

# *Behaviour for Learning Policy*

## *Sherington Primary School*



### **Our Vision Statement**

Sherington Primary School is an inclusive community. We place the child at the centre of all that we do. We strive to maintain the highest standards in an environment that is creative, stimulating, inspiring and enabling.

- Aspire** Motivating and exciting all to become lifelong learners  
**Believe** Developing the skills and confidence to foster self-belief  
**Create** Engaging all learners through creative practice and personal reflection  
**Achieve** Experiencing success and embracing future challenges

### **Our Aims**

- To place the child at the centre of all that we do.
- To foster positive, supportive relationships with families and the wider community.
- To provide models of excellence drawing on the expertise of our highly skilled team.
- To provide an enquiry based curriculum, that promotes the values of resilience, adaptability and perseverance.
- To promote lifelong learning through developing a whole school culture of challenge and growth.
- To prepare learners for a future in an increasingly interconnected global economy.

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## **1. Aims and Expectations**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour for Learning policy is therefore designed to support the way in which all members of the school can live, learn and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and able to flourish.

The primary aim of the behaviour policy is not a system to enforce rules. Rather, it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We treat all children fairly and apply this behaviour policy in a consistent way.

The school recognises and acknowledges good learning behaviours, as it believes that this will develop an ethos of kindness, co-operation and scholarship. This policy is designed to promote good behaviours, rather than simply deter anti-social behaviour.

## 2. Wellbeing, Learning Zones and Positive Education

The Wellbeing and Learning Zones scales, which are present in all teaching rooms, are based closely on the Leuven scales for emotional wellbeing and involvement-. These scales are routinely used in Early Years settings, but are becoming increasingly recognised as important indicators throughout a pupil's schooling. Whilst in EY the assessment is largely carried out by EY practitioners, it is the aim of Sherington that pupils become increasingly adept at assessing their own state of emotional wellbeing and involvement/engagement.

**Wellbeing** focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health.

**Learning Zones** relate to the Leuven scale for Involvement. This scale focuses on the extent to which pupils are operating to their full capabilities. In particular, it refers to whether the child is focused, engaged and interested in learning activities. This is particularly relevant when pupils are engaged in self-directed learning (in Early Years) or in independent learning tasks (KS1 &2)

It is natural for levels of wellbeing and involvement to fluctuate throughout the day.

The rationale underlying the focus on these two process dimensions is that high levels of wellbeing and involvement lead, in the end, to high levels of child development and deep level learning. This latter concept is centred around the notion that learning should result in significant changes in a pupil's capacity; leading to better outcomes in the way that they approach work, relationships and life in general.

Within each learning environment, from Reception to Year 6, the Wellbeing and Learning Zone scales will be displayed.

The Learning Zones will be used to promote discussions with children regarding positive learning behaviours. Children within Reception and Key Stage 1 will be supported by the adults in the room identifying when they are behaving with particular behaviours associated with each Learning Zone. As children move through Key Stage 1 and into Key Stage 2 they will be expected to have more ownership of the Learning Zones and reflect on their own behaviours during a lesson. This will be facilitated by some discussion with the Class Teacher, particularly when there may be a difference in judgment.

**Positive Education** is an approach to education that combines academic learning with character and wellbeing. At Sherington, we view our school as a place where pupils not only cultivate their intellectual minds but also develop a broad set of character strengths, virtues and competencies which together support their wellbeing. Positive Education is the 'character + academics' approach to education.

Positive Education has its roots in Positive Psychology and there is compelling, research based evidence that points to the value of character strengths education. It aims to build positive emotions; positive relationships; meaning; accomplishment. By placing wellbeing at the heart of education, we hope that, ultimately, it will allow our pupils to flourish – emotionally, socially, psychologically and academically. We want our pupils to emerge having gained the skills to thrive, to succeed and to make a meaningful contribution to their world.

### **3. Positive Recognition and Sanctions**

At the start of the academic year, pupils are reminded of the high expectations the school has for behaviours and the reasons why. This is done in whole school assemblies and is followed by the writing of class charters which involves pupils, teachers and support staff. The school rules and class charters are written in a way that promotes positive relationships and a calm, safe environment in which to learn and work. To this end, school rules are introduced and class charters written with this wording:

- Because we value learning I will ... (follow instructions at the first time of asking)
- Because we value courage I will ... (raise my hand when I want to ask a question)
- Because we value humanity and positive relationships I will ... (use words kindly in all conversations)
- Because we value appreciation of beauty and excellence I will ... (try my best in all learning and take pride in presentation)
- Because we value justice I will ... (exercise fairness in all that I do in the classroom and playground)
- Because we value moderation I will ... (walk around the school at all times)
- In order that everyone feels safe I will (keep my hands and feet to myself at all times)

To promote personal growth, good behaviours and positive attitudes, Positive Education assemblies - which teach of virtues and character - are held at least weekly.

#### **Pupils with SEND**

The school promotes high standards of behaviour for all pupils including pupils with SEND and those with emotional needs. It should not be assumed that because a pupil has SEND that it must have affected their behaviour on a particular occasion – this is a question of judgement for the teacher/leader on the facts of the situation. The school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil (ref: Equality Act 2010 and schools' guidance).

The school seeks to be pro-active in its support for pupils with SEND and pupils requiring more support than others to meet the school's behavioural expectations. This is done primarily by providing a range of pastoral interventions. These interventions are part of a wider approach to behaviour for learning that involves the wellbeing and mental health of pupils. These interventions are led (and their efficacy monitored) by the Inclusion Manager.

#### **3.1 Positive Recognition**

The following listed acknowledgments and sanctions should be used consistently and fairly to achieve an environment where all pupils can achieve and learn as well as possible; no other rewards, other than recognitions listed here, will be given. Good learning behaviours and following school rules are expected.

We acknowledge positive behaviours in a number of ways; both individual and whole class recognition. They are:

- Character Strength Postcards: All members of staff can recognise and acknowledge with Postcards, identifying Character Strength/s a child, or a group of children, are demonstrating. Postcards are taken home and celebrated with parents/carers. See Appendix III for template.

- Instant verbal feedback from the Class Teacher identifying characteristics from the learning zones and/or Character Strengths.
- Two children from each class are recognised in a Friday assembly. There is a certificate which the class teacher completes recognising a particular character strength which the child has demonstrated during the week. The child takes home the certificate to share with parents/carers who are encouraged to respond and return to school for display in the reception area
- Headteacher Awards: These awards are given out for exceptional work by an individual
- The Golden Keyboard computing award will acknowledge a class for exceptional learning behaviours and awarded in Friday's Positive Recognition assembly
- Attendance Award: The class with the highest attendance will receive recognition during Friday's Assembly.
- Whole Class Award: The format of this is to be agreed between the Class Teacher and the pupils (e.g. marbles in a jar). It is for the whole class to work towards a pre-determined goal e.g. 50 marbles will earn 10 minutes additional time on the climbing frame, supervised by Class Teacher. Whole class awards should be given by Class Teacher.
- Golden Tickets can be awarded by any member of staff (other than their own if a Class Teacher) to a class displaying exemplary behaviours throughout the school.
  - Specialist teachers can award classes Golden Tickets during their lessons.
  - Class Teachers will keep a tally of the Golden Tickets received during the week on the Class Behaviour Sheet which will be collected weekly by the Pupil Wellbeing lead.
  - Classes with the most Golden Tickets in a week will earn additional time on the ball court, climbing frame and basketball.

It is important that when recognising children for their positive behaviour, staff are specific about what it is that is being recognised; this helps the child know what they were doing well and also re-enforces high expectations to others.

### **3.2 Sanctions**

The school also employs a number of sanctions to promote and enforce the school expectations for behaviour although every effort is made to ensure the pupils have the opportunity to recognise and amend their behaviour choices before sanctions are imposed. See Appendix II for further guidance.

When issuing a sanction to a child it is important that staff are clear about what behaviour is not acceptable and why. Staff must be clear about what needs to change and what the next step would be (should the behaviour continue).

Sanctions could be issued for the following reasons:

- Not following instructions (within a reasonable number of requests)
- Disrupting the learning of others
- Not respecting the personal space of others
- Putting themselves and/or others at risk
- Being unkind or rudeness

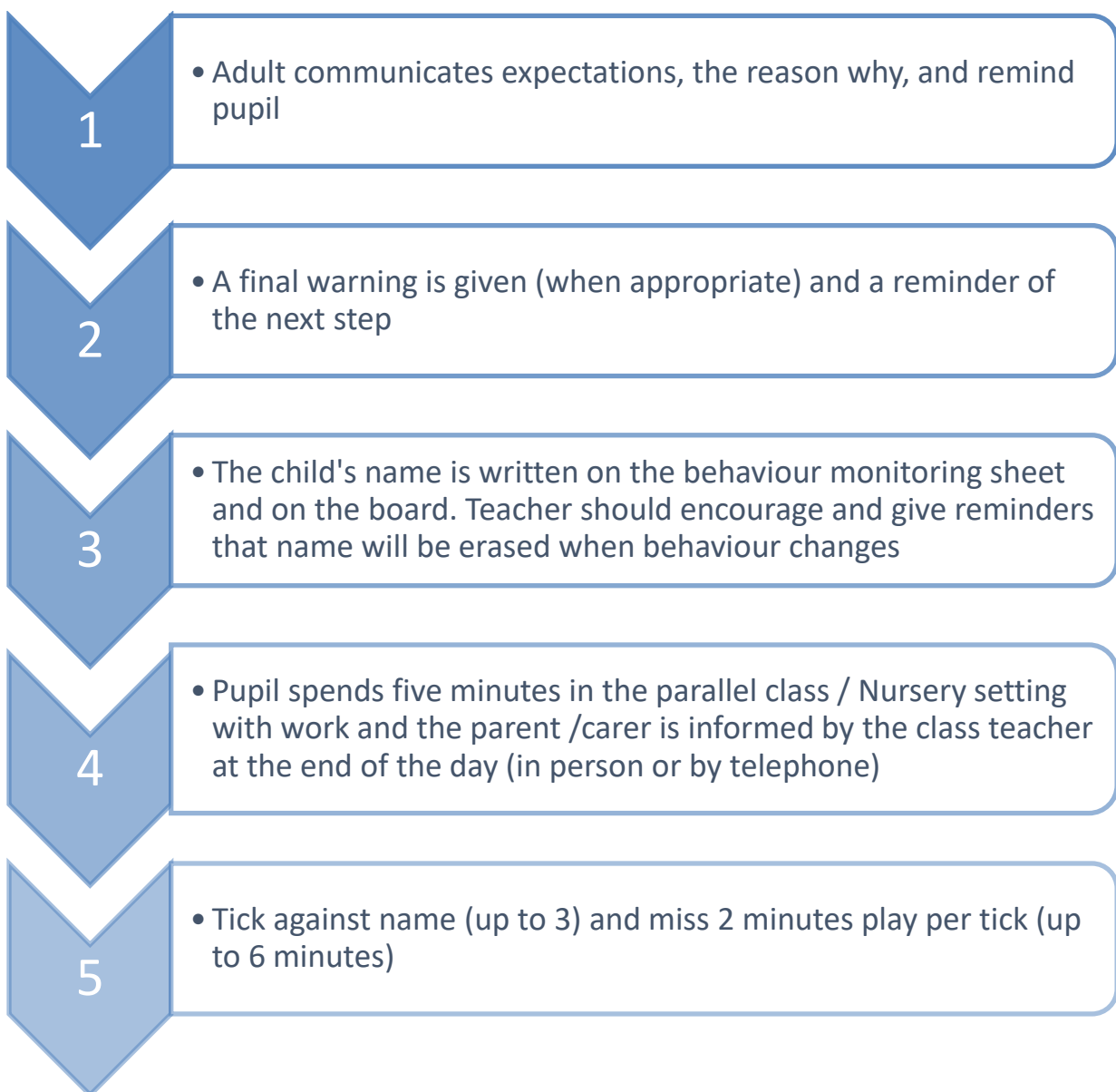
At all times, the main objective of any adult should be to bring about a change in behaviour.

Behaviour that falls below the school's expectations is recorded and sanctioned in the following way:

1. Adult communicates expectations, the reason why, and reminds pupil.
2. A final warning is given (when appropriate) and a reminder of the next step.
3. The child's name is written on the behaviour monitoring sheet and on the dry wipe board. Teacher should encourage and give reminders that names will be erased when behaviour changes
4. Pupil spends five minutes in the parallel class with work and the parent is informed by the class teacher at the end of the day (in person or by telephone)
5. Tick against name (up to 3) and miss 2 minutes play per tick (up to 6 minutes)

These sanctions are applicable to all classes in years 1-6. In Nursery and Reception, steps 1 to 4 are used. Each session starts with a 'clean slate'.

Only members of the Senior Leadership (Headteacher, Deputy Head, Assistant Head and Inclusion Manager) can direct a child to miss whole playtimes or lunchtimes.



## **Removal from classrooms**

Any child can be immediately escalated to requiring removal from the classroom should the displayed behaviours require it. Removal should be used for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- To allow the pupil to regain calm in a safe space

In extreme cases, the removal of the rest of the class should be considered.

Following a pupil's removal, they will complete a Think Sheet in order to reflect and amend their behaviours (which will also be sent home). Staff will also complete an ABC Form (Appendix VIII) in order to document the behaviour. The ABC forms are held by the pupil wellbeing lead and can be accessed according to class and date for future reference and analysis.

The Headteacher can determine whether a child should be internally excluded (removed from the classroom) for part or whole of the day. In these instances, parents/carers will be notified as soon as possible by a member of the SLT or PWB Lead. The SLT or PWB Lead are responsible for supervising children during internal exclusions

## **Group Action**

Action taken by one or more children with the deliberate intention of hurting another child, either physically, emotionally or through the use of threatening behaviour is considered under the school's Anti-Bullying Policy. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

## **Use of Force**

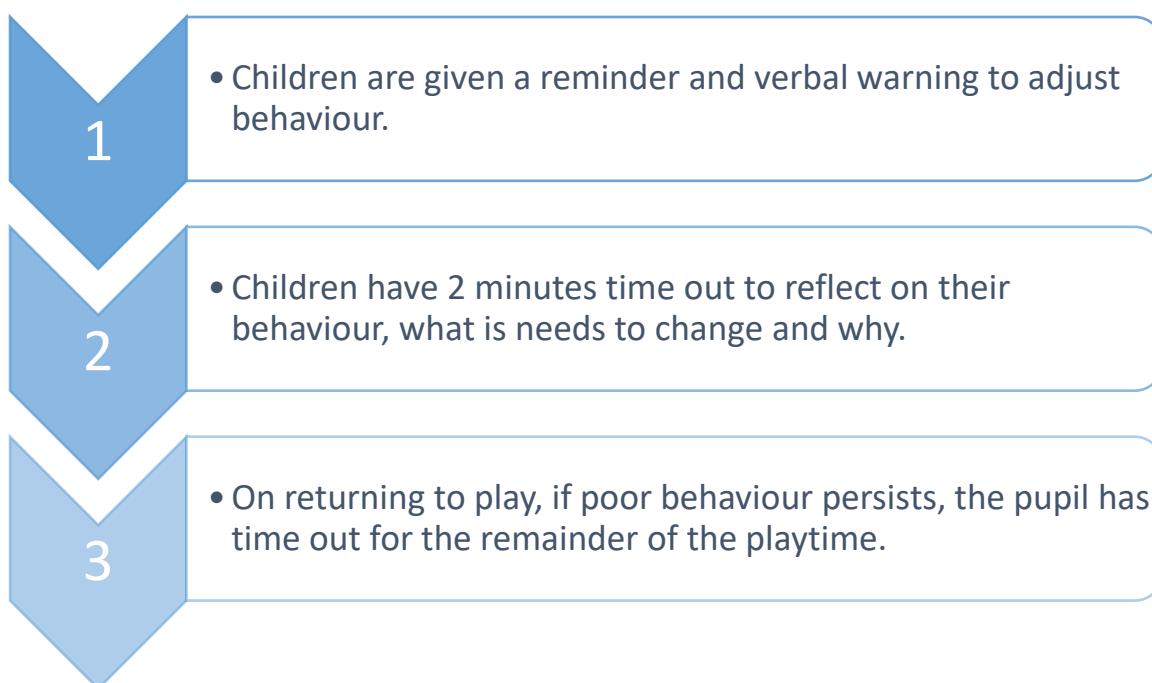
All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.



#### 4. Playground Behaviour

If children are demonstrating challenges with self-regulation and social interaction the following flowchart is implemented:

- Children are given a reminder and verbal warning to adjust behaviour
- Children have 2 minutes' time out to reflect on their behaviour, what needs to change and why
- On returning to play, if poor behaviour persists, the pupil has time out for the remainder of the playtime.



#### Serious Incidents

More serious incidents - including those whereby derogatory language is witnessed or reported; physical aggression is used; or there results in damage to property or belongings - are reported on an Antecedent/Behaviour/Consequence Form (ABC Form – Appendix VII) and investigated by the adult who has heard/witnessed it or who it was reported to.

Incidents such as these are also immediately reported to a member of the Senior Leadership Team to determine the level of sanction. The resulting sanctions for such incidents are considered based on additional contextual factors for the pupils concerned including any recurrence of behaviours. Derogatory language refers to the use of any vocabulary which is being used to insult, offend or demean another person. It particularly relates to offensive language relating to gender, sexuality, race, religion or disability.

## **5. Roles and Responsibilities**

### **5.1 The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher or Deputy Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

### **5.2 The role of the Senior Management Team (SMT)**

SMT comprises of the Deputy Headteacher, Assistant Headteacher, Inclusion Manager, English Lead, Maths Lead and EYFS Lead.

It is their responsibility to support the Headteacher and all members of staff in implementing the Behaviour for Learning Policy.

In addition to responding to any incidents of negative behaviour within the school grounds, the Headteacher or Deputy Headteacher may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- 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

### **5.3 The role of Class Teachers**

It is the responsibility of the class teacher to ensure that the school rules are enforced for all pupils in line with this policy, and that their class behaves in a responsible manner throughout the school day.

The class teachers have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children with respect and understanding.

Class Teachers keep weekly monitoring sheets which are monitored by the Pupil Wellbeing Lead and discussed with the Inclusion Manager and Headteacher/Deputy Headteacher weekly.

The class teacher identifies concerning behaviours with the individual parents/carers and Inclusion Manager. Appropriate strategies are discussed and put into place, these include:

- Individual Behaviour Monitoring Sheets
- Individual Behaviour Plan
- Sliding Scale for playtimes and lunchtimes
- Referrals to external agencies (Educational Psychologist, CAMHS, Waterside Outreach)
- Pastoral Support Plan

Under the direction and authorisation of the Headteacher, class teachers are permitted to search and, if found, confiscate prohibited items from pupils. A list of prohibited items can be found at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/554415/searching\\_screening\\_confiscation\\_advice\\_Sept\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf)

#### **5.4 The role of Pupil Wellbeing Lead (PWB Lead)**

The PWB Lead supports children with emotional barriers to learning both within and outside of the classroom. They can offer a range of low-level interventions to support including:

- Draw and Talk Therapy
- Social Skills groups
- Support for attention and listening
- Lego Therapy
- Emotional Literacy Support interventions

The PWB Lead will meet with the Headteacher and/or Inclusion Manager weekly to review the class and individual behaviour monitoring sheets (Appendices VIII and XI) and discuss any issues arising from them.

The PWB Lead keeps a record of all incidents of inappropriate behaviour recorded on ABCs (Appendix VII).

The PWB lead will work with the Inclusion Manager to ensure all recorded behaviour incidents are monitored and analysed half termly (Appendix XI).

#### **5.5 The role of Support Staff**

Support Staff have the highest expectations of the children's behaviour within lessons, moving around the school and during break and lunch times.

Support Staff treat all children fairly and model the school's high expectations at all times. The classroom code is used when supporting in lessons to reinforce and encourage positive behaviours.

#### **5.6 The role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. Please see Appendix I.

#### **5.7 The role of Parents and Carers**

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.

We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We seek to build a supportive dialogue between the home and the

school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

Parents/Carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher.

### **5.8 The role of Pupils**

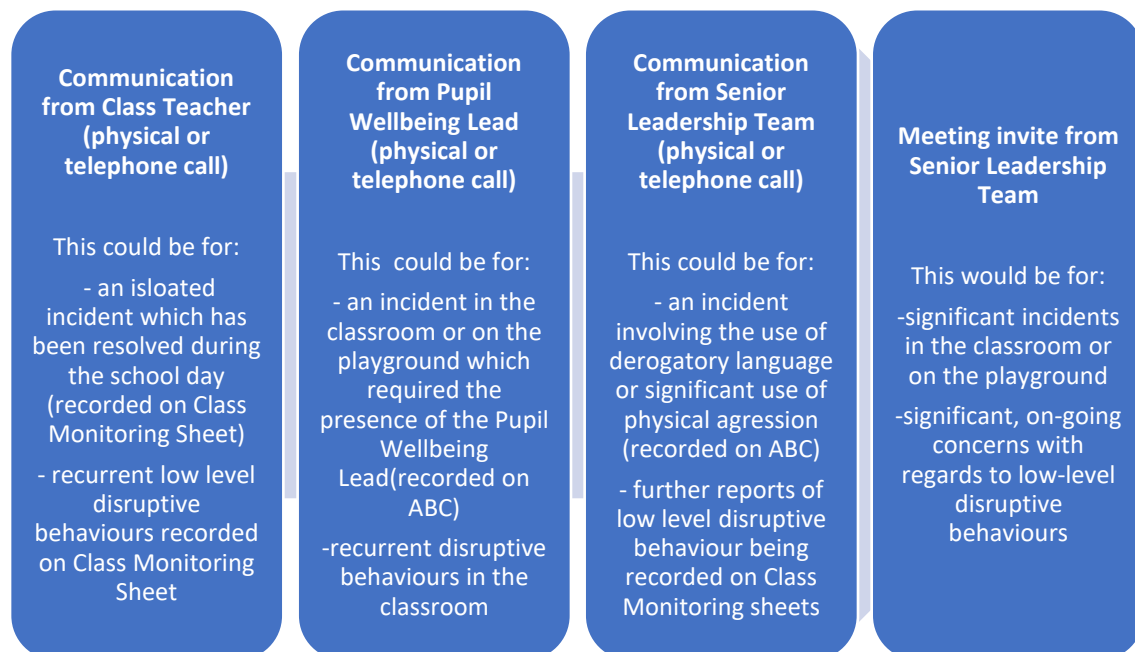
We expect children to listen carefully to follow adult instructions at all times and to try their best at all times across all areas of learning.

We expect all children to behave in a way which keeps themselves and others safe. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

We expect children to show respect to other children and adults at all times. This includes being respectful of their gender, physical appearance, faith, race and religion.

Mobile phones are banned from the school environment for use by pupils. Those pupils carrying their own to and from school must hand it to the office staff before entering at the start of the day and retrieve it at the conclusion of the school day.

### **5.9 Communication from school regarding behaviour for learning**



## **6. Positive Physical Intervention**

All school staff have a duty of care towards their pupils. Coupled with this duty is a statutory power to use reasonable physical intervention in order to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder, typically by either controlling or restraining the pupil.

The school's policy is that this power will only be exercised where necessary in all the circumstances to prevent danger to the pupil in question, others or property. It is not to be used solely for the purposes of preventing disorder.

Any physical intervention is a last resort. It must involve the minimum degree of force for the shortest period of time necessary to achieve the above purposes. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause. Illustrative examples can be found in the DfE's Guidance Document "[Use of Reasonable Force 2013](#)". Reasonable adjustments must be made in the case of disabled children or children with special educational needs.

When physical intervention needs to be used for the above purposes, there are trained school staff who will be called upon in the first instance and a record of the incident will be kept.

School staff are not entitled under any circumstances to use physical intervention as a punishment; doing so is unlawful.

## **7. Suspension and Permanent Exclusion**

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. The Headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. A suspension may be used to provide a clear signal of what is unacceptable behaviour.

### **7.1 Reasons for suspensions or permanent exclusions**

A pupil may be subject to suspension or permanent exclusion in response to:

- Physical assault against a pupil and/or adult
- Verbal abuse or threatening behaviour against a pupil and/or adult
- Use, or threat of use, of an offensive weapon or prohibited item (mobile phone)
- Bullying
- Racist abuse
- Abuse against sexual orientation, gender identity and / or expression.
- Abuse relating to disability
- Persistent disruptive behaviour
- Damage

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

### **7.2 The role of the Headteacher in exercising suspensions or permanent exclusions**

Only the Headteacher (or the acting Headteacher) has the power to suspend or permanently exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

If the Headteacher suspends a pupil, they inform the parents/carers immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school shall inform parents / carers how to make any such appeal.

The Headteacher informs the Local Authority (LA) and the governing body about any fixed-term suspension or permanent exclusion.

### **7.3 The role of the governing body in appeals to suspensions or permanent exclusions**

The governing body itself cannot either suspend or permanently exclude a pupil nor does it have any authority to extend the suspension period made by the Headteacher.

On appeal, the governing body will convene a 'Discipline Committee' of between three and five members. This committee will consider any suspension or exclusion appeals on behalf of the governors.

When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances in which the pupil was suspended, consider any representation by parents/carers and the LA, and consider whether the pupil should be reinstated. If the Discipline Committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **8. Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **9. Review**

The governing body reviews this policy every two years. Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## Appendix I

### Statement of Behaviour Principles

#### Introduction

This statement has been drawn up by the Sherington Governing Body in accordance with the Education and Inspections Act, 2006 and DfE guidance - [Behaviour and Discipline in Schools: advice for Headteachers and school staff](#) (2016) and [Behaviour and Discipline in Schools: guidance for governing bodies](#) (2015).

The purpose of this statement is to provide guidance for the Headteacher and Senior Leadership Team in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents/carers for the children in our school, as well as taking full account of law and DfE guidance on behaviour matters. Staff should be confident that they have the Governing Body's support when following this guidance.

This is a statement of principles, not practice; it is the responsibility of the Headteacher to draw up the school's Behaviour Policy, taking account of these principles and the referenced DfE guidance.

#### Principles

We want to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We want all members of the school community to live and work together in a supportive way and promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

We shall manage behaviour in accordance with the following principles:

- Our practice shall reflect the school vision and aims
- We will focus on promoting good behaviour over and above just deterring unwanted behaviours. We will make it clear to pupils and parents/carers that adults have the highest expectations of each child's achievement and behaviour.
- We are committed to creating a positive learning environment. Positive attitudes towards learning and all aspects of school life are recognised and acknowledged (including for pupils who consistently display these qualities as well as those who are still developing them).
- We will ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well.
- We will promote and nurture pupil self-esteem and self-confidence.
- We recognise that all children and staff have the right to feel safe at all times in school. There should be mutual respect between all members of our school community and everyone should be safe from the effects of unacceptable behaviour
- Strategies and procedures and their implementation are consistent throughout the school from Nursery through to year 6.

#### Policy

The school's Behaviour Policy shall:

- Clearly state how the principles will be implemented in practice across the whole school and Nursery and regularly monitored for their effectiveness. This will include clarity on expectations, rules, rewards and sanctions.



- Describe how support strategies devised to support individual pupils are drawn up and implemented so that all commitments are honoured.
- Reflect as far as possible input from staff, pupils and parents/carers.
- Clearly explain teachers' powers [to search pupils](#) for items which are banned (including identifying such items) and to confiscate them; [to use reasonable force](#); and to discipline pupils for misbehaviour outside school (taking account of current DfE guidance)
- Clearly [define the school's response](#) to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school (in accordance items 14-16 of DfE guidelines).
- Explain when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Pastoral care for school staff accused of misconduct is covered in the Safeguarding Policy.

### **Legislation**

Sherington Primary School is an inclusive school, and all members of the school community should be free from discrimination of any sort (as set out in the [Equality Act 2010](#)). We also recognize our duty to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002. To this end the school has a clear and comprehensive Anti-Bullying Policy that is known and understood by all. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and regularly monitored for their effective implementation.

### **Partnership with parents/carers**

The school aims to foster positive, supportive relationships with families and the wider community. The responsibilities of children, parents/carers and all school staff with respect to children's behaviour are presented in the Home/School Agreement which children, parent/carers and teachers sign at the start of each year.

### **Related policies and documents**

- Behaviour for Learning Policy
- Child Protection & Safeguarding Policy
- Anti-Bullying Policy
- Home-School Agreement

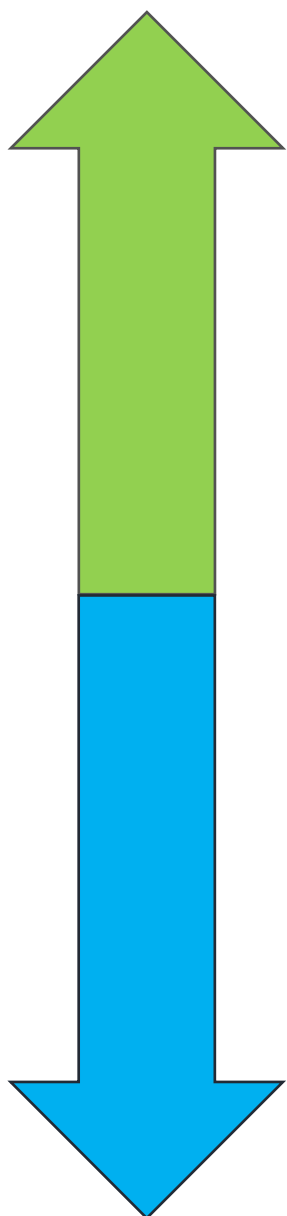
### **Monitoring, evaluation and review**

We will review this statement every four years.

Approved by Governing Body:

Next review date:

## Appendix II – Positive Recognition and Sanctions



### Individual recognition

- Postcards to be sent home celebrating when a child has demonstrated particular character strength in an exceptional way.
- Certificates awarded in assembly (2 per class).
- Head Teacher's Awards for work of exceptional quality
- Instant praise and recognition using language of learning zones and character strengths.

### Class recognition

- Weekly recognition in assembly for computing, and attendance
- Whole class behaviour system - whole class award given out by class teacher (e.g. marbles in a jar) with a pre-determined reward.
- Golden Tickets - to be awarded by staff members other than class teacher. These will be recorded in a central location with a weekly reward.

### Sanctions

#### Classroom

- Adult communicates expectations, the reason why and remind pupil
- A final warning is given (when appropriate) and a reminder of the next step
- The child's name is written on the behaviour monitoring sheet and on the board. Teacher should encourage and give reminders that names will be erased when behaviour changes
- Pupil spends five minutes in the parallel class with work and the parent/carer is informed by the class teacher at the end of the day (in person or by telephone)
- Tick against name (up to 3) and miss 2 minutes play per tick (up to 6 minutes)

#### Playground

- Children are given a reminder and verbal warning to adjust behaviour
- Children have 2 minutes' time out to reflect on their behaviour, what needs to change and why
- On returning to play, if poor behaviour persists, the pupil has time out for the remainder of the playtime

Appendix III – Character Strengths Postcard



Sherington Primary School  
*Aspire, Believe, Create, Achieve*

A note home to say that \_\_\_\_\_  
excelled in demonstrating a particular character  
strength.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

	Creativity		Appreciation of Beauty
	Curiosity		Gratitude
	Judgement		Hope
	Love of Learning		Humour
	Perspective		Spirituality
	Bravery		Forgiveness
	Persistence		Humility
	Honesty		Prudence
	Zest		Self-regulation
	Love		Teamwork
	Kindness		Fairness
	Social intelligence		Leadership

# Appendix IV Class Monitoring Sheet



Sherington Primary School

Class Monitoring Sheet

Golden Tickets Awarded

Class: \_\_\_\_\_

Week Commencing: \_\_\_\_\_

Date/Time	Name/s	Incident (Brief Description)	PWB Informed?	Regular Occurrence?

**Behaviour for Learning Policy:**

- If a child has 2 or more incidents in a week Class Teacher should inform parents

## Appendix V Key Stage 1 Think Sheet



# Think Sheet



Key Stage 1

I chose to \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_






I did not use these character strengths:

Creativity	Bravery	Love	Appreciation of Beauty	Forgiveness	Teamwork
Curiosity	Persistence	Kindness	Gratitude	Humility	Fairness
Judgement	Honesty	Social intelligence	Hope	Prudence	Leadership
Love of Learning	Zest		Humour	Self-regulation	
Perspective			Spirituality		

It made me feel:

 Happy	 Shocked	 Unhappy	 Sad	 Angry
--	--	--	---	--

It made others feel:

 Happy	 Shocked	 Unhappy	 Sad	 Angry
--	--	--	---	--

I could have:

Used kinder words \_\_\_\_\_  
 Been more respectful \_\_\_\_\_  
 Asked an adult \_\_\_\_\_  
 Remembered my character strengths \_\_\_\_\_

Next time I will:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signed: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix VI Key Stage 1 Think



# Think Sheet



Key Stage 2

The inappropriate behaviour I displayed was: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I chose to not use the following character strengths:

Creativity	Bravery	Love	Appreciation of Beauty	Forgiveness	Teamwork
Curiosity	Persistence	Kindness	Gratitude	Humility	Fairness
Judgement	Honesty	Social intelligence	Hope	Prudence	Leadership
Love of Learning	Zest		Humour	Self-regulation	
Perspective			Spirituality		

The character strengths I should have used were: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How my behaviour impacted others

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Next time I will:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

# Appendix VII ABC Form



Sherington Primary School



## ABC Form

Name/s:		Class/es:		
Date:		Time:		Location:
Name calling/Verbal abuse	Use of derogatory language	Physical Aggression	Damage to property/belongings	Other (please specify)
<b>Antecedent</b> <i>Why did the behaviour occur?</i>				
<b>Behaviour</b> <i>What happened?</i>				
AT Used? (Please indicate) YES/NO IF YES please provide full details				



**Consequence**

*What happened as a result of the behaviour?*

CT Informed?	
SLT Informed?	
Parents Informed?	

**Other Information**

Form completed by:



