



Behaviour Policy Pack

WHY?

'A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times'.
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

WHAT?

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

- Rewards and Sanctions Policy
- Behaviour Stages Chart
- Behaviour Stages
- 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 Wellbeing Lead reviews the policies annually.

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

Peer on Peer abuse: Bullying, Physical, emotional, sexual and financial abuse of a child by their peers.

'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?

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<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

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. All staff enforce **CONDUCT**, Consistency, Opportunities, Nurturing, Direction, Understanding, Cooling down time, Talk and Listen to support behaviour.

HOW?

Rewarding good behaviour:

Nursery, Reception and Years 1-6

- Individual dojo points or SHPcoin in Year 6 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).
- Dojo points are also awarded for positive behaviour linked to growth mind-set statements such as perseverance, collaboration and positive attitude.
- Children are rewarded for positive behaviour by moving their photograph to the Purple and Blue stages of the behaviour stages alongside receiving dojo points.
- 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 "**Outstanding Behaviour Reward**" weekly. One child from each class will take part in "Creativity session".
- Class teachers will nominate a child for an "**Outstanding Behaviour Reward Trip**" termly. One child from each class will attend a reward trip e.g. visiting a cinema, bouncy castle
- Individual children are nominated in weekly phase assembly for school values. (Responsible Citizen, Successful Learner, Confident Individual)
- Other classroom rewards can be put in place at the teachers' discretion e.g. postcards home, a prize

Addressing unacceptable behaviour:

- ❖ All staff members are responsible for behaviour.
- ❖ Issue one verbal warning. If behaviour is repeated follow sanctions on Behaviour Stages Chart. Children will move their photograph to Orange or Red stages.
- ❖ Each time a school rule is not followed, after an initial warning, children will be sanctioned by losing 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 Wellbeing Team. 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 Intervention, 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 and police 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.

Team Teach

- ❖ Team Teach staff are trained to use holding techniques when a child is at risk of hurting him/herself or others. This decision is made by the trained lead adult at the time of the incident. Holding techniques are used as a last resort. The incident will be recorded on Scholarpack and reviewed. A meeting will be arranged with parents and they will be informed.

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 will follow up when needed.
- The Wellbeing Team are responsible for supporting pupils and staff and liaising with parents if behaviour is severe or on-going.



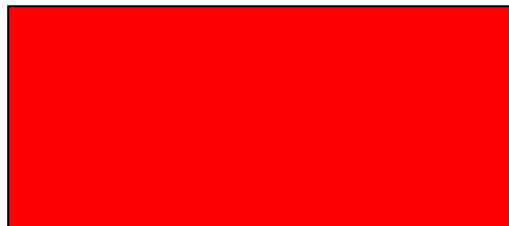
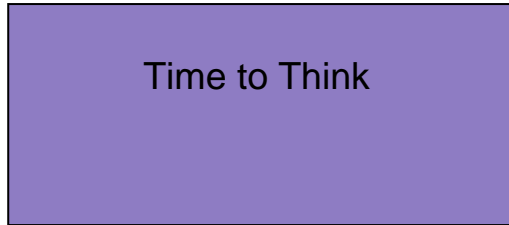
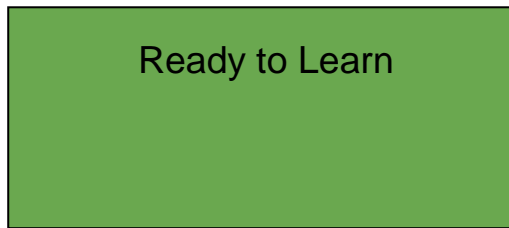
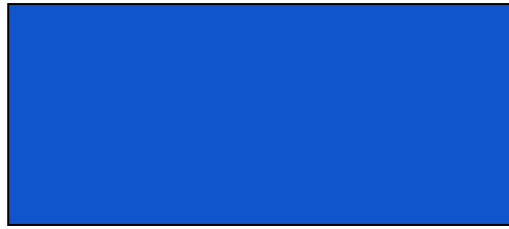
Behaviour Stages Chart

BEHAVIOUR	PROCEDURE	SANCTION
<p>Ready to Learn Not following any of the school Diamond Rules which are:</p> <ul style="list-style-type: none"> • Follow instructions with thought and care • Show good manners • Care for everyone and everything • <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"> • Verbal reminder of the correct behaviour • Take action as needed to increase positive behaviour e.g. praise, change of seat or task 	<p>Stage 1</p> <p>Verbal warning</p>
<p>Time to Think Repeating the above</p>	<ul style="list-style-type: none"> • Verbal reminder of correct behaviour • Take action as needed to increase positive behaviour e.g. praise, change of seat or task • Child given "thinking time" 	<p>Stage 2</p> <p>Name moved to 'Time to Think' This can happen at playtime if needed' (5 minutes) 'Time to Think' time is at teachers discretion'</p>
<p>Repeating the above including, unkind words, walking around the class, being disrespectful and disruptive</p>	<ul style="list-style-type: none"> • Verbal reminder of correct behaviour • Take action as needed to increase positive behaviour e.g. praise, change of seats or task • Child given "thinking time" 	<p>Stage 3</p> <p>Lost minutes from lunchtime or playtime (15/20 minutes) Child taken to Media Suite to a member of Wellbeing at lunchtime Recorded on Scholarpack Parents informed at end of day by class teacher</p>
<ul style="list-style-type: none"> • Damaging school or other people's property • Throwing stones • Unsafe behaviour, defiance or repeatedly not following instructions • Bringing mobile phone into school/not following school procedures • Bringing a weapon, including plastic BB guns • Spitting • Swearing • Fighting • Racism • Peer on Peer abuse Bullying/cyber bullying • Stealing • Physical/sexual assault of staff or pupil 	<p>Incident to be investigated and DSL/SLT informed Record on Scholarpack</p> <p>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.</p> <p>Lunchtime Stage 4 Same sanction and child is removed from play. Lunchtime supervisor to complete Behaviour record. A member of the Wellbeing Team will then record incident on Scholarpack</p>	<p>Stage 4 Loss of Fabulous Friday, Play time or Lunchtime (dependant on incident)</p> <p>Either/or Possible internal exclusion/ fixed term or permanent exclusion Child removed from class/playtime or lunchtime Child removed to George Betts/Shireland Hall Parents informed on same day and a meeting arranged with parents, class teacher, Wellbeing Lead or Operational Lead Possible period of fixed lunchtime exclusion</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.

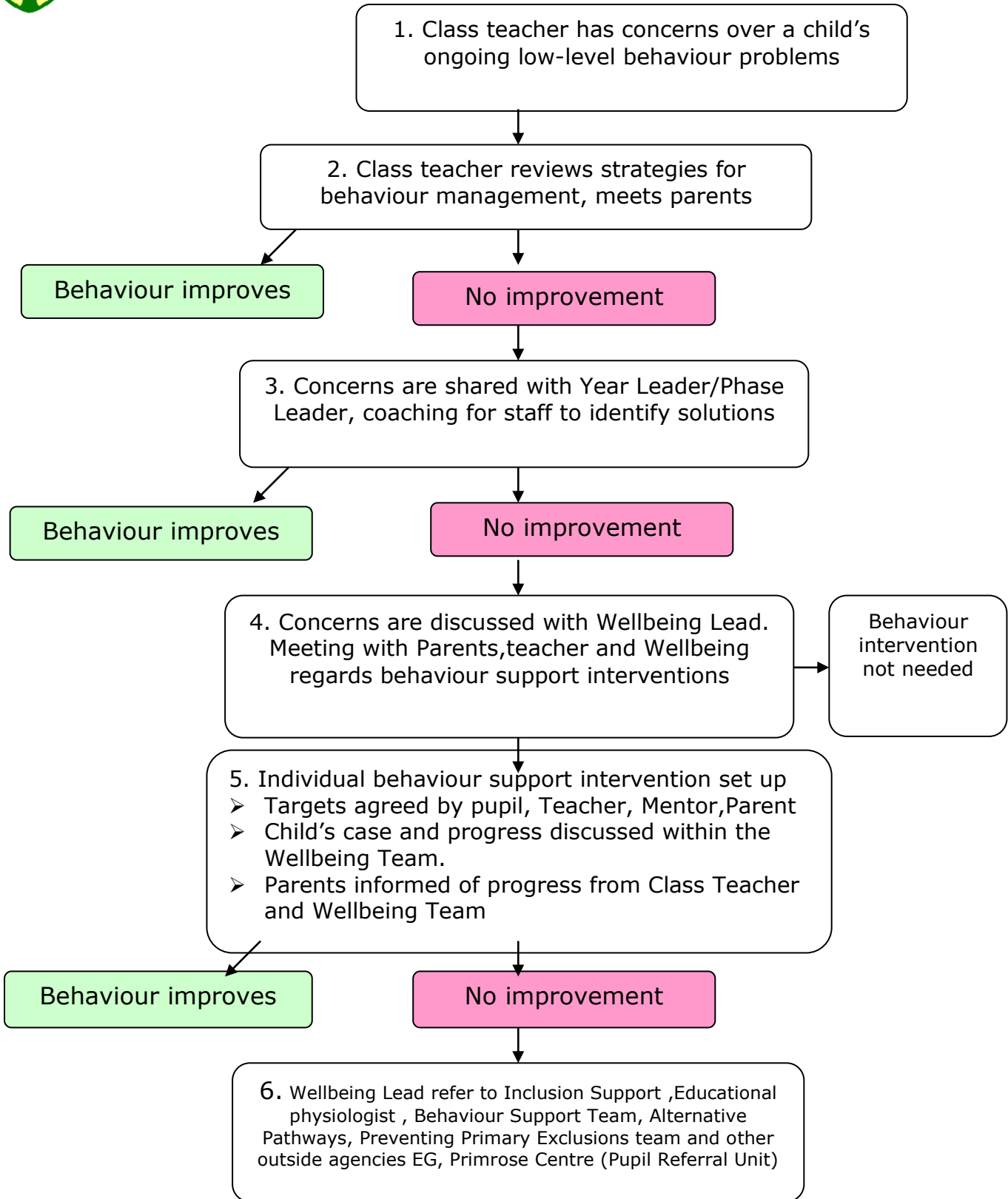


Behaviour Stages





SHPA Behaviour Concerns Procedure





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 and 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 or Lunchtime supervisor 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 Stage 4.**
- Children who have been withdrawn from play are required to reflect on their behaviour, in the designated area of the playground(Wall)
- Stage 4 behaviour needs to be recorded and reported to Wellbeing support in the media suite. Sanctions will be put in place.
- 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 area. A member of Lunchtime Staff will collect folders at the end of Lunchtime and give to Wellbeing Team who will 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 intervention or a Fixed Term Lunchtime Exclusion will be implemented.
- **Red Card system to be used when necessary. Team Teach trained staff will use physical intervention when the safety of the child or children is at risk. Physical intervention will only be used as a last resort.**
- 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

Peer on Peer abuse: Bullying, Physical, emotional, sexual and financial abuse of a child by their peers.

'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 Wellbeing Team
- Follow and implement behaviour categories using their discretion
- Record incidents in the Lunchtime Behaviour Folders
- Supervise withdrawal area in the playground or take children to the media suite
- 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 Team

The Wellbeing Lead will:

- Monitor lunchtime incidents and implement support when appropriate

Parents will:

- Support this policy through the Home/School Agreement

Exclusions Policy

WHY?

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<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

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:

- ❖ A Pupil 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 Intervention,

Fixed Term and Internal Exclusions:

- ❖ Internal Exclusions- sending your child to another class, Senior Leadership Team and George Betts Primary
- ❖ If Shireland Hall'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 Executive Principal
- ❖ Examples of behaviour that may warrant fixed term exclusion are outlined in the table.

"One Off" incident	Verbal Abuse to staff/pupils or others Racial abuse to staff/pupils or others Physical/sexual abuse to staff/pupils or others Possession of a Weapon
Fixed Term (1/5 days)/ Permanent Exclusion	Bullying Physical/sexual 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 Shireland Hall'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, with school, child and parents. A risk assessment and behaviour contract will be shared with parents if appropriate. 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 reviews with parents will take place.

- The Executive 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 Lead is responsible for investigating critical behaviour incidents that may lead to exclusion.
- The Wellbeing Team leads liaison with and support for parents.
- A member of the Wellbeing Team or SLT leads reintegration meetings.
- The Wellbeing Mentor supports pupils where a mentoring need is identified to ease transition back into school.
- Governors review the case of any pupil with a total of 15 days exclusion in one term.



Peer on Peer Abuse and Racism Policy

WHY?

Peer on Peer abuse and racism can affect then lives and learning of children, their families and teachers.

Key Definitions

Peer on Peer abuse: Bullying, Physical, Emotional, Sexual and Financial abuse of a child by their peers.

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 five main types of Peer on Peer Abuse

- **Physical e.g.** hitting, kicking, stealing or hiding belongings
- **Sexual eg.** Sexual touching, harassment or homophobic taunts
- **Verbal or written e.g.** name calling, insulting, racist remarks, offensive sexual remarks, taunting, mocking, threatening language, and producing offensive graffiti.
- **Emotional e.g.** spreading nasty stories, excluding from groups, graffiti, 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 (sexting) by phone or via the Internet. (See Online Safety Policy)

Peer on Peer Abuse/ Bullying can take many forms:

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

HOW?

- All staff are clear that peer on peer abuse 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"> • Clarify if it is the first instance or ongoing • Find out if it is targeted at an individual or a group • Clarify what happened/ times/ key details/ circumstances • Record onto Scholarpack and state that bullying or racism was involved
	Report the incident to: <ul style="list-style-type: none"> • Class Teacher • Phase Leader/ Wellbeing Lead Follow the Behaviour Stages chart (Stage 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 / Wellbeing Lead will meet with the instigators parents
	Review the behaviour of all parties and if further incidents occur inform Wellbeing Lead The Wellbeing Team/ SLT 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 Lead 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 Lead.
- SLT will discuss, monitor and review the Peer on Peer Abuse/ Racism Policy on a regular basis.
- Class teachers are responsible for addressing Peer on Peer Abuse/ racism in the curriculum.



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.

Allegation or suspicion.	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 Scholarpack
Disclosure	Act immediately Investigate further by not asking leading questions Fill out a Record of Concern Form and give to Safeguarding team
Informing Parents	SLT will decide when appropriate to inform parents Offer of support will be set up by the Wellbeing Team
Involving Police	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 Stages 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)

Sandwell Swanswell, Drug support (0121 553 1333)