



Shirley Community Nursery and Primary School A Policy for Positive Behaviour and Practice

This policy sets out the purpose, nature and management of behaviour in our school. This policy reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body. The Governing Body provided a statement of behaviour principles (**appendix 1**). The implementation of this policy is the responsibility of all staff.

Mission Statement

Shirley School is a safe, happy environment where pupils are inspired to be confident, independent learners, respectful of difference and determined to succeed.

We aim to

- Motivate our pupils to achieve their potential through a love of learning and inspirational teaching.
- Encourage our pupils through sharing high expectations and celebrating personal, social and academic achievement.
- Provide an engaging curriculum that creates independent thinkers who enjoy learning.
- Support parents and carers to be active partners with the school in their pupils's education.
- Develop young people who are resilient and who demonstrate respect, fairness and honesty.
- Inspire our pupils to engage in, and contribute to, the world around them.

Ethos and Values

- At Shirley School, we emphasise the importance of developing positive relationships with each other. We use the PSHE curriculum to support pupils to do this.
- At Shirley School, we believe that building pupils's self-esteem supports them to make the right choices about their behaviour. We use a 'Growth Mindset' approach when praising pupils for learning behaviour (see appendix 2, Strategies).

Personal Goals

These apply to adults and pupils in the school.

- **Resilience:**
 - Be able to stick at a task until it is completed
 - Be able to cope with disappointment they face when they are not successful in their activities
 - Be able to try again when they are not successful
- **Enquiry**
 - Be able to ask and consider searching questions related to learning and social situations
 - Be able to plan and carry out investigations
 - Be able to use evidence/examples to draw conclusions
 - Be able to use a range of thinking skills in solving problems
- **Respect**
 - Know about, and show respect to, the varying needs of other people, living things and the environment
 - Be able to listen to, consider and respect alternative points of view



- **Morality**
 - Be able to explain reasons for their actions
 - Be able to develop their own moral standpoints
 - Be able to act upon their own moral standpoints
 - Know about and respect alternative moral standpoints

- **Cooperation**
 - Be able to reflect on what they have learned and its implications to their own lives and the lives of other people
 - Be able to make their meaning plain using verbal and non-verbal forms
 - Be able to communicate in more than one spoken language
 - Know about a range of views, cultures and traditions
 - Be able to cope with unfamiliar situations
 - Be able to approach tasks with confidence
 - Be able to suggest and explore new roles, ideas and strategies

We promote personal goals in our school through assemblies, our curriculum, certificates and discussions with pupils.

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1. Entitlement

We aim to ensure that:

- We provide a safe, caring and stimulating environment where pupils can develop a positive set of attitudes towards everyone in the school community
- The furniture is comfortable to work at
- There is easy access to water and fresh air
- The temperature is kept at a comfortable level
- There is space in the learning environment to celebrate success
- There are good quality and interesting resources to work with
- There is a friendly and supportive atmosphere to enable pupils to acquire moral values such as honesty, sincerity, trust, mutual respect and tolerance
- Each pupil is valued as an individual
- We encourage each pupil to develop his/her self esteem, confidence and feeling of self worth to lead to the development of independence in work and decision making
- Class and School Council promote Citizenship and the right of everyone to have their say
- There is an understanding that we all have rights, rules and responsibilities.



2. Rights, rules and responsibilities

Rights

At Shirley school, we believe that pupils have the right:

- To learn
- To feel safe
- To be happy
- To be an individual
- To be listened to
- To be treated kindly, fairly and equally
- To have access to the school at appropriate times
- To communicate and express themselves
- To be left alone
- To share ideas and ask questions
- To have a friend and to join in games

The Rules

The School has a set of 3 rules or expectations of behaviour; which apply to every situation.

Be kind

Be safe

Be responsible

These rules are displayed around the school and in classrooms. These rules are then adapted within class to create age appropriate class charters (following the PSHE SEAL unit of work for New Beginnings).

When discussing behaviour with pupils, we refer to our personal goals as we believe that these prepare pupils for a successful adult life.

Responsibilities

Governors

Governors are responsible for following the legal guidelines on the school's behaviour policy and monitoring and reviewing the behaviour policy. The legal responsibilities for the discipline of the school lie with the governors who have delegated the day to day management to the headteacher.

Staff

We believe that *excellent teaching* and *good relationships* are the foundations of positive behaviour.

The staff of Shirley School will do the following to build positive relationships with pupils:

- Always acknowledge pupils
- Show warmth and smile
- Be calm
- Use open body language
- Give encouragement



- Give specific praise when they've done well
- Create a safe environment where it's safe to make mistakes
- Do fun activities with the pupils and spend some 'down-time' together
- Share our own good and bad experiences
- Laugh!
- Read their emotions and understand that they may need to be left alone
- Know and remember personal details about the pupils
- Listen and try to understand a situation from the pupils' perspective
- Be open
- Admit our own mistakes
- Be consistent and fair

The staff are responsible for:

- Establishing positive relationships with pupils
- Ensuring pupils are safe and able to learn
- Actively seeking positive relationships with parent/carers
- Using the clear agreed language of positive behaviour management
- Acting as role-models for pupils
- Recognising that good behaviour needs to be taught
- Having high expectations of *all* people in the school
- Clearly rewarding positive behaviour
- Providing an inclusive curriculum which promotes a high self-esteem
- Applying the behaviour policy in *all* situations and to *all* pupils in the school
- Communicating behaviour clearly and effectively with others
- Having a good knowledge of the school's behaviour policy and following its procedures
- Staying calm when dealing with difficult situations
- Dealing with low-level behaviour in a way that is least disruptive to teaching and learning
- Being consistent and fair
- Investigating incidents promptly, in full, and ensuring that all parties have been listened to
- Giving pupils fresh starts
- Providing a learning experience when dealing with pupils's behaviour
- Providing feedback about positive and negative behaviour to pupils that is in context
- Addressing the behaviour and not the pupil - separating the pupil from the behaviour so they understand it is the behaviour choices that need changing

The Senior Leaders are responsible for:

- Monitoring the implementation of the behaviour policy and its procedures to ensure that it is consistent across the school
- Making sure that the school differentiates its procedures where necessary to ensure an inclusive approach
- Supporting staff with the implementation of positive behaviour management strategies
- Training staff on the implementation of the behaviour policy
- Being available when staff need support
- Supporting teachers to communicate with parent/carers
- Being available over lunchtimes to support midday staff

Parent/carers are responsible for:

- Sharing their pupil's successes with the school
- Supporting the school's behaviour policy



- Attending the presentations of rewards
- Sharing information about what is happening outside of school which may affect their pupil's behaviour
- Being available to discuss their pupil's behaviour with the school

Pupils are responsible for:

- Following the school rules
- Striving to meet the personal goals
- Doing their best to contribute to a positive learning environment and allowing others to do the same
- Taking responsibility for their own behaviour
- Helping to create a secure environment where everyone can be safe, happy and learn

3. Implementation and Strategies (refer to appendix 2)

Implementation is a *whole school* responsibility and supported through the ethos within the school. This will be achieved in a variety of ways.

Our own behaviour as adults will reflect our expectations of the pupils. As a staff, we will aim to meet the pupils with a smile, be consistent, keep calm, have a sense of humour, use a 'talking' voice, listen to the pupils and follow up their problems to their conclusion. When staff discuss behaviour with pupils, they will always aim to have a learning experience as an outcome and use the agreed language (see strategies appendix 2).

Strategies

We deploy a wide range of strategies to promote good behaviours and manage undesirable behaviours. These strategies are revisited throughout the year through CPD and observations to ensure that there is a consistent approach which is in line with the ethos and values as stated in this policy.

Consequences (appendix 3)

These are set out in the appendix to this policy. They outline the agreed consequences to negative and positive behaviour. The consequences outline individual consequences and group consequences (e.g. target for the class). The Consequences document makes reference to **appendices 3a-f**.

The consequences document is referred to when dealing with all kinds of negative behaviours including: racist incidents; homophobic incidents; transphobic incidents and *all* kinds of bullying.

Referral to other staff and senior staff

By arrangement, and as part of the school's systems for positive and negative consequences, pupils are sent to other members of teaching and learning staff (teachers and teaching assistants) to share work, information and behaviour.

Communication with parents/carers

Parents/carers are kept informed about all aspects of a pupil's behaviour. This is achieved by:

- Meeting informally with parents/carers at the beginning or end of the day
- An invitation to Family Assembly where special certificates for good work or behaviour are presented
- If a pupil's behaviour is causing concern, parents/carers will be invited to meet with the teacher and/or senior staff to discuss how the pupil can be helped to change his/her behaviour (see stages of consequences **appendix 4**).



Family Assembly

Weekly Family Assemblies are used to celebrate good work, effort and behaviour. Merit certificates and Special Mention certificates are given to recognise good learning behaviour, and therefore good work. These certificates make reference to the personal goals.

Lunch Time

Midday Supervisors and Midday Teaching Assistants are given guidance on their role in implementing this policy. In addition, they are given circular stickers for pupils who display positive behaviour and follow the school rules on the playground and in the dining hall. They are responsible for liaising with the senior leadership team during the lunch time and teachers at the end of lunch about pupils' positive and negative behaviour which should be recorded in their personal midday supervisor book.

Dealing with Inappropriate Behaviour

When dealing with inappropriate behaviour the main considerations are:

- That a learning experience is gained
- That the behaviour is separated from the pupil so they understand it is the behaviour choices that need changing
- Care for the individual or group of pupils involved
- Prompt, fair and consistent responses by the adults concerned
- Consultation with parents/carers if the pupil's behaviour is a cause for concern.

In some circumstances it may be necessary for the Team Leader or members of the Senior Leadership Team to deal with inappropriate behaviour by talking to a large group assembled together.

The school will follow the following guidance documents for the management of more complex negative behaviours:

- Exclusion from maintained schools, academies and pupil referral units in England – *Statutory guidance for those with legal responsibilities in relation to exclusion* January 2015 (**appendix 5**)
- Cambridgeshire County Council's guidance for exclusion. (**appendix 6**)
- Behaviour and discipline in schools *advice for headteachers and school staff* February 2014 (**appendix 7**)
- Use of Reasonable Force – *advice for headteachers, staff and governing bodies* July 2013 (**appendix 8**)

Staff will physically separate pupils found fighting. They will physically move a pupil if they are causing injury to themselves, others or damage to school property. If a pupil refuses to leave a room when instructed to do so, they will be physically removed. The staff will physically prevent a pupil from leaving the school building if they try to leave against the school's wishes. The school does not require parental consent to use force on a student. However, the school works with parents when writing a Personal Learning Plan.

4. Inclusion

Shirley School promotes the learning and participation of everyone within the school community. Everyone is valued and diversity is seen as a rich resource to enhance and support learning for all. The school's inclusive culture is reflected in all school policies and practices. We ensure that classroom and extracurricular activities encourage the participation of all pupils, drawing on their knowledge and experiences outside of school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in the life of the school. Inclusion is achieved through analysis and assessment of pupils' needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all pupils is given an equal priority and available resources are used to maximum effect.



Shirley school recognises behaviour management as a subject and therefore it is differentiated where appropriate. With pupils on the SEN register, it may be necessary to alter the agreed strategies for positive and negative consequences so that it meets the needs of the individual pupil. In these circumstances, the agreed approach is written onto their Personal Learning Plans. The differentiated approach must still be in line with the principles of positive and negative consequences.

For pupils not on the SEN register, where patterns of behaviour have been identified as needing a differentiated approach, the class teacher, in liaison with a member of the SLT, will request a meeting with parents/ carers. The pupil will then be placed on an individual behaviour log. This is reviewed weekly with the parents/carers and they are asked to sign it. At this stage, the school's policy for positive and negative consequences is followed. See Stages of Consequences (appendix 4).

5. Resourcing

Resourcing for positive behaviour will take into account the needs of all pupils. All staff will receive a copy of this policy as part of their induction programme. Further training will be arranged as appropriate, this may include;

- Training on the systems and procedures of the behaviour policy
- Self-esteem training
- Growth Mindset training (using resources by Carol Dweck)
- Observation of teacher colleagues
- Consultation with specialist teacher from Access to Learning Service
- Individual coaching and mentoring

6. Links with other Policy Documents

Positive behaviour is fundamental to good learning and all policy documents will reflect elements of the Positive Behaviour Policy. This policy operates in conjunction with the following policies:

- Personal, Social, Health and Citizenship Education Policy
- Special Educational Needs Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Exclusion Policy
- Inclusion Policy
- Safeguarding and Pupil Protection Policy
- Positive Handling policy

Health and Safety

All Health and Safety issues related to this policy are covered within the school's Health and Safety and Well Being policy.

7. Monitoring

The school monitors pupil's positive and negative behaviours in a variety to ways. In order to monitor the implementation and effectiveness of this policy, evidence will be collected in a number of ways, these include:

- Consultation with pupils via school and class council
- Consultation with parents/carers via questionnaire and informal dialogue
- Behaviour logs
- Class Celebration boards
- Review of merits
- Dialogue with staff groups



- Review of targets on IEPs
- Records of certificates for good behaviour
- Records of incidents of bullying
- Records of incidents of racist incidents and homophobic incidents
- Exclusions
- Quiet room records
- Monitoring of consequences (Excel spreadsheets which record behaviour incidents)

The negative consequences are monitored and can be filtered to show results for: boys/girls, Pupil Premium/Non-Pupil Premium, age; ethnicity and home language. This is to ensure that we have an inclusive approach.

The Deputy Head is responsible for carrying out the review of the Positive Behaviour Policy. The policy will be reviewed every 2 years.

8. Implications of the Behaviour and discipline in schools advice (appendix 7)

The following points are taken directly from the Behaviour and Discipline in Schools *advice for headteachers and school staff*. The language used is taken from this document and is not the language we use with pupils. These points have been agreed by the Governing Body and are referenced in the Statement of Principles (appendix 1).

Key points

- Teachings have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- The power also applies to all paid staff who have responsibility for pupils.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Pupils' conduct outside the school gates – teachers' powers

Shirley School has a statutory power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" – see paragraph 21 of the guidance.

Shirley School states that teachers may discipline pupils for:

- Misbehaviour when the pupil is:
 - Taking part in any school-organised or school-related activity
 - Travelling to or from school
 - Wearing school uniform
 - In some other way identifiable as a pupil at the school
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Detentions

Parental consent is not required for detentions. With lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet. Detentions will not take place during school holidays, after school or weekend and non-teaching days.

Confiscation



Shirley school includes confiscation of pupils' property as a disciplinary sanction in the behaviour policy. Any confiscated objects will be stored in a locked drawer/cupboard in the classroom or school office. Staff are not liable for damage to, or loss of, any confiscated items provided that they have acted lawfully (see 8 of the advice).

Power to search without consent

Staff have the power to search for the following items without consent:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, and
- Any item banned by the school rules which has been identified in the rules as an item which can be searched for.

Shirley school can search pupils who are suspected of having weapons or knives without consent. Should it be deemed necessary to search a pupil, 2 members of the senior leadership team will be consulted and present during the search.

This policy including all appendices and the Behaviour Policy Statement approved by the Governing Body.....

Signature: Chair of the Governing Body

Date:

Appendices

1. Governors' Statement of Behaviour Principles
2. Strategies
3. Consequences
 - a. 10 merit certificate
 - b. 25 merit certificate
 - c. 50 merit certificate
 - d. End of year merit certificate
 - e. Special mention template
 - f. Merits record template
4. Stages of Consequences
 - a. Class behaviour log KS1 & 2
 - b. Class behaviour log Early Years
 - c. Individual behaviour log KS1
 - d. Individual behaviour log KS2
 - e. Class record of behaviour stages
 - f. Behaviour incident form
5. Exclusion from maintained schools, academies and pupil referral units in England – *Statutory guidance for those with legal responsibilities in relation to exclusion* January 2015
6. Cambridgeshire County Council's guidance for exclusion.
7. Behaviour and discipline in schools *advice for headteachers and school staff* February 2014
8. Use of Reasonable Force – *advice for headteachers, staff and governing bodies* July 2013
9. Parent Leaflet (included in welcome packs)
10. Supply 'Behaviour policy at a glance'



Review

The behaviour policy should be reviewed every two years.

This Policy and Appendices 1-10 were adopted by the Governing Body on 16 July 2015

Signature of the Chair of the Governing Body