



# Behaviour Policy Pack

## WHY?

'Teachers are only able to teach effectively and pupils learn effectively in orderly classes with good behaviour. Only pupils who attend regularly and concentrate on their learning will be able to achieve to the best of their ability.' (<http://www.teachernet.gov.uk/wholeschool/behaviour/>)

## WHAT?

Shireland Hall Primary Academy's Behaviour Policy is made up of the following one-page policies:

- Rewards and Sanctions Policy
- Behaviour Categories Chart
- Behaviour Concerns Procedure
- Lunchtime Behaviour Policy
- Exclusions Policy
- Anti-bullying and Racism Policy
- Drugs Policy

Each policy outlines its purpose, what action is taken in school, on school trips and school residential. Each policy states who holds what responsibilities. The policies are reviewed annually by the Wellbeing Leader.

This pack is shared with families and agreed to through a home-school agreement. It is also available on Shireland Hall's website and can be requested from the school office.

## Key Definitions

**Bullying:** Repeated acts of unkindness, physical or emotional towards another person.  
**'STOP' – Several Times On Purpose**

**Racism:** Name calling that refers to another person's skin colour, race, religion or culture.



# Rewards and Sanctions Policy

## WHY?

'Teachers are only able to teach effectively and pupils learn effectively in orderly classes with good behaviour. Only pupils who attend regularly and concentrate on their learning will be able to achieve to the best of their ability.' (<http://www.teachernet.gov.uk/wholeschool/behaviour/>)

## WHAT?

This policy forms part of Shireland Hall Primary Academy's whole school behaviour policy. It is a fair and consistent framework for issuing rewards and sanctions.

## HOW?

### Rewarding good behaviour:

#### Years 1-6

- Individual dojo points (1 at a time) are awarded by any member of staff for positive behaviours such as 'showing good manners', 'care for everyone and everything' and 'following instructions with thought and care' ("Diamond Rules"). Children are awarded dojo points throughout the day with around 10 a day expected for great behaviour.
- Once a child has earned 100 dojo points, he/she will be awarded the colour of the dojo badge by the class teacher or LSP, and the classroom window dojo display is updated.
- Classroom window dojo displays show which award each child has earned at any time.
- Once gold badges are awarded, the class teacher will email the nominated well-being staff member who will issue the Phase Leader with a certificate and a medal to present in Phase Assembly.
- Once children have reached gold on the dojo chart, they will start from the beginning again however their points continue e.g. 900 points for their next red badge etc).
- Whole class dojo points keep track of how many points the class have earned collectively. Class teachers can reward the whole class (e.g. with a party) once an agreed number have been achieved.
- Class teachers will nominate a child for an "**Outstanding Behaviour Reward**" termly. One child from each class will attend a reward trip e.g. visiting the cinema or the Play Barn.
- Other classroom rewards can be put in place at the teachers' discretion e.g. postcards home, star of the week, prizes etc.

<b>Number of dojo points</b>	<b>100</b>	<b>200</b>	<b>300</b>	<b>400</b>	<b>500</b>	<b>600</b>	<b>700</b>	<b>800</b>
Award colour	Red	Orange	Yellow	Green	Blue	Indigo	Violet	Gold

**Nursery and Reception:** Children receive stickers for good behaviour. Stickers are recorded in class on their rainbow card and children can earn a sticker a day if they stay on the sun. Once they have filled their rainbow card with 10 stickers, they receive a badge to represent this colour. Children receive a certificate and medal each time they reach gold.

- Children will be awarded badges and certificates by the class teacher.
- Dojos or other classroom rewards can be put in place at the teachers' discretion.

### Addressing unacceptable behaviour:

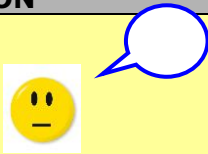


- ❖ All staff members are responsible for behaviour.
- ❖ Issue one verbal warning. If behaviour is repeated follow sanctions on Behaviour Categories Chart.
- ❖ Each time a school rule is not followed, after an initial warning, children will be sanctioned by losing dojo points or minutes from their playtime, lunchtime and Fabulous Friday. **Children can earn time back in the same session or day.**
- ❖ Those children who lose lunchtime or Fabulous Friday (FF) will spend sanctioned time with the Operational Lead for that session. If children lose all FF parents will be informed by a telephone call.
- ❖ If a child demonstrates ongoing poor behaviour, teachers will follow the Behaviour Concerns Procedure. If strategies are needed they may include Mentoring, Lunchtime Club, Reward Charts/Trackers or an Individual Behaviour Support Plan (IBSP) (see supporting document: Behaviour Concerns Procedure).
- ❖ If inappropriate items are brought into school (e.g. knives, laser pens, mobile phones, etc) they will be confiscated, investigated and a meeting arranged with parents where necessary.
- ❖ Where unacceptable behaviour is the result of a disability or SEND, school will take regard of the needs outlined in The Equality Act 2010 and use any Reasonable Adjustments.

### WHO? All staff are responsible for responding to behaviour.

- Families will support this policy through the home/school agreement
- Staff who deal with an incident of behaviour will record it on Scholarpack and the Behaviour Leader will follow up when needed.
- The Wellbeing Leader is responsible for supporting staff, monitoring children and liaising with parents if behaviour is severe or on-going.






# Behaviour Categories Yr1-6

BEHAVIOUR	PROCEDURE	SANCTION
<p><b>Category 1</b> Not following any of the school Diamond Rules which are:</p> <ul style="list-style-type: none"> <li>• <b>Follow instructions with thought and care</b></li> <li>• <b>Show good manners</b></li> <li>• <b>Care for everyone and everything</b></li> </ul> <p><u>Examples include:</u> shouting out, pushing in the line, refusing to do something an adult asks, running in the corridor, being unkind to others, wasting school resources</p>	<ul style="list-style-type: none"> <li>• Verbal reminder of the correct behaviour</li> <li>• Thinking time if needed</li> <li>• Take action as needed to increase positive behaviour e.g. praise, change of seats or task</li> </ul>	 <p><b>Stage 1</b></p> <p>Verbal warning <b>Losing 1 dojo point</b></p>
<p><b>Category 2</b> Repeating the above</p>	<ul style="list-style-type: none"> <li>• Verbal reminder of correct behaviour</li> <li>• Take action as needed to increase positive behaviour e.g. praise, change of seats or task</li> <li>• Child given "thinking time"</li> </ul>	 <p><b>Stage 2</b></p> <p><b>Loss of 10 minutes from playtime and 1 more dojo point taken away</b></p> <p>Name written on 'losing playtime today' board in class Recorded on Scholarpack Parents informed at end of day by class teacher Children go out with class but stand on wall</p>
<p><b>Category 3</b> Repeating the above including, unkind words, walking around the class, being disrespectful</p>	<ul style="list-style-type: none"> <li>• Verbal reminder of correct behaviour</li> <li>• Take action as needed to increase positive behaviour e.g. praise, change of seats or task</li> <li>• Child given "thinking time"</li> </ul>	 <p><b>Stage 3</b></p> <p><b>Loss of lunchtime and 2 more dojo points taken away</b></p> <p>Name written on 'losing lunchtime' board Child taken to corridor outside Media Suite to the Operational Lead at lunchtime Recorded on Scholarpack and behaviour chart Parents informed at end of day by class teacher</p>
<p><b>Category 4</b></p> <ul style="list-style-type: none"> <li>• Damaging school or other people's property, eg. breaking pencils, scribbling on books,</li> <li>• Throwing stones</li> <li>• Unsafe behaviour, defiance or repeatedly not following instructions</li> <li>• Bringing a weapon, including plastic BB guns into school</li> <li>• Spitting</li> <li>• Swearing</li> <li>• Fighting</li> <li>• Racism</li> <li>• Bullying</li> <li>• Stealing</li> <li>• Physical assault of staff or pupil</li> </ul>	<p>Incident to be investigated Record on Scholarpack</p> <p><b>Physical intervention by trained Team Teach staff must only occur where the safety of a pupil or other person is at risk.</b> <b>Red card procedure must be followed.</b></p> <p><b>Lunchtime CAT 4</b> <b>Same sanction and child is removed from play.</b> <b>Lunchtime supervisor to complete Behaviour record. A member of the Wellbeing Team will then record incident on Scholarpack</b></p>	<p><b>Stage 4</b></p> <p><b>All Fabulous Friday is lost and 5 dojo points taken away</b></p> <p><b>Either/or</b> Possible internal exclusion/ fixed term or permanent exclusion Child removed from class/playtime or lunchtime Child removed to George Betts/Shireland Hall <b>Parents informed on same day and a meeting arranged with parents, class teacher, Wellbeing Leader or Operational Lead</b> <b>Possible period of fixed lunchtime exclusion</b></p>

**Notes in blue refer to lunchtime incidents.** These behaviours are examples only; this is not an exhaustive list. The sanctions may also apply to inappropriate behaviours whilst a child is on their way to or from school.

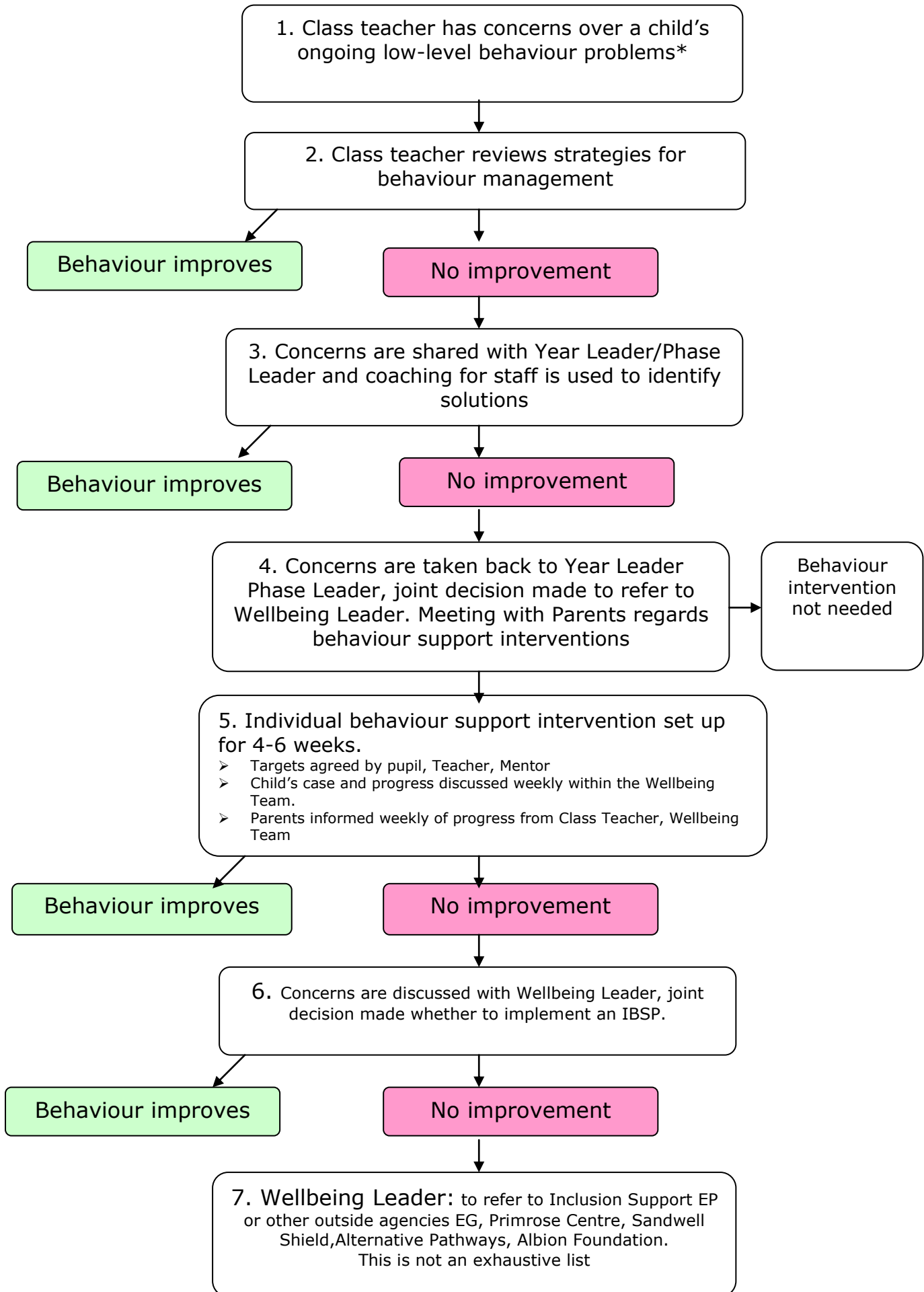


# Behaviour Categories EYFS

BEHAVIOUR	PROCEDURE	SANCTION
<b>Category 1</b> Not following any of the school rules which are: <ul style="list-style-type: none"> <li>• <b>Follow instructions with thought and care</b></li> <li>• <b>Show good manners</b></li> <li>• <b>Care for everyone and everything</b></li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reminder of the correct behaviour</li> <li>• Take action as needed to increase positive behaviour e.g. praise, change of seats or task</li> </ul>	 <b>Stage 1</b> Verbal warning Recorded on the behaviour chart
<b>Category 2</b> Repeating the above	<ul style="list-style-type: none"> <li>• Verbal reminder of correct behaviour</li> <li>• Take action as needed to increase positive behaviour</li> <li>• Child given "thinking time"</li> </ul>	 <b>Stage 2</b> <b>5 minutes thinking time</b> Recorded on Scholarpack and behaviour chart
<b>Category 3</b> Repeating the above including, unkind words, walking around the class, being disrespectful	<ul style="list-style-type: none"> <li>• Verbal reminder of correct behaviour</li> <li>• Take action as needed to increase positive behaviour e.g. praise, change of seats or task</li> <li>• Child given "thinking time"</li> </ul>	 <b>Stage 3</b> <b>10 minutes thinking time</b> Recorded on Scholarpack and behaviour chart Parents informed at end of day by class teacher
<b>Category 4</b> <ul style="list-style-type: none"> <li>• Damaging school or other people's property, eg. breaking pencils, scribbling on books,</li> <li>• Throwing stones</li> <li>• Unsafe behaviour, defiance or repeatedly not following instructions</li> <li>• Bringing a weapon, including plastic BB guns into school</li> <li>• Spitting,swearing</li> <li>• Fighting</li> <li>• Racism</li> <li>• Bullying</li> <li>• Stealing</li> <li>• Physical assault of staff or pupil</li> </ul>	Incident to be investigated Record on Scholarpack  <b>Physical intervention by trained Team Teach staff must only occur where the safety of a pupil or other person is at risk. Red card procedure must be followed.</b>  <b>Lunchtime CAT 4</b> <b>Same sanction and child is removed from play.</b> <b>Lunchtime supervisor to complete Behaviour record. A member of the Wellbeing Team will then record incident on Scholarpack</b>	<b>Stage 4</b> 10 minutes thinking time with EYFS leader  <b>Either/or</b> Possible internal exclusion/ fixed term or permanent exclusion Child removed from class/playtime or lunchtime Child removed to George Betts/Shireland Hall <b>Parents informed on same day and a meeting arranged with parents, class teacher, Wellbeing Leader or Operational Lead</b> <b>Possible period of fixed lunchtime exclusion</b>

**Notes in blue refer to lunchtime incidents.** These behaviours are examples only; this is not an exhaustive list. The sanctions may also apply to inappropriate behaviours whilst a child is on their way to or from school.

# SHPA Behaviour Concerns Procedure



\*If concerns relate to a child who is mentored, steps 1 and 2 are followed and the Wellbeing Leader is informed of concerns.



# Lunchtime Behaviour Policy

## WHY?

This policy outlines the action taken to encourage good behaviour at lunchtimes. It gives details of the Rewards and Sanctions used and how responsibilities are distributed.

## WHAT?

This policy forms part of Shireland Hall Primary Academy's whole School Behaviour Policy. It is a fair and consistent framework for issuing Rewards and Sanctions.

## HOW?

### Rewards

- Any child following the Diamond Rules or demonstrating any of the Three Outcomes (Successful Learner, Confident Individual, Responsible Citizen) can be awarded an individual dojo points during lunchtime using the dojo stickers.
- Children will inform teachers of their dojo sticker(s) and teacher/LSP will award their point(s), ticking the sticker to show the point has been awarded
- A Wellbeing Mentor will liaise with Class Teachers regards any incidents recorded.

### Sanctions

- If a child behaves inappropriately during lunchtime they are either:
  - **issued with a verbal warning, then withdrawn from play if the behaviour is repeated**
  - or
  - **withdrawn from play immediately if behaviour is Category 4.**
- Children who have been withdrawn from play are required to reflect on their behaviour, in the designated area of the playground(Wall)
- Category 4 behaviour needs to be recorded then reported to Operational Lead (OL) and sanctions will be put in place. If required children will then spend rest of lunchtime with the Operational Lead.
- All behaviour incidents are to be recorded in Lunchtime Behaviour Folders by staff dealing with the behaviour incident
- Lunchtime behaviour folders are kept in First Aid areas. A member of the Wellbeing Team will collect folders at the end of Lunchtime and record behaviour incidents on Scholarpack and follow up if necessary.
- If a child persistently behaves inappropriately at lunchtime, he or she will need to attend Lunchtime Club or a Fixed Term Lunchtime Exclusion will be implemented.
- **Red Card system to used when necessary. Trained staff will use physical intervention when the safety of children or staff is at risk**
- Data is analysed to identify where, when or with whom action should be taken to prevent behaviour incidents
- At the end of lunchtime behaviour incidents will be shared with class teachers who then inform parents.
- Children who have SEND relating to behaviour have 1:1 supervision during lunchtimes and are managed by their supporting staff member.

### Key Definitions

**Bullying:** Repeated acts of unkindness, physical or emotional towards another person.

**'STOP' – Several Times On Purpose**

**Racism:** Name calling that refers to another person's skin colour, race, religion or culture.

## WHO?

Lunchtime staff will:

- investigate any behaviour incidents during lunchtime by speaking to the children involved
- implement sanctions when necessary, seeking advice if needed from the Operational Lead
- follow and implement behaviour categories with their discretion
- record incidents in the Lunchtime Behaviour Folders
- supervise withdrawal area in the playground or take children to the Operational Lead
- supervise individual children according to the lunchtime rota
- ask for support with if a Red Card procedure is necessary

Class teachers will:

- report any on-going concerns to parents and the Wellbeing Leader

The Wellbeing Leader will:

- monitor lunchtime incidents and implement support when appropriate

Parents will:

- support this policy through the Behaviour Agreement



# Exclusions Policy

## WHY?

'Teachers are only able to teach effectively and pupils learn effectively in orderly classes with good behaviour. Only pupils who attend regularly and concentrate on their learning will be able to achieve to the best of their ability.' (<http://www.teachernet.gov.uk/wholeschool/behaviour/>)

## WHAT?

This policy forms part of Shireland Hall Primary Academy's whole School Behaviour Policy. It outlines three types of exclusion, how and when they could be used as sanctions and the school's procedures to support reintegration. All exclusion decisions will be made on a case-by-case basis looking at the probability of likelihood and at the discretion of the Executive Principal. The policy is in line with Elliot Foundations Exclusion Procedures.

## HOW?

### Lunchtime Fixed Term Exclusions:

- ❖ Pupils whose behaviour at lunchtime is disruptive may be fixed term excluded from the school premises for the duration of lunchtime for a period of time.
- ❖ Internal exclusions, EG. Lunchtime Behaviour Clubs,

### Fixed Term and Internal Exclusions:

- ❖ If the school's Behaviour Policy is seriously breached, a decision can be made to exclude a pupil for a fixed period of time. This includes "one off incidents" A decision will be made, on the balance of probabilities, by the Principal
- ❖ Examples of behaviour that may warrant fixed term exclusion are outlined in the table.
- ❖ Fixed Term Exclusions can lead to sending your child to another class, Operational Lead and George Betts/Shireland Hall

"One Off" incident	Verbal Abuse to staff/pupils or others Racial abuse to staff/pupils or others Physical abuse to staff/pupils or others Possession of a Weapon
Fixed Term (1/5 days)/ Permanent Exclusion	Bullying Physical abuse Continued disruption Defiance Theft Vandalism Extortion Threatening behaviour

### Permanent Exclusion:

- ❖ A decision can be made by the Executive Principal to permanently exclude a pupil if the school's Behaviour Policy is seriously breached **and** allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school e.g. case of sexual assault, supplying drugs or serious actual or threatened violence
- ❖ In these circumstances the Executive Principal can also permanently exclude a pupil following a "one off incident".
- ❖ The decision to permanently exclude will be taken when all facts and evidence are clear, and may follow a fixed 5 day term exclusion while investigations are pending.
- ❖ Police will be contacted when necessary.

### Education during exclusion

An age-appropriate work pack will be provided for the child to complete at home from the first day of exclusion. If exclusion is for six days or more, the school has a duty to arrange full-time education provision from the sixth day.

### Reintegration Procedures

Following any exclusion, a member of the Wellbeing Team will lead a reintegration meeting with the pupil and parents. At the meeting, targets are agreed and a behaviour contract is signed by school, child and parents. A risk assessment will be shared with parents. A reduced timetable will be put in place if needed and a discussion regards outside agencies to support the child's behaviour in school. Support will be ongoing to improve behaviour and weekly reviews with parents will take place

- The Principal is responsible for agreeing any exclusion, informing the Local Authority and ensuring parents are informed of; the reason for exclusion, their rights to make representation to governors and the dates on which the parent must ensure their child is not present in a public place during school hours.
- The Wellbeing Leader is responsible for investigating critical behaviour incidents which may lead to exclusion.
- The Family Support Advisor leads liaison with and support for parents.
- Reintegration meetings are led by a member of the Wellbeing Team or LMT.
- The Wellbeing Mentor supports pupils where a mentoring need is identified to ease transition back into school.
- Governor's review the case of any pupil with a total of 15 days exclusion in one term.



# Anti-Bullying and Racism Policy

## WHY?

Bullying and racism can affect the lives and learning of children, their families and teachers.

### Key Definitions

**Bullying:** Repeated acts of unkindness, physical or emotional towards another person.

**'STOP' – Several Times On Purpose**

**Racism:** Name calling that refers to another person's skin colour, race, religion or culture.

## WHAT?

**This policy forms part of Shireland Hall's whole School Behaviour Policy.**

There are four main types of bullying:

- **Physical e.g.** hitting, kicking, stealing or hiding belongings, sexual assault.
- **Verbal or written e.g.** name calling, insulting, racist remarks, offensive sexual remarks, taunting, mocking, threatening language, producing offensive graffiti.
- **Indirect/ emotional e.g.** spreading nasty stories, excluding from groups, forced joining of groups, graffiti, defacing property, displaying literature or materials of a racist, sexist or pornographic nature.
- **Cyberbullying e.g.** using Social Media, offensive or abusive text or email messages, sending offensive or degrading images by phone or via the Internet. (See E-Safety Policy)

Bullying can take many forms:

- Race, religion or culture.
- Sexual orientation (or alleged orientation) or of a sexual nature.
- Disability or SEN.
- Appearance or health.

## HOW?

- All staff are clear that bullying and racism are not tolerated in school.
- Pupils are encouraged to report all incidents of bullying whether they are victims or bystanders to their chosen member of staff.
- The ethos of a 'listening and talking' school is communicated to the children.
- All staff will respond to student, staff or parental concerns seriously.

When an incident is reported staff must:

	Investigate the incident: talk to the parties involved and get both sides of the situation. Gather information: <ul style="list-style-type: none"> <li>• Clarify if it is the first instance or ongoing</li> <li>• Find out if it is targeted at an individual or a group</li> <li>• Clarify what happened/ times/ key details/ circumstances</li> <li>• Record onto <b>Scholarpack</b> and state that bullying or racism was involved</li> </ul>
	Report the incident to: <ul style="list-style-type: none"> <li>• Class Teacher</li> <li>• Phase Leader/ Behaviour Lead</li> </ul> Follow the Behaviour Categories chart (Category 4)
	Class teacher to inform parents of the child who has reported the bullying/ racist incident and state that the incident is being investigated Phase / Behaviour Lead will meet with the instigators parents
	Review the behaviour of all parties and if further incidents occur inform Behaviour Lead The Wellbeing Team/ Principal will decide the sanctions/ or possible exclusions – see Rewards and Sanctions policy

## WHO?

- The staff member who deals with an incident of bullying/ racism will investigate and report it to the appropriate person.
- Wellbeing leader is responsible for investigating incidents after they have been reported after the initial investigation.
- Class teachers are responsible for reporting incidents to Parents with the support of Phase Leader or Wellbeing Leader.
- LMT will discuss, monitor and review the Anti-bullying/ Racism Policy on a regular basis.
- Class teachers are responsible for addressing bullying/ racism in the curriculum. (Anti- bullying week)





# Drugs Policy

## WHY?

Drugs are an issue in society at present and children may be placed, at some stage in their life, in situations where drugs are involved. Drugs may be classified as: alcohol, prescribed drugs, legal or illegal, they take many forms they are described by the World Health Organisation as "a substance, which on entering the body, changes the way that the body functions".

## WHAT?

**This policy forms part of Shireland Hall's whole School Behaviour Policy.**

1. Educate our children factually, non judgmentally and with the inclusion of key partner agencies
2. To have a clear training strategy for Staff, Governors and Parents/Carers
3. To have a clear strategy for dealing with drug related incidents

## HOW?

**"The welfare of the child is paramount at all times".**

A range of responses would be adopted as no one incident is identical to another. If needed we will refer a child to the DECCA team but this may not always be appropriate.

<b>Allegation or suspicion.</b>	Act immediately Inform SLT Have two staff present this can be important if any future allegations are made Investigate the child behaviour/ appearance/ actions Record everything that is done as a description of events on the behaviour log
<b>Disclosure</b>	Act immediately Investigate further by not asking leading questions Fill out a disclosure for and give to CP team Record on the disclosure form
<b>Informing Parents</b>	SLT will decide when appropriate to inform parents Offer of support will be set up by the Family Support Advisor
<b>Involving Police</b>	Police will be contacted regarding a pupil who has been found in possession/suspected possession of an illegal substance Police will be contacted regarding a pupil who has been found supplying or is suspected of supplying an illegal substance A member of SLT will contact the police

## Sanctions

The use of drugs in school may result in fixed term or permanent exclusion, the Executive Principal can also decide to permanently exclude any pupil supplying drugs. See Rewards and Sanctions Policy, Behaviour Categories and Exclusions Policy for more details.

## Smoking:

The dangers of smoking are addressed across the curriculum and we will:

1. Help children know and understand the dangers of smoking, and the harmful effects that smoking can have on their bodies.
2. Provide children with the knowledge and information necessary for them to make responsible choices about smoking.
3. Equip children with the social skills that enable them to resist the pressure to smoke.

## WHO?

- **All staff are responsible to be vigilant against drugs**
- **SLT will act if necessary**
- **Outside agencies will be contacted for support**

## Useful Resources:

DECCA Team (0845 838 53 17)

Drug Concern (0121-580 4338)