



## 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 Behaviour Policy is made up of the following one-page policies:

- o School Aims and Values
- o Rewards and Recognition
- o Sanctions
- o Behaviour Stages Chart
- o Behaviour Concerns Procedure
- o Lunchtime Behaviour Policy
- o Suspension and Exclusion Policy
- o Peer on Peer, Anti-bullying and Racism Policy
- o 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 Behaviour Lead and Designated Safeguarding 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.



## AIMS

At Shireland Hall we use three aims which lie at the heart of everything we do. It is our vision that children will become

- Successful Learners
- Confident Individuals
- Responsible Citizens

## VALUES

In order to develop towards and achieve these aims for all our children, we have adopted four key values that govern and guide behaviour at Shireland Hall Primary Academy. These are spoken about during daily teaching and are discussed weekly through PSHE and our recognition boards in each classroom. These values are part of our daily language in school to give children clear direction and steps to achieve our school aims.

- Respect
- Honesty
- Determination
- Kindness

By adopting and exploring these values as a way of achieving the aims set out above, our rule system and the way we expect our children to behave will be clear to all stakeholders.

This logo represents our aims and values and will be displayed around school in order to be a visual reminder about what how we should be acting.





## WHY?

'The will to win, the desire to succeed, the urge to reach your full potential... these are the keys that will unlock the door to personal excellence.' Confucius

At Shireland Hall we are keen to move from a traditional system that relies on external motivation and develop our culture to a point where children are motivated intrinsically. Through observation, our children often develop a sense of entitlement, performing tasks because of the impending reward, rather than because of the benefits to their emotional, physical and educational health. By developing our culture and systems to foster intrinsic motivation, we will provide our children with better chances to become confident individuals, successful learners and responsible citizens.

## HOW?

### Recognising good behaviour: Nursery, Reception and Years 1-6

- ★ Children who display the desired behaviour based on SHP values will move onto the recognition board.
  - Respect
  - Honesty
  - Determination
  - Kindness
  
- ★ Children who have achieved recognition will be celebrated in phase assemblies by their peers and staff.
  
- ★ Class teachers will nominate a child for additional recognition in phase assemblies, where they are presented with stickers relating to our aims (Responsible Citizen, Successful Learner, Confident Individual), these children will also be presented with a certificate of achievement by a member of SLT to take home.

### Recognising effort in home reading: Reception and Years 1-6

- ★ As reading is such a key academic focus for us both locally and nationally, we are operating a reading reward scheme, where children earn prizes for the number of times they read at home with an adult.
  
- ★ As children read and hit certain thresholds they receive prizes,



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## 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?

### **Sanctioning poor behaviour: Nursery, Reception and Years 1-6**

- ★ Staff members decide on category of behaviour, using professional judgement and behaviour stages chart. This also contains appropriate procedures and sanctions. If required the behaviour procedures flowchart will identify the suitable next steps.
- ★ Those children who lose lunch/playtime will spend the time in Reflection. Reflection is a designated space, used by mentors from our wellbeing team and phase leaders to explore behaviour and look for ways to move forward via conversation and/or appropriate activities. Parents will be spoken to by class teachers in order to maintain communication channels.
- ★ Behaviour logs are kept to monitor a child's behaviour in school. These can be used to build up a picture of behaviour and as evidence for further action deemed appropriate.
- ★ When a child demonstrates ongoing poor behaviour, teachers will follow the Behaviour Concerns Procedure which reviews behaviour management strategies and may lead to further wellbeing intervention, a behaviour chart that monitors patterns and themes, an Individual Behaviour Plan or mentor support (see supporting document: Behaviour Concerns Procedure) depending on the individual case.
- ★ If inappropriate items are brought into school (e.g. laser pens, games consoles, phones, lighters, knives etc) they will be confiscated, investigated and a meeting will be arranged with parents.
- ★ Where unacceptable behaviour is the result of a disability or SEN, school will take regard of the needs outlined in The Disability Equality Duty on schools (Part 5A of DDA 1995, inserted by the DDA 2005).
- ★ If serious incidents or continued poor behaviour take place, then the leadership team would look into further sanctions in line with the suspension and exclusion policy that makes up part of this policy pack.



# Behaviour Stages

## WHY?

This chart allows teaching staff to identify appropriate responses to behaviours that are displayed.

## Behaviour Stages Chart

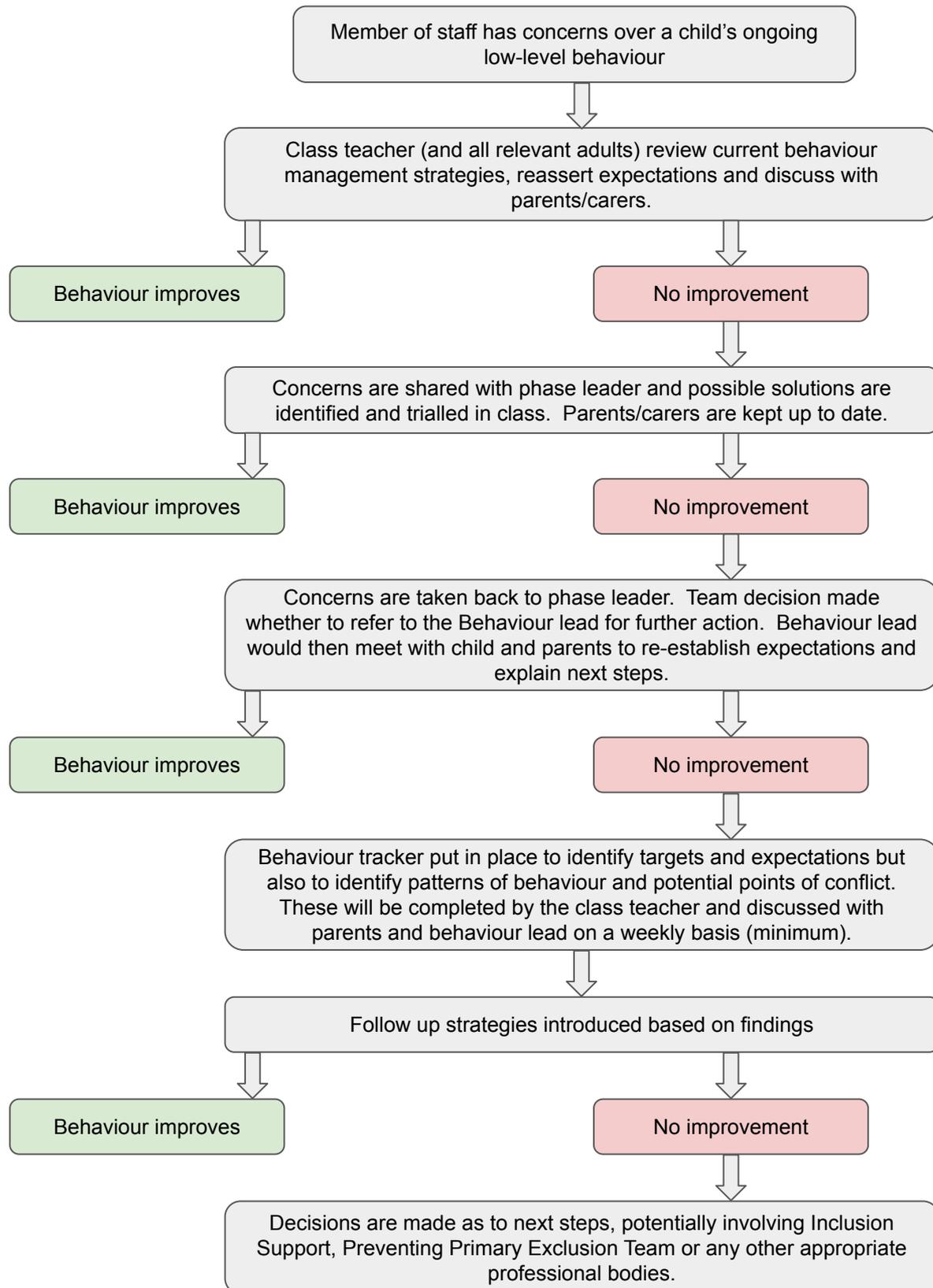
| Behaviour Type  | Procedure  | Action   |
|---|--|--|
| <b>Low Level Incident</b>   |  |  |
| <i>Examples may include:</i> shouting out, talking over teacher/peers, not listening, wasting resources.  | <ul style="list-style-type: none"> <li>- Verbal acknowledgment of behaviour</li> <li>- Verbal reminder of correct behaviour/ reset expectations</li> </ul>   | <ul style="list-style-type: none"> <li>- Monitor attitude/behaviour</li> <li>- Use zonal reinforcement with peers to establish correct attitude/behaviours</li> </ul>  |
| <b>Continued Low Level Incident</b>   |  |  |
| Continuing the behaviours listed above.   | <ul style="list-style-type: none"> <li>- Explain to the child that this behaviour is unacceptable</li> <li>- Inform child of sanction</li> </ul> <p><i>If constant low level disruption persists, please move onto the next behaviour category.</i></p>  | <ul style="list-style-type: none"> <li>- If before break time, child can miss break time, but will still need to attend Reflection to speak to a mentor. Highlight they have missed break on sheet.</li> <li>- Add child's name onto Reflection document - 15 minutes</li> <li>- Complete scholarpack incident log</li> <li>- Make contact with parent/carer about the incident and sanctions - if this can't be in person, arrange to make a phone call.</li> </ul> |
| <b>Significant Incident</b>   |  |  |
| <i>Examples may include but are not limited to:</i> Unsafe behaviour, hurting others, swearing, fighting, peer on peer abuse, violence or bullying, racism, assault, sexual violence, sexual harassment, stealing and spitting. | <ul style="list-style-type: none"> <li>- Explain to the child that this behaviour is unacceptable</li> <li>- Inform child of sanction</li> <li>- Inform Phase Leader (agree next steps and agree investigation if required)</li> <li>- Complete myconcern (where appropriate)</li> </ul> <p><i>If physical intervention is required due to safety concerns to children and/or staff then staff members trained in Team Teach or MAPA will perform appropriate interventions.</i></p> | <ul style="list-style-type: none"> <li>- Add child's name onto Reflection document - 30 minutes</li> <li>- Complete scholarpack incident log</li> <li>- Make contact with parent/carer about the incident and sanctions - if this can't be in person, arrange to make a phone call.</li> <li>- Discuss any further action with Phase Leader if required.</li> <li>- NB a permanent exclusion can be given for a "one off" significant incident</li> </ul>            |
| <b>Lunchtime Incident</b>   |  |  |
| <i>Depending on behaviour type, follow the actions listed above.</i>  | <ul style="list-style-type: none"> <li>- Put child in time out in a suitable location for the remainder of the session.</li> <li>- Explain to the child that this behaviour is unacceptable</li> </ul>   | <ul style="list-style-type: none"> <li>- On return to class, follow the procedure and actions for the relevant incident type.</li> </ul>   |



# Behaviour and Concerns Procedure

## WHY?

This chart allows teaching staff to identify the appropriate procedure to tackle various stages of an ongoing behaviour concern. An internal or fixed term suspension or permanent exclusion may be given due to a significant "one off" behaviour incident.

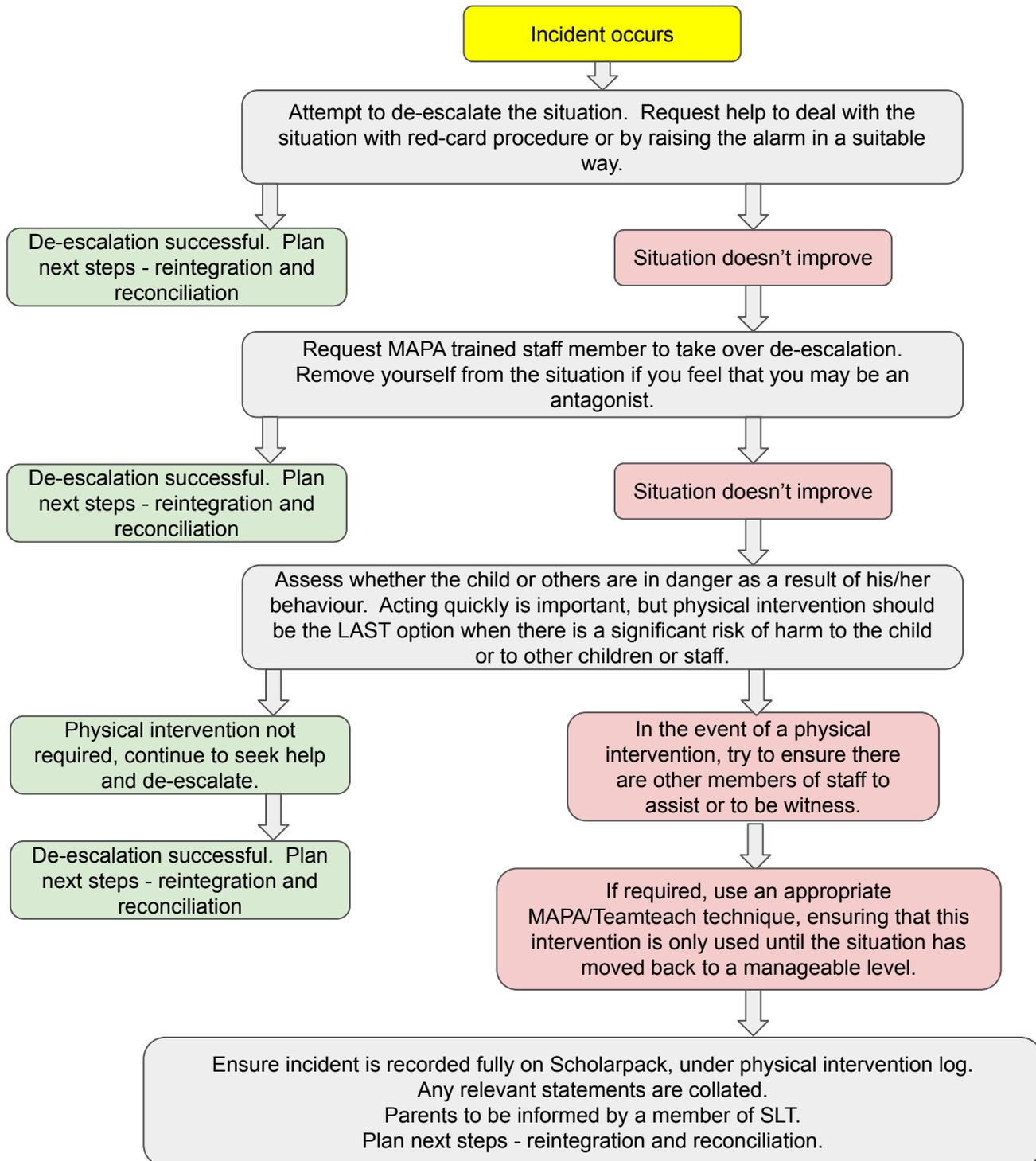




## WHY?

When a significant violent or potentially harmful incident happens, trained staff (MAPA or TeamTeach) will always attempt to de-escalate the situation through non physical means. If de-escalation is unsuccessful, the trained staff may decide that a physical intervention is necessary in order to keep the child, or other children/staff safe during the event.

The flowchart below identifies the systematic steps that a situation of this type should follow.



Physical intervention is only ever used for the shortest time possible and only when there is no other alternative to help children and staff stay safe. The nature of intervention is always in proportion to the need and its use is after considering whether the impact of the intervention on the child is outweighed by the original risk.

NOTE - This is not an exhaustive list. Additional steps may be taken depending on the nature of the incident - for example involvement of professional outside agencies, suspension or exclusion may be a result.

This policy and our procedures are in line with Ofsted's guidance: [Positive environments where children can flourish](#) (2021)



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## WHAT?

The lunchtime behaviour policy forms part of our whole school policy and has been written to ensure that high standards of behaviour are demonstrated throughout the school day both inside and outside of the building.

## HOW?

- Children will be supported during lunchtime by our team of lunchtime supervisors and by class LSPs on a rota basis. Both parties will ensure that high standards are met and communication channels are open with class teachers, phase leaders and parents/carers.
- Children are expected to treat all members of staff with respect and follow instructions at all times.
- The North and South Playgrounds are disconnected to allow safe play for one year group at a time. Children from different year groups will not mix.

## Low Level Incident

- If a child is involved in a **low level incident** then a verbal warning would be issued.
- If behaviour continues then child would sit out in a designated space for 15 minutes (or the remainder of lunchtime if less than that).

## Significant Incident

- If a child is involved in a **significant incident** then the child will immediately be withdrawn from playtime to a designated space. An investigation would then happen with Operational Lead and Class Teacher afterwards.
- If the child can not safely be withdrawn from playtime, then Operational Lead will be called upon.



# Suspension and Exclusion Policy

## WHY?

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## WHAT?

This policy forms part of the Shireland Hall Primary Academy whole School Behaviour Policy. It outlines two types of suspension and one type of exclusion, how and when they could be used as sanctions and the school's procedures to support reintegration. All suspension/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 Foundation's Exclusion Procedures.

## WHO?

- The Senior Leadership Team are responsible for agreeing any suspension/exclusion, informing relevant authorities and ensuring that parents/carers are informed of the reasons for the exclusion, the education expectations during exclusion and their rights to appeal.
- A combination of senior leadership and the wellbeing team will lead on investigations and liaise with parents. They will also be responsible for facilitating reintegration meetings.
- The wellbeing team and mentors will continue any work deemed necessary to support the child's future in education.

## HOW?

### ★ Internal and Fixed Term Suspension

- An **internal suspension** is when a child is sent to another learning space, another class or to our partner school George Betts Primary Academy.
- A **fixed term suspension** is when a child is sent home for a specific period of time due to a significant incident. This could be a one-off incident, not restricted to the examples shown in the Behaviour Stages document.
- If a significant incident takes place, the decision could be made to impose an internal or fixed term suspension for a period of time. This could be a one-off incident, not restricted to the examples shown in the Behaviour Stages document.
- We would provide appropriate work to be completed at home (fixed term), ensuring fair access for all children. Normal age-related class work would be completed during an internal suspension, as the child would still be in school but in a different location to normal.
- This decision would be made by the Senior Leadership Team and communicated to the child and parents/carers.
- Focused reintegration mentoring would then take place to ensure the child learns from the experience to support future development.

### ★ 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. This could be the result of a one-off behaviour incident.
- The decision to permanently exclude will be taken when all facts and evidence are clear and may follow a 5-day fixed term exclusion while investigations are pending.
- Police contact will be made if necessary.
- If a child has been the subject of more than 15 days of suspension in any term, this could result in a Permanent Exclusion.



## WHY?

Peer on peer abuse, sexual violence, sexual harassment, bullying and racism can have massive negative effects on the lives and learning of children, their families and teachers. As such these behaviours are not tolerated at SHP.

## WHAT?

This policy works alongside the Shireland Hall Primary Academy's Safeguarding Policy and explains the actions that school will take in the event of an incident of this nature. Any investigations that take place will be followed through and recorded by the relevant persons. Any actions taken will be decided on a case by case basis. Any actions will be authorised by the Executive Principal in line with further guidance from the Elliot Foundation where required.

## WHO?

- The Senior Leadership Team are responsible for agreeing any actions, informing relevant authorities and ensuring that parents/carers are informed of the incident and any follow up actions. If suspensions or exclusions occur, then educational arrangements would be made based on the processes outlined in the suspension and exclusions policy.
- A combination of senior leadership and the wellbeing team will lead on investigations and liaise with parents. They will also be responsible for facilitating reintegration meetings.
- The wellbeing team and mentors will continue any work deemed necessary to support the child's future in education.

## HOW?

In the event of an act of peer on peer abuse, sexual violence, sexual harassment, bullying or racism, or a combination of these, then the following procedures would take place.

- **Investigation** - A full investigation into the event would take place, to be led by our Wellbeing leader and Senior Leadership Team. During the investigation, a risk assessment will be undertaken to ensure that all parties involved are kept safe and where needed they will be separated.
- **Decision** - Any decisions made will be at the discretion of the Executive Principal and will be discussed with relevant children and parents.
- **Sanctions** - Any sanctions that are implemented will be decided on a case by case basis taking all investigation findings into account. The outcome may result in a type of suspension or exclusion outlined in our suspension and exclusion policy.
- **External Agencies** - Depending on the individual case, it may be the decision of the school to involve the police or relevant external agencies to offer support or further guidance on the case. This will be communicated with all parties involved.
- **Support** - Where appropriate, the parties involved will be provided with ongoing support, either internally through our mentors and wellbeing team, or through external agencies offering ongoing support to help move forward.



# 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 and aims to:

- Educate our children factually, non-judgmentally and with the inclusion of key partner agencies
- To have a clear strategy for dealing with drug related incidents

## WHO?

- All staff are responsible to be vigilant against drugs
- Senior Leadership Team will oversee any action
- Outside agencies will be contacted for support

## HOW?

The actions taken by the Senior Leadership and Wellbeing teams may vary depending on the specific case. The table below offers some standard actions that could be followed.

|                                |   |
|--------------------------------|---|
| <b>Allegation or suspicion</b> | <ul style="list-style-type: none"> <li>- Act immediately</li> <li>- Inform SLT</li> <li>- Have two staff present this can be important if any future allegations are made</li> <li>- Investigate the child behaviour/ appearance/ actions</li> <li>- Record everything that is done as a description of events on MyConcern/Scholarpack</li> </ul>  |
| <b>Disclosure</b>              | <ul style="list-style-type: none"> <li>- Act immediately</li> <li>- Where appropriate investigate (non-leading questions) or refer to SLT or wellbeing team.</li> <li>- Refer on myconcern (follow up with a verbal message to ensure quick pickup).</li> </ul>   |
| <b>Informing Parents</b>       | <ul style="list-style-type: none"> <li>- Senior Leadership will decide when appropriate to inform parents</li> <li>- Offer of support will be set up by the wellbeing team.</li> </ul>  |
| <b>Involving Police</b>        | <ul style="list-style-type: none"> <li>- Police will be contacted regarding a pupil who has been found in possession/suspected possession of an illegal substance</li> <li>- Police will be contacted regarding a pupil who has been found supplying or is suspected of supplying an illegal substance</li> <li>- A member of the Senior Leadership Team or the Wellbeing Lead will contact the police</li> </ul> |

## Curriculum

Our broad and balanced curriculum will endeavour to improve children’s knowledge of the risks of drugs. Through weekly PSHE, guest speakers and sessions co-ordinated with specialists we aim to arm our children with the necessary knowledge to make effective life choices and communication channels to use to share any concerns or questions they may have.

## Sanctions

The use of drugs in school may result in fixed term suspension or permanent exclusion. The Senior Leadership Team can also decide to permanently exclude any pupil supplying drugs or being involved in bringing drugs onto the premises.