts to ensure a caring community

• The behaviour of their children in the playground before the start of the school day and at the end of the day once they have collected

• The behaviour of any other children they bring into school

• Reading all letters/messages that are sent on Dojo, via the text messaging service, website or letters sent home (there are copies available from the office upon request)

• Being prepared to discuss issues or problems politely and calmly with staff and other parents of children at the school

• Being aware of the convenient times to talk with staff before/after school. It may be necessary to make an appointment if the discussion may take some time or is of a sensitive nature.

It is key that we build a supportive dialogue between the home and school, and we will inform parents immediately if we have concerns about their child's welfare or behaviour. Informal discussions between parents and teachers may take place on a more regular basis but also children's ongoing individual behaviour and attitude to learning will be discussed at parents' evening events through the year. If the school has to use reasonable consequences following the Positive Behaviour Policy, parents are expected to support the actions of the school. If a child's behaviour becomes a barrier to their learning, a discussion will take place between teachers and parents and that child may be given an Individual Behaviour Plan.

If parents have concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Assistant Headteachers or the Head of School.

Rewards

The overall responsibility for children's behaviour rests with the class teacher.

We agree that we will emphasise positive behaviour by rewarding success rather than focusing on failures and shortcomings.

It is important that the positive aspects of praise and reward should have great emphasis. Good discipline is based upon high expectation, the setting of consistently high standards and common agreement of responsibilities. A class charter setting out aims and expectations should be agreed at the beginning of the year by each class and clearly displayed and referred to routinely. Children respond better to systems which recognise their difficulties and strengths.

Positive behaviour can be rewarded in a number of ways:

• Praise from staff

• Class rewards

• Good work to be put on Dojo or sent home

• Dojo messages home or speaking to parents to recognise and reward good progress, behaviour and/or work to be used as appropriate by teachers / support staff / lunchtime supervisors to be taken home and shared with parents.

• Head of School's Award to be awarded to children from each class every week for presentation in a weekly celebration assembly.

• Displaying pupil's work around school, publishing on website, publishing in the Newsletter/Dojo.

Class Dojos to reward positive behaviour, good work, good effort, for demonstrating character strengths and carrying out our school values. Class teachers are able to award Dojo points to children which are recorded on the online system. We also use stickers to celebrate good behaviour. Children are given certificates in assembly when they reach 100, 200, 300, 400, 500, 750 and 1000 Dojos.

Class Dojo points can be given by any member of staff to any child.

Class Reward

The total amount of Class Dojo points for each class is totalled on the system. The class will receive a reward for their collective efforts. Class rewards are awarded for 250, 500, 750, 1000 and then in 250 increments.

The rewards are to be voted on by each class. They can range from extra playtime, forest school time, class movie, ice lollies/hot chocolate etc.

Sanctions

At Shirley Manor, giving children consequences for their behaviour is built on the principle that sanctions should not humiliate.

When children misbehave adults will speak to children without emotion, remaining calm at all times. Sanctions should take a stepped approach.

Sometimes there is need to impose sanctions in order to register disapproval of unacceptable behaviour or refusal to comply with the agreed responsibilities. When a child is giving cause for concern, the most powerful sanction is disapproval. In serious cases, consideration must also be given to the education, welfare and safety of other children and the welfare and safety of staff when deciding on the appropriate sanction. Expectations should be clearly displayed in classrooms and communal spaces (halls and corridors). Class behaviour procedures should be reflected by a clear visual display that all children can understand and access.

Step	Examples of behaviour	Sanction/Reward	Dealt with by
0	We are all learning	• Praise from teacher and other adults • Good work/praise put on Dojo • Sent to SLT for praise • Dojo points earned individually and for class	All staff
1	• Talking on the carpet • Talking in a line moving through school • Calling out • Talking whilst the teacher is talking • Stopping my partner from working • Not moving around school safely • Dropping litter • Forgetting Reading Record in KS2 • Being out of your seat when you shouldn't be • Defacing books – not taking pride in presentation • Not completing homework in KS2	• Verbal warning (quiet reminder)	Class teacher or staff member noticing the behaviour
2	•Repeating any of the above behaviours • Not acting on a request from any adult (refusal) • Unsatisfactory work or not completing work	•Work not completed in class to be completed at playtime / lunchtime (class teacher to supervise) • 5 minutes of playtime or lunchtime to be missed (at the	Class teacher or staff member noticing the

	• KS2 forgetting PE Kit/ Swimming kit – 3 times in a half term	teacher's discretion) • parents should be informed and behaviour logged on CPOMs	behaviour
3	•Repeating any of the above • Saying hurtful things to another child • Hurting another pupil as a result of not listening or following instructions • Being rude to another child	• Teacher (if repeated, or a serious one-off incident) rings home or speaks to parents at the end of the day • Work to be completed at playtime / lunchtime (class teacher to supervise at playtime, Assistant Headteacher's to support lunchtime) • TA's to take child out of class for restorative talk (5 mins) – SLT consulted if needed • Playtime/lunchtime to be missed • Behaviour logged on Cpoms	Class teacher or staff member noticing the behaviour Behaviour Manager consulted if needed
4	• Hurting another child on purpose Deliberately, with intent, damaging equipment (e.g. throwing / breaking/ spoiling / tearing a book) • Refusal to work - defiance • Taking other people's property on purpose • Bullying/child on child abuse • Racial name calling • An act of aggression or verbal violence towards anyone • Being disrespectful to any member of staff • Spitting at someone • Swearing at another child or vulgar use of language • Bringing into school a prohibited item (dependent on the item and intention of the child).	• Child referred to Assistant Head's/Head of School after investigation by class teacher/lunchtime staff. • A member of SLT rings home or speaks to parents/carers at the end of the day. • Playtime/lunchtime to be missed • If refusing to do work – remove from class and send to SLT • Lose after school clubs for a week • Any position of responsibility will be removed for a week. This will be reviewed by looking at CPOMs (discretion of SLT) • You may not attend out of school trips (at the head's discretion) • If persistent – HT/SENCo to remove from behaviour system and placed on Individual Provision Plan. •Your parent may be invited to spend a morning/afternoon in class. • Behaviour logged on cpoms	Behaviour manager & or A member of SLT

5	• Serious damage to property on purpose • Serious assault on another pupil or a member of staff • Putting yourself or other people in danger • Swearing directly at an adult • Being extremely aggressive or seriously disrespectful • Harming the reputation of the school when on a school visit or outside school. • Bringing into school a prohibited item (dependent on the item and intention of the child).	•You will be sent to the Head of School who will invite your parents into school to discuss your behaviour. • A parent may be invited to spend a morning / afternoon in class with their child. •You will not attend afterschool clubs (length to be decided by Head of School) • You may not represent the school • Fixed term / permanent suspension or internal suspension to another school in the trust. • Possible managed move (length is at the discretion of the Head of School) • Behaviour logged on Cpoms	Head of School (in absence AHTs to consult SH)

School rules apply at all times during the school day. All members of staff are able to award Dojo points to children displaying positive behaviour. At break and lunch times the members of staff on duty will carry tokens which will indicate a Dojo point is to be awarded in class, thus reinforcing that high levels of behaviour are expected at all times.

School trips/visits

Every effort will be made to ensure provision for all pupils to take part in educational journeys. However, a pupil may be excluded from planned school trips, educational journeys or residential visits where the potential poor behaviour of that pupil will harm the reputation of the school or where the conduct of the pupil may put the health and safety of himself/herself or others at risk. Parents will be consulted in this regard.

Celebration Assembly

- From each Class the teacher will choose 1 child each week who has shown exceptional learning behaviour. This child will be honoured in the assembly on Friday. Their name and the reason that they have been honoured will be written in the Gold Book. The child's parent/carer will be invited to attend the assembly.
- The Attendance trophy is awarded to the class will the highest attendance in the previous week. A class with 100% attendance will receive a special treat.
- Lunchtime Award – chosen by Lunchtime Supervisors.
- Dojo certificates – once appropriate number accrued.
- Tidiest Classroom
- Out of School awards – children are encouraged to share achievements out of school

Serious Behaviour

On occasion it may arise that a pupil's behaviour is deemed to be severe. If a teacher considers a pupil's behaviour to be severe an adult will be sent to the Head/Assistant Head to request them to come to class. If the Head/Assistant Head deems the behaviour severe, the child will be brought to their office (where it is safe to do so) to discuss the incident and parents will be informed.

Where necessary, further support will be obtained e.g. Educational Psychologist. In addition to this, relevant staff will also be provided with the appropriate training e.g. TEAM TEACH.

Racism, extreme violence, proven theft, proven bullying, biting, spitting at another child, open defiance to an adult and swearing at an adult are all considered severe behaviour. Other behaviours are deemed serious at the combined discretion of SLT and class teacher.

In some circumstances it may be necessary for the Head of School to suspend a pupil. This may take the form of Internal suspension, fixed term suspension or permanent exclusion. These incidents are rare and are usually extreme circumstances.

A decision to exclude a pupil **permanently** would 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 in the school.

Special Educational Needs and Inclusion

The promotion of positive behaviour supports inclusion as part of our Trust ethos of Learning without Limits. Through positive educational experiences and support of each individual's point of view, we aim to promote positive social attitudes and respect everybody in school.

Where children have Special Educational Needs these should be given consideration and should be treated sensitively, therefore some children may not access the behaviour steps and need a varied approach. Depending upon the child's need, they may need to be placed on SEND register under the Social, Emotional and Mental Health difficulties (SEMH) category.

Children who are on the SEND register may require a differentiated approach towards behaviour support which may include:

• More immediate positive reinforcement including input from members of the Senior Leadership Team

• More immediate rewards via dojos, stickers or certificates

• A personalised reward system that is reviewed regularly to support their current interests

Personalised support from the class teacher, teaching assistants, family mentor and/or the Inclusion Team

• Regular movement breaks or time out of classrooms to help them regulate their emotions as part of their normal routine

• Access to sensory circuit

• Access to sensory provision

• Access to a safe space with a supporting adult

• Personalised involvement (where appropriate and where the child has the age appropriate understanding) with setting and reviewing their progress

These children may need an Individual SEN Plan and/or be on an Individual Provision Plan (IPP).

Restorative approach

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals. The basic principles of the restorative approach are based on an understanding that conflict is a part of life and that in conflict there is underlying damage to the parties involved. This needs to be resolved to prevent incidents of the same nature. Children may spend time with a teacher, family mentor, member of the Senior Leadership Team or Inclusion Team to understand the incident that has occurred in order for them to build an understanding of what happened, take responsibility for their actions, understand what they have done wrong and accept that their actions can be harmful to others, as well as learn about strategies to use to prevent a similar incident happening again.

Repair (restorative conversation). This is a vital part of teaching children about where they went wrong and what they could do differently next time. Without this stage, children's behaviour is unlikely to improve.

Restorative conversations should take place when:

- trust has been broken
- behaviour has gone below the minimum standard
- tempers have frayed

- manners have disappeared and things have been said that should not have been said.

Where a child fails to modify their behaviour through the normal channels, as outlined above, a meeting with parents would be held to discuss the next steps.

This may be a differentiation of the whole school system, giving the child particular targets to work on, strategies for adults to use to support the child or referral to the Inclusion Team to work on something in particular that a child is struggling with.

Should the child not make progress with a differentiated approach, adults involved would consider what range the child's behaviour fell into and whether they would need to be added to the SEN register. It may be that external services would be accessed to support pupil, staff and parents.

Physical Intervention

All pupils have the right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. The circumstances in which staff can intervene is covered in the 1996 Education Act and the DFE document 'Use of Reasonable Force.' (July 2011). Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard for the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported. A number of staff at Shirley Manor have received 'Team Teach' training. This provides staff with techniques for the safe handling of children. Only these staff will handle children when restraint is required. Each incident is recorded with a date and parents are involved.

Child on child abuse

Our school recognises that some children may abuse their peers and any incidents of child on child abuse will be managed in line with our behaviour policy and safeguarding policy.

We will seek advice and support from other agencies as appropriate and not only look to support the victim but also the perpetrator to help them change their behaviours. Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'upskirting', 'sexting' or initiation / hazing type violence and rituals.

We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone

is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with child on child abuse.

Bullying:

Bullying is the regular or persistent action of deliberate physical, verbal or psychological violence, conducted by an individual or group and directed against an individual or group, defenceless in the actual situation. At Shirley Manor, we believe that bullying is detrimental to all concerned and that there is no room for bullying within our whole school community. This is clearly reinforced in our anti-bullying policy.

Outside School

In accordance with the information published by the Department for Education entitled "Behaviour & Discipline in Schools", the school has a statutory power to discipline children for misbehaving outside of the school premises including online conduct. Section 89(5) of the Education and Inspections Act 2006, gives Head teachers a specific statutory power to regulate children's behaviour in these circumstances "to such extent as is reasonable".

We consider that at such times pupils are representing the school and where such incidents occur, and depending on the seriousness, school sanctions may be applied and parents contacted.

Examples of times when unacceptable behaviour may lead to sanctions include the following:

• Taking part in any school-organised or school-related activity;

• Travelling to or from school;

• Wearing school uniform or in some other way identifiable as a child from Shirley Manor;

• Posing a threat to another child or a member of the public;

• Online bullying including on social media

• Any other situation that could adversely affect the reputation of the school.

Appendix 1

Shirley Manor Primary Academy

"Working together to achieve excellence"

Our School Rules

1. Be Ready
2. Be Respectful
3. Be Safe