

Sherborne C of E Primary School – Behaviour Policy

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| Version | Date | Page | Description of Change | Origin of Change |
|---------|------------|------|------------------------------|------------------|
| 1 | 14/09/2016 | All | Created new Behaviour Policy | All staff |
| 2 | 29/10/2018 | All | Updated Behaviour Policy | All staff |
| 3 | 01/09/2019 | All | Updated Behaviour Policy | J Moore |
| 4 | 21/09/2020 | All | Updated Behaviour Policy | Flora Ellis |
| 5 | 13/09/2021 | All | Updated Behaviour Policy | John Moore |
| 6 | 10/11/2022 | All | Updated Behaviour Policy | John Moore |

Monitoring and Evaluation

The Headteacher is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team will be responsible for ensuring the effectiveness of practice across the school, reporting to the Governing Body.

Sherborne - For LIFE!

At Sherborne CofE Primary School, all stakeholders are expected to know and promote the school's aims and ethos. Our motto, Sherborne – For LIFE!, represents these aims and provides a reminder of our core purpose:

- Our school nurtures a [Love of Learning](#)
- Our school promotes [Independence and Individuality](#)
- Our school is [Fun and children leave with a sense of Fulfilment](#)
- Our school expects [Excellence from pupils and staff, and Enjoyment fills every classroom](#)

The school's motto is taken from John 10:10, where Jesus said, "I have come that they may have life, and have it to the full." We believe that having life to the full means that children receive an excellent, broad and balanced learning journey which recognises the importance of good mental and physical health. The school is clear that all children are unique, with different talents and learning needs. Each child is valued equally as a part of the school community.

All pupils, both current and past, will always be welcome at the school. Once a Sherborne pupil, children are Sherborne – For LIFE!

Rationale

For children to achieve the aims set out in the school's motto above, good behaviour and discipline are essential. They provide a foundation for the establishment of a secure, orderly and happy environment in which children can learn effectively and develop as caring, reflective and responsible members of the school and wider community. The school will ensure a safe and secure learning environment in which children feel settled, comfortable and confident enough to be able to achieve their fullest potential.

Objectives

- To create a positive, well-structured environment where teaching can have a real impact on pupils' happiness, wellbeing, progress and achievement
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own actions throughout the school
- To have a consistent and fair approach to behaviour across the school with parental cooperation and involvement to form a supportive partnership
- To make the boundaries of acceptable and unacceptable behaviour clear to all pupils
- To ensure that all children are safe and secure in the knowledge that they will be listened to, which will create a happy, caring and encouraging atmosphere

What is expected of our children in our school

Whilst Working

- Be positive in all that you do
- Concentrate, participate and actively listen
- Challenge yourself to do your best

Whilst Playing

- Be kind towards each other
- Be safe
- Play fairly and politely

Regarding Respect

- Respect other children and their feelings
- Have respect for the adults in school who look after you
- Have respect for others' possessions including school property
- Be respectful to the wider world

We expect all children to demonstrate good behaviour. To achieve this, we create a secure environment where pupils can learn and play, free from physical and emotional threat. Clear limits are set and maintained with rewards and sanctions being used to assist children in making 'informed

choices'. Through our own modelled example, we set high standards of behaviour and encourage children to take responsibility for theirs.

Home - School Partnership

- The school places considerable value and emphasis on working with parents to support their child's learning and development
- The Home-school Agreement sets out the responsibilities of parents, pupils and school and signifies a commitment to supporting the child's learning

Strategies for encouraging good behaviour

Core Principles

At the heart of our 'Behaviour for Learning Policy' are these simple approaches:

- Clear – children need to know what is expected of them (where, when & why)
- Calm – to guide our pupils effectively we need to understand and consider children's emotions and viewpoint, and to achieve this we need to remain calm and focused at all times
- Caring – we are caring enough to be firm but mindful of being compassionate when necessary. We also know that a child who feels loved, appreciated and respected is more likely to behave better than one whose self-esteem is lowered
- Consistent – all individuals will respond more effectively when they are approached positively and therefore, when supporting our children, we will endeavor to approach the behaviours they display in a positive and supportive manner

How we promote and encourage appropriate behaviour

- Through staff, governors, parent helpers and children giving 'positive feedback & reinforcement' at all times
- Modelling good behaviour traits where children can witness acceptable and appropriate forms of behaviour
- We praise good behaviour both privately and publicly
- We encourage the children to take responsibility for their own actions and behaviour
- We discourage unsociable behaviour by promoting mutual respect
- The school's motto forms the framework to encourage social and academic behaviour. It is high profile around school (and visible in every classroom) and is regularly revisited during collective worship, as are the school's values
- Older children are expected to be positive role models to encourage inclusion of all children at playtimes
- An expectation that all children will follow daily routines to ensure safety. These are regularly revisited in class and during collective worship
- PSHE is used as a vehicle to develop children's' self-awareness, self-discipline and to raise their self-esteem, all of which help to resolve conflicts and appreciate others' viewpoints
- During Friday celebration assembly, staff nominate 'Stars of the Week' for a range of reasons, including; children showing good behaviour, making wise decisions, being polite and well mannered, showing kindness and consideration towards others and for achievement and progress

across the curriculum

- House teams are organised within the school. The structure is family orientated, with the junior children contributing to and taking some responsibility for the care of the infants
- Awarding house points, to both infants and juniors, to reward positive recognition of good behaviour, effort, attitude and achievement. House points are awarded as follows:
 - ★ 1 house point if a child is ready quickly, or has been polite, helpful, kind or voices a good idea, including at break and lunch times;
 - ★ 2 house points if a child shows good effort in a lesson;
 - ★ 3 house points if a child supports a peer in class, or shows compassion at break or lunch times;
 - ★ 4 house points if a child shows outstanding effort and attitude;
 - ★ 5 house points if a child has clearly gone 'above and beyond' expectations.
- Through Collective Worship we support children's understanding of our 'Values' by teaching the 'Values for Life' promoted by Gloucester Diocese. The children have chosen **3 Core Values** (*friendship, trust and respect*) and **3 Peripheral Values** (*thankfulness, courage and forgiveness*) to help understand how we, as individuals, need to interact with one another, accept and appreciate our differences and show empathy and compassion when necessary

The Traffic Light System

- All classes use a 'traffic light' system to reward good behaviour and act as a deterrent to poor behaviour. At the beginning of each day, children's names start on the green 'light'. If a child shows good effort and attitude, the child's name should be moved up to the silver 'light'. If the child remains on Silver for the remainder of the morning, they receive three house points. If a child shows an outstanding attitude to learning, their name should be moved up to the gold 'light'. If the child remains on Gold for the rest of the morning, they will receive five house points.
- If a child shows poor effort or attitude, their name will be moved down to the amber 'light'. If the child remains on Amber for the rest of the morning, they will miss ten minutes of lunch time. If a child's behaviour continues to be poor, their name will be moved down the red 'light'. Children who remain on Red for the morning will miss twenty minutes of their next recreational time.
- Children can be moved up and down the traffic lights over the morning and afternoon.
- After lunch, all children will start on the green 'light' again and house points are awarded at the end of the day. Children finishing on Amber or Red will miss part or all of the next day's break time.
- When a child finishes on Gold, the class teacher will make a record of this and make a brief comment about their behaviour in the class log book. If a child finishes on Gold five times, the teacher will write a 'Golden Letter' to the child's parents, explaining what the letter is for and why their child's behaviour has been so outstanding. This letter is sent via post and not put in the child's book bag.
- When a child finishes on Red, the class teacher will record this using the Behaviour Incident Log. If a child finishes on Red five times in a term, the class teacher will speak with the child's parents to discuss their concerns. This conversation is confidential and takes place in the classroom or the headteacher's office.

Unacceptable Behaviour

We divide unacceptable behaviour into three broad bands:

Level One

Misbehaviour that can be effectively managed within a classroom environment by the class teacher. A range of behaviour strategies should be used, including reminders, praise, ignoring, quiet warnings, 'teacher look' etc to encourage the child to focus on the task. After several warnings, the child's name will be moved down on the traffic light system.

Level Two

This is deemed to represent more serious misbehaviour that is not so easily managed within a classroom environment. The class teacher may involve parents and the Deputy Headteacher may also be involved. On occasions, a child who repeatedly demonstrates behaviours from Level 1 may be escalated to Level 2.

Level Three

This is the highest and most serious level of misbehaviour and/or its persistence. This requires formal involvement of the Headteacher and parents. Additionally, the Inclusion Officer, Educational Psychologist (EP) and/or other agencies may also become involved.

| | Behaviour | Actions and sanctions |
|---|--|--|
| Level 1: TEACHER | Child not on task | Teacher look! |
| | Constant chatting/distracting others Repeatedly ignoring a given instruction Answering the teacher back Telling lies Constant interruptions Unkind physical behaviour, e.g. pushing in line | Log incident. Amber traffic light |
| | Very minor bad language or name calling | Log incident. Amber traffic light followed by informal discussion with parents |
| | Unsafe movement around the classroom / school | Teacher to discuss with child |
| | If any of the above are persistent (five times in a term), the class teacher will contact the parents to discuss the issue. | |
| Level 2: TEACHER AND DEPUTY HEADTEACHER | Deliberately not completing tasks | Log incident. Stay in at recreational times to complete tasks. Work given to parents at the end of the day and returned next morning, fully complete |
| | Deliberate destruction of peer's work Minor, deliberate vandalism Stealing / intent to steal Direct verbal abuse towards a peer(s) Threatening behaviour to another individual, staff or child Getting others into trouble Swearing (verbal or symbolic) Rudeness towards staff Pupil refuses to come in from break, lunch, PE or other outdoor activity Any racist incident Any homophobic incident | Log incident. Apologise to victim. Letter of apology to victim. Miss two recreational periods. |
| Level 3 – TEACHER AND HEADTEACHER | Violence (hitting, kicking, thumping, punching) towards peers Severe verbal abuse towards staff | Log incident. Apologise to victim. Letter of apology to victim. Miss one week's (10) recreational periods. Inform parent(s) |
| | Vandalism of school building/property | Log incident. Parents informed. Miss six recreational periods. Repair or replace damaged property |
| | Bullying, including cyberbullying | Refer to Bullying Policy |
| | Persistent violent behaviour towards peers (twice in a six week period) Aggressive violent behaviour causing deliberate injury to others Violence towards adults Persistent offenders from Level 2 | Log incident Parents informed Fixed term exclusion issued and Pastoral Support Plan (16 weeks) |
| | Leaving school premises without consent | Log incident Inform Headteacher immediately Police informed Parents informed |
| | Two failed Pastoral Support Plans (PSP) | Permanent Exclusion |

Dealing with playground incidents

- Teachers or play leaders on duty report any incidents to classroom teachers
- Serious incidents are recorded by the teacher or play leader on duty and explained to the Headteacher
- Class teachers support play leaders with exchanges of advice and information as appropriate

Serious Incidents

- Staff dealing with a serious incident should send for assistance from another member of staff or the Headteacher
- Serious incidents are fully investigated and appropriate action taken
- Serious injuries are checked by the school's designated first-aid lead, details recorded in the accident book and the child monitored
- Parents are informed as appropriate
- A serious incident may result in a pupil being excluded from school permanently or for a fixed term. This decision will not be taken lightly and can only be made by the Headteacher or the Deputy Headteacher in his absence.

Exclusions

If the decision is taken to issue a fixed term exclusion, procedures will be followed in line with [Summer 2022 LA Exclusions Guidance](#) and September 2022 official guidance from the Department for Education, which can be found [here](#)

The Headteacher (or his deputy) may exclude a child for up to five days. All exclusions longer than this must be approved by the Chair of Governors.

Screening and Searching Pupils

Under Section 550ZA (3) of the Education Act 1996, school staff have authority to search and confiscate items without consent where they have reason to believe that a 'prohibited item' may have been brought onto the school premises. Such items include: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, 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 may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Reasonable Force and Other Physical Contact

Members of staff will only use reasonable force in the most extreme cases. Examples of this include in order to prevent pupils committing an offence, injuring themselves or others, or damaging property,

or to remove a disruptive child from a classroom, event or school trip. All instances of reasonable force must be logged with a clear commentary to describe the events and exactly what action was taken. It is school policy that the child's parents or carers are always informed if reasonable force has been used on the same day as the incident took place.

The Headteacher may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Members of staff will never use force as a punishment.

Disciplining Pupils Beyond the School Gate

At Sherborne CofE Primary School, we aim for all children to lead fun and fulfilling lives. This includes their lives outside of school. Staff will take an interest in the children's lives beyond the school gates and celebrate successes they become aware of. This may include awarding house points or a special mention in a 'Star of the Week' Assembly or the school newsletter.

As a primary school, it is usual for parents and carers to bring their children to school in the morning and to collect them after school. It is reasonable that the school expects parents and carers to take responsibility for their child's behaviour during these times and deal with any incidents of poor behaviour as they see fit.

On occasions, it may be necessary for school staff to address and sanction poor behaviour which takes place outside of school. Under Section 90 of the Education and Inspections Act 2006, schools may challenge non-criminal bad behaviour and bullying which occurs off the school premises but is witnessed by a member of staff or reported to the school. This may include when the child is (taken from Behaviour and Discipline in Schools, February 2014, pp23-26):

- 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.

Additionally, school staff may challenge poor behaviour at any time 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.

Should staff need to challenge poor behaviour which has taken place off the school premises, they shall follow the level descriptors contained on Page 6 of this document and apply the correct sanction.

Home-School Agreement

The 'Home-School Agreement' outlines how parents, school and pupils can work in partnership with each other, securing the best possible outcomes for the pupil.

Parents will:

- Make sure their child attends school regularly and punctually, appropriately equipped and fit for a full day's work (school begins promptly at 8.50am and finishes at 3.15pm)
- Inform the school of any pupil absence on the first day, followed by a letter explaining the reason for this
- Inform the school if alternative arrangements have been made for the collection of their child
- Support and work with the school to encourage a positive attitude to education
- Support the school's policies and guidelines for behaviour
- Attend Parents' Evenings to discuss their child's progress, attainment and attitudes to learning
- Let the school know about any concerns or problems that might affect their child's work or behaviour
- Support their child in homework and other opportunities for home learning
- Encourage their child to read and be read to at home regularly

The school will:

- Teach all statutory elements of the Primary National Curriculum, 2014
- Centre teaching and learning around the needs of the individual child
- Encourage all pupils to succeed and achieve their very best
- Provide a secure, caring and stimulating environment in which children are encouraged to learn, work and play happily together
- Let parents know about any concerns or problems that affect their child's work or behaviour
- Listen to, discuss and follow-up as appropriate, any concerns raised by pupils or parents
- Provide parents' evenings and an annual written report, which includes information about pupil attitude, behaviour, attendance, progress and attainment
- Keep parents informed about school activities

The child will:

- Be kind, polite and helpful towards others (peers and all adults, including volunteers)
- Show respect for others and their belongings
- Treat others as you would like them to treat you
- Behave sensibly and do as you are asked, the first time of asking
- Listen carefully, concentrate fully and focus upon each task as appropriate
- Do all classwork and homework to the best of your ability
- Be well organised and have PE kit in school at all times
- Look after our school, its beautiful grounds and all its equipment

Signed: _____ (parent)

Date: _____

Signed: _____ (school)

Date: _____

Signed: _____ (child)

Date: _____

Behaviour Incident Log

| | | |
|---|----------------------|---------------------------------|
| <u>Pupil's Name</u> | <u>Pupil's Class</u> | <u>Witnesses (and initials)</u> |
| <u>Date and Time</u> | <u>Victim(s)</u> | |
| <u>Where the incident happened</u> | | |
| Level 1 | Level 2 | Level 3 |
| Details of the incident (build up, the actual incident, the aftermath; include observations from range of witnesses as well as victim and perpetrator if appropriate. Use initials). | | |
| | | |
| <u>Action Taken</u> | | |