

Sherington Primary School Behaviour for Learning Policy



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 life-long 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 life-long 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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| Policy Reviewed | Autumn 2019 |
| Agreed by Staff | Autumn 2019 |
| Date due for review: | Autumn 2020 |

Sherington Primary School

Behaviour for Learning Policy

Contents

| | | |
|---|---|----|
| 1 | Aims and Expectations..... | 3 |
| 2 | Well-Being and Learning Zones | 3 |
| 3 | Rewards and Sanctions..... | 4 |
| | 3.1 Rewards..... | 4 |
| | 3.2 Sanctions..... | 5 |
| 4 | Roles and Responsibilities..... | 8 |
| | 4.1 The role of the Headteacher..... | 8 |
| | 4.2 The role of Senior Management Team..... | 8 |
| | 4.3 The role of Class Teachers..... | 9 |
| | 4.4 The role of Pupil Well-Being Team..... | 9 |
| | 4.5 The role of Support Staff | 10 |
| | 4.6 The role of Governors..... | 10 |
| | 4.7 The role of Parents..... | 10 |
| | 4.8 The role of Pupils..... | 11 |
| 5 | Exclusions..... | 11 |
| 6 | Monitoring..... | 12 |
| 7 | Review..... | 12 |

Appendices

- Appendix 1: Statement of Principles by Governing Body
- Appendix 2: Behaviour for Learning Overview
- Appendix 3: Values Postcard
- Appendix 4: Weekly Class Monitoring Sheet
- Appendix 5: Key Stage 1 Think Sheet
- Appendix 6: Key Stage 2 Think Sheet
- Appendix 7: ABC Form
- Appendix 8: PWB Daily Record Form
- Appendix 9: PWB Review Sheet
- Appendix 10: PWB Communication

Sherington Primary School

Behaviour for Learning Policy

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 behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce rules. 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.

We treat all children fairly and apply this behaviour policy in a consistent way.

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. 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 merely deter anti-social behaviour.

2 Well Being and Learning Zones

Both these scales, which are present in all teaching rooms, are based closely on the Leuven scales for emotional well-being and involvement (developed by the Research Centre for Experiential Education at Leuven University, under the supervision of Professor Ferre Laevers). These scales are routinely used in EY settings, but are becoming increasingly recognized 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 well-being and involvement/engagement.

Well-being 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 various activities. This is particularly relevant when pupils are engaged in self-directed learning (in EYFS) or in independent learning tasks (KS1 &2)

Sherington Primary School

Behaviour for Learning Policy

Professor Ferre Laevers (director of the RCEE) highlights the importance of the way in which adults interact with children. He believes that this is key to the achievement of well-being and involvement/engagement.

It is natural for levels of well-being and involvement to fluctuate throughout the day and it is therefore unrealistic to expect children to operate at levels 4 or 5 at all times.

The rationale underlying the focus on these two process dimension is that high levels of well-being and involvement lead in the end to high levels of child development and deep level learning. This latter concept is centered around the notion that learning should result in significant changes in a pupils capacity leading to better outcomes in the way that he or she approaches work, relationships and life in general.

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

Each morning children will identify their emotional well-being using the Well-Being scales and any children identifying themselves as a 3 or below will have the opportunity to speak to an adult. The children can change their position on the scale following this input; or at any other point during the day in a way which is identifiable to adults within the environment (so any children moving below a 3 can be supported).

The Learning Zones will be used to promote discussions with children regarding positive learning behaviours; they will be displayed as a peg system in the classroom. 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. Children displaying behaviours which are identified within in Learning Zones 1-3 will be reminded that these are not what we expect and encouraged to reflect and improve their engagement. As children move through Key Stage 1 and into Key Stage 2 children 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.

All children will begin each session as a '4' within the Learning Zones which is considered to be 'Ready for Learning'.

3 Rewards and Sanctions

3.1 Rewards

We praise positive behaviour in a number of ways; both individual recognition and whole class rewards. Please see Appendix 2 for further guidance.

- 2 children from each class will be celebrated in a Friday assembly. There is a certificate which the class teacher completes celebrating a particular character strength which the child has demonstrated during the week. The child takes home the certificate to share with the parents who are encouraged to respond and return to school for display in the reception area (all collected certificates are kept for the academic year and returned in July).

Sherington Primary School

Behaviour for Learning Policy

- Reception – Year 6 Peg system: Every class should have a peg system reflecting the Learning Zones. The children have individual pegs and should be encouraged to move their name in accordance to their learning behaviours. It will return to 'Learning Zone 4 - Ready for Learning' at the beginning of each session.
- Headteacher Awards: These awards are given out for exceptional work by an individual.
- Class subject awards: Specialist teachers for computing and music will identify the class each week who have shown the most improvement or tried their hardest. These will be celebrated on a Friday in assembly
- Attendance Award: The class/es each week with the highest attendance will receive recognition during Friday's Celebration Assembly.
- Whole Class Award: The format of this is to be agreed between the Class Teacher and the pupils; it could be marbles in a jar, pieces of a jigsaw etc. It is for the whole class to work towards a pre-determined goal (50 marbles will earn 10 minutes additional time on climbing frame (supervised by Class Teacher)). Whole class awards should be given by Class Teacher.
- Golden Tickets: All staff will carry a Golden Ticket. If they see a class (other than their own if a Class Teacher) displaying exemplary behaviour through-out the school then they can award the class a Golden Ticket. 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 Well-Being Team. Classes with the most Golden Tickets in a week will earn additional time on the ball court, climbing frame and basketball.
- Value Postcards: All members of staff can reward with Value Postcards, identifying a particular school value a child, or a group of children, are demonstrating. Postcards can be taken home and celebrated with parents and carers. See Appendix 3 for template.

It is important that when recognising children for their positive behaviour staff are clear what it is that they are being praised for; this helps the child know what they were doing well and also re-enforces high expectations to the rest of the class.

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. Please see Appendix 2 for further guidance.

When issuing a sanction to a child it is important that staff are clear how the child has behaved inappropriately, what the next step is (should the behaviour continue) and also how they are expected to behave.

Sanctions could be issued for the following reasons:

- Not following instructions (within a reasonable number of requests)

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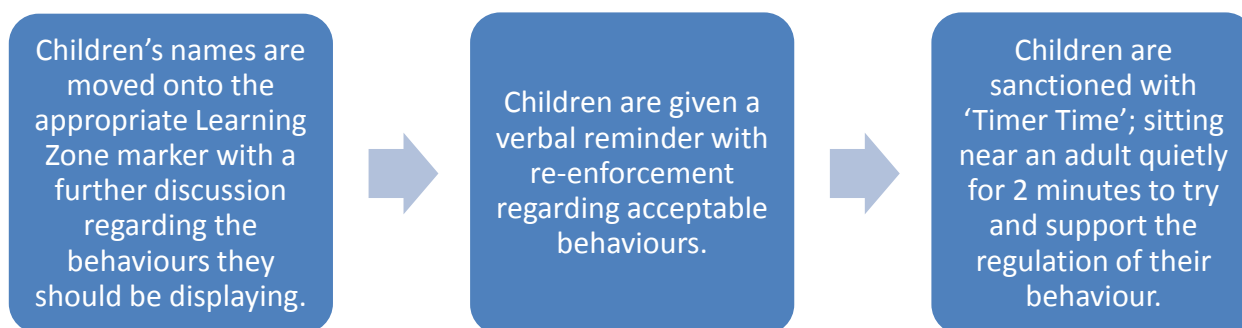
Behaviour for Learning Policy

- Persistently calling out
- Purposefully disrupting the learning of others
- Putting themselves and/or others at risk
- Rudeness

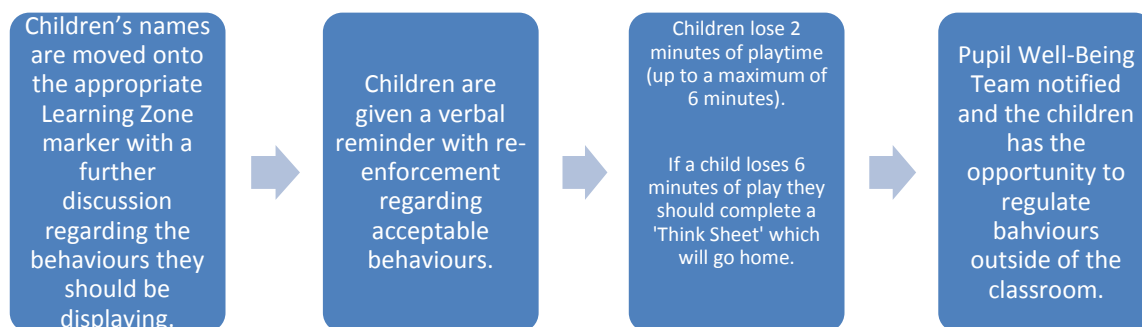
The class teacher discusses the school expectations with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom from the beginning of the new academic year. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

Inappropriate behaviour is recorded and sanctioned in the following ways:

- EYFS:
 - Parents should be spoken to if a child has received 'Timer Time' during the day
 - All incidents should be reported on the Class Monitoring Sheet (Appendix 4) for review by Headteacher, Inclusion Manager and Pupil Well-Being Lead.

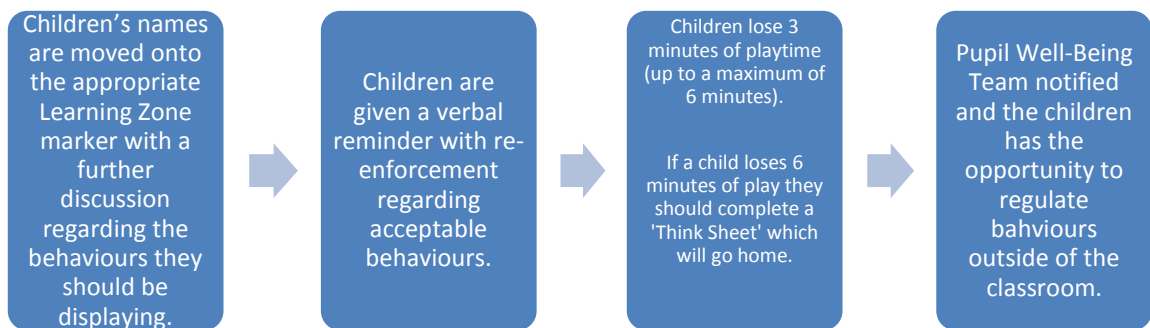


- Key Stage 1
 - All incidents should be reported on the Class Monitoring Sheet (Appendix 4) for review by Headteacher, Inclusion Manager and Pupil Well-Being Lead.
 - If a child's name appears twice or more on the Class Monitoring Sheet Class Teachers should speak to parents.
 - If a child completes a Think Sheet (Appendix 5) a copy should go home.

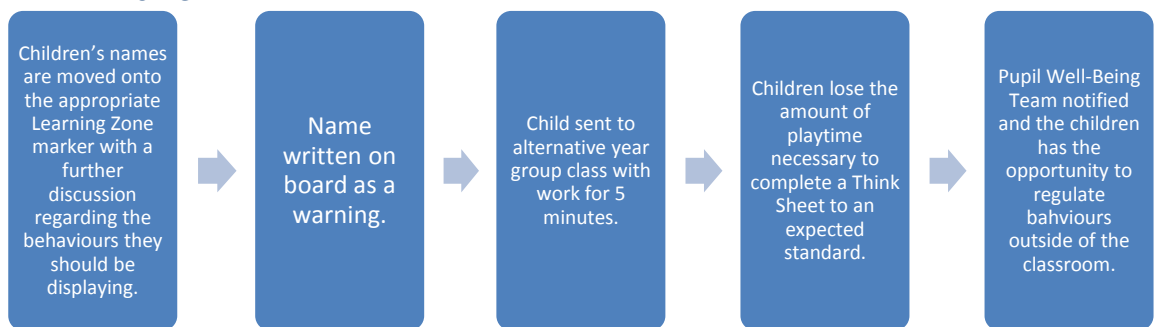


Sherington Primary School Behaviour for Learning Policy

- Lower Key Stage 2 (Years 3 and 4)
 - All incidents should be reported on the Class Monitoring Sheet (Appendix 4) for review by Headteacher, Inclusion Manager and Pupil Well-Being Lead.
 - If a child's name appears twice or more on the Class Monitoring Sheet Class Teachers should speak to parents.
 - If a child completes a Think Sheet (Appendix 6) a copy should go home.



- Upper Key Stage 2 (Years 5 and 6)
 - All incidents should be reported on the Class Monitoring Sheet (Appendix 4) for review by Headteacher, Inclusion Manager and Pupil Well-Being Lead.
 - If a child's name appears twice or more on the Class Monitoring Sheet Class Teachers should speak to parents.
 - If a child completes a Think Sheet (Appendix 6) a copy should go home.
 - Pupil Well-Being will notify parents via text that a Think Sheet is going home.



- Any child in Key Stage 1 or 2 can be immediately escalated to requiring Pupil Well-Being support should the displayed behaviours require it. At this point children 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 7) in order to document the behaviour.
- Children who persistently engage in behaviours identified in Learning Zone 1 or 2, although don't necessarily then go on to miss playtime can lose some of the time during whole class reward.
- Only members of the Senior Leadership can direct child to miss whole playtimes or lunchtimes, under the supervision of the Pupil Well-Being Team.

Sherington Primary School

Behaviour for Learning Policy

- The Headteacher can determine whether a child should be internally excluded for part or whole of the day under the supervision of the Pupil Well-Being Team. In these instances parents will be notified as soon as possible.

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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE 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 Roles and Responsibilities

4.1 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 Deputyhead 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.

4.2 The role of Senior Management Team (SMT)

SMT comprises of the Deputy Headteacher, Assistant Headteacher, Inclusion Leader, Literacy Leader, Math Leader and EYFS Leader.

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

They can support the implementations of rewards and sanctions in addition to the Headteacher.

Sherington Primary School

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 or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

4.3 The role of Class Teachers

It is the responsibility of the class teacher to ensure that the school rules are enforced for all pupils, and that their class behaves in a responsible manner through- out 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 Well-Being Team and discussed with the Inclusion Manager and Headteacher weekly.

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

Informal behaviour chart

Individual Behaviour Plan

Referrals to external agencies (Educational Psychologist, CAMHS, Waterside Outreach)

Consideration of a 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

4.4 The role of Pupil Well-Being Team (PWB Team)

The PWB Team consists of dedicated staff who are available for 'call-outs' and those who are assigned to support children in a 1-1 capacity.

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

Draw and Talk Therapy

Sherington Primary School

Behaviour for Learning Policy

Social Skills groups

Support for attention and listening

The PWB Team should be called if there has been a continued escalation of behaviours or in the event of a serious incident with no prior warning. (Or in the absence of the PWT the Head, Deputy Head or Inclusion Manager)

The PWB Team will also be present during playtimes and lunchtimes. If a decision has been made by either PWB Team or a member of SMT that a child cannot be on the playground then they will be supervised during this time in the Wrap-Around-Centre.

The PWB Team are responsible for supervising children during internal exclusions

The PWB Lead will meet with the Headteacher and or Inclusion Manager weekly to review the incident log and discuss any issues arising from this.

The PWB Team keep a record of all incidents of inappropriate behaviour (Appendix 7 & 8) in addition to reviewing the weekly monitoring sheets completed by Class Teachers (Appendix 9). They will also communicate with class teachers regarding incidents (Appendix 10)

4.5 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 enforce the school rules at all times (and classroom code if supporting in lessons).

4.6 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 1.

4.7 The role of Parents

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

We expect parents 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 immediately if we have concerns about their child's welfare or behaviour.

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

Sherington Primary School

Behaviour for Learning Policy

4.8 The role of Pupils

- We expect children to listen carefully to instructions in lessons.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- 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.

5 Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude 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. It is also possible for the Headteacher to convert a period of fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body will convene a discipline committee if required which will be made up of between three and five members. This committee will consider any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Sherington Primary School

Behaviour for Learning Policy

6 Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports 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.

7 Review

The governing body reviews this policy every two years. They 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.

Signed:

Date:

Sherington Primary School

Behaviour for Learning Policy

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 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 recognized and rewarded (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 recognize 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.

Sherington Primary School

Behaviour for Learning Policy

Policy

The school's Behaviour Policy shall:

- Clearly state how the principals 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.
- Clearly explain teachers' powers to search pupils for items which are banned (including identifying such items) and to confiscate them [<https://www.gov.uk/government/publications/searching-screening-and-confiscation>], to use reasonable force [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf] 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 [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf]).
- Explain when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

The Governing Body expects exclusions - particularly those that are permanent – to be used only as a very last resort.

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

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.

Sherington Primary School

Behaviour for Learning Policy

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.

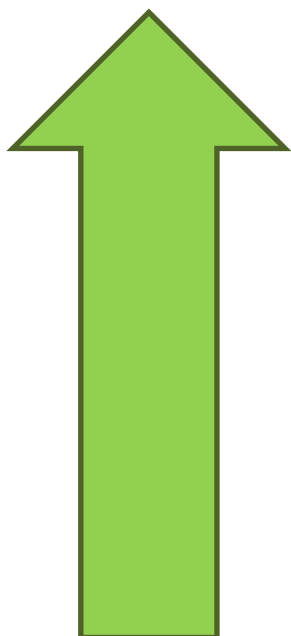
Approved by Governing Body: 14th Nov 2016

Next review date: Nov 2020

Sherington Primary School Behaviour for Learning Policy

Well-Being Scale

In each classroom there will be an interactive Well-Being scale. Children should be encouraged to come in each morning and identify how they are feeling using the scale. Children indicating they are feeling 3 or below should be offered the opportunity to talk to an adult about the reasons for this and how it may be resolved in order for them to be able to access the learning opportunities.



Individual rewards:

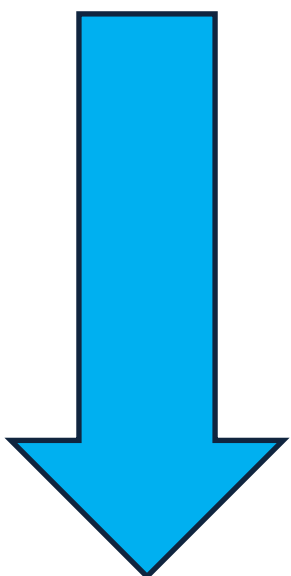
- Postcards to be sent home celebrating when a child has demonstrated particular character strength in an exceptional way.
- Certificates awarded in assembly (2 per class).
- Head Teacher's Awards for work of exceptional quality
- Peg system to support instant praise and recognition. **Children will return to 'Ready for Learning' or Learning Zone 4 each session.**

Class rewards:

- Weekly recognition in assembly for computing, music and attendance
- Whole class behaviour system - whole class award given out by class teacher (eg. 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:

| EYFS | Key Stage 1 | LKS2 | UKS2 |
|---|---|---|--|
| <ul style="list-style-type: none"> • Move to appropriate Learning Zone (1 or 2) • Warning • Timer time | <ul style="list-style-type: none"> • Move to appropriate Learning Zone (1 or 2) • Warning • Lose playtime (2minutes x3) • Pupil Well-Being Team | <ul style="list-style-type: none"> • Move to appropriate Learning Zone (1 or 2) • Warning • Lose playtime (3minutes x2) • Pupil Well-Being Team | <ul style="list-style-type: none"> • Move to appropriate Learning Zone (1 or 2) • Name on board • Time out in another class (5mins) • Lose Playtime (5mins) • Pupil Well-Being Team |



- Class Teachers will speak to parents about any incidents which led to a child being Learning Zone 1 in EYFS.
- KS1 and LKS2 children who require PWB Team support should complete a 'Think Sheet' with a copy being sent home.
- UKS2 sent to another UKS2 class should take their work where possible for completion.
- UKS2 children should complete a 'Think Sheet' when they miss play which will be sent home (PWB Team to send a message notifying parents).
- Teachers to record children losing playtime or requiring PWB Team support on weekly behaviour sheet. 2 or more occurrences in 1 week and Class Teachers should contact the parents to inform.
- Children who persistently engage in low-level disruptive behaviour may also miss some or all of a Class Reward.

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Aspire, Believe, Create, Achieve

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

Signed: _____

Date: _____

*Sherington Primary School
Behaviour for Learning Policy*

| | | | |
|--|---------------------|--|------------------------|
| | 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 |

Sherington Primary School Behaviour for Learning Policy



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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

Sherington Primary School Behaviour for Learning Policy



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: _____

Sherington Primary School Behaviour for Learning Policy



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: _____

Sherington Primary School Behaviour for Learning Policy

Consequence

What happened as a result of the behaviour?

| | |
|-------------------|--|
| CT Informed? | |
| SLT Informed? | |
| Parents Informed? | |

Other Information

Form completed by:

Sherington Primary School Behaviour for Learning Policy



Sherington Primary School



Record of Incidents

| Year 6 | | | | | | | | |
|-----------|----------|-------|---------------------------|--------------|---------------------|--------|---------------------------------|-------|
| Date/Time | Initials | Class | Nature of Incident | | | | | |
| | | | Name calling/verbal abuse | Racial abuse | Physical aggression | Damage | Persistent disruptive behaviour | Other |
| | | | | | | | | |
| | | | | | | | | |
| Year 5 | | | | | | | | |
| Date/Time | Initials | Class | Nature of Incident | | | | | |
| | | | Name calling/verbal abuse | Racial abuse | Physical aggression | Damage | Persistent disruptive behaviour | Other |
| | | | | | | | | |
| | | | | | | | | |
| Year 4 | | | | | | | | |
| Date/Time | Initials | Class | Nature of Incident | | | | | |
| | | | Name calling/verbal abuse | Racial abuse | Physical aggression | Damage | Persistent disruptive behaviour | Other |
| | | | | | | | | |
| | | | | | | | | |
| Year 3 | | | | | | | | |
| Date/Time | Initials | Class | Nature of Incident | | | | | |
| | | | Name calling/verbal abuse | Racial abuse | Physical aggression | Damage | Persistent disruptive behaviour | Other |
| | | | | | | | | |
| | | | | | | | | |
| Year 2 | | | | | | | | |
| Date/Time | Initials | Class | Nature of Incident | | | | | |
| | | | Name calling/verbal abuse | Racial abuse | Physical aggression | Damage | Persistent disruptive behaviour | Other |
| | | | | | | | | |
| | | | | | | | | |
| Year 1 | | | | | | | | |
| Date/Time | Initials | Class | Nature of Incident | | | | | |
| | | | Name calling/verbal abuse | Racial abuse | Physical aggression | Damage | Persistent disruptive behaviour | Other |
| | | | | | | | | |
| | | | | | | | | |
| Reception | | | | | | | | |
| Date/Time | Initials | Class | Nature of Incident | | | | | |
| | | | Name calling/verbal abuse | Racial abuse | Physical aggression | Damage | Persistent disruptive behaviour | Other |
| | | | | | | | | |
| | | | | | | | | |
| Nursery | | | | | | | | |
| Date/Time | Initials | Class | Nature of Incident | | | | | |
| | | | Name calling/verbal abuse | Racial abuse | Physical aggression | Damage | Persistent disruptive behaviour | Other |
| | | | | | | | | |
| | | | | | | | | |

Sherington Primary School Behaviour for Learning Policy

A note from the Pupil Well-Being Team

We are currently investigating/have dealt with (delete as applicable) an incident involving the following child/children:

The incident involved (fighting, name calling, etc):

There will be an incident form for your information to follow.

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