

# SHERINGTON PRIMARY

## 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 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 are:

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

**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 children 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 children to flourish – emotionally, socially, psychologically and academically. We want our children 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, children 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 children, 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, class charters are agreed and are based on the Sherington Character Strengths.

For example:

- 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

### **Children with SEND**

The school promotes high standards of behaviour for all children including children with SEND and those with emotional needs. It should not be assumed that because a child 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 child's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the child (ref: Equality Act 2010 and schools' guidance).

The school seeks to be pro-active in its support for children with SEND and children 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 children. These interventions are led (and their efficacy monitored) by the Inclusion Manager. At Sherington, we recognise that some children with SEND may require individual sanction and reward systems that fall outside the scope of this policy. We also recognise that all behaviour is a form of communication and that we should seek to understand what and/or why a child might be trying to communicate something through their behaviour.

### **3.1 Positive Recognition**

The following listed acknowledgments and sanctions should be used consistently and fairly to achieve an environment where all children 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 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 at the end of every term.

- 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 children (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 Arbor, which will be collected weekly by the Children's Wellbeing lead.
  - Classes with the most Golden Tickets in a week will earn additional time on outside activities.

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.

Every class (Y1-5) is assigned a Virtue and the associated Character Strengths. Children learn about these in detail during the autumn and spring terms. They present their learning in an assembly for parents and carers. They are then considered to be ambassadors for that Virtue and are presented with a Virtue Ambassador Badge:



In Year 6, children will have collected all six badges and are considered to be ambassadors of all six virtues and of "The Sherington Way". They are therefore also awarded "The Sherington Way" badge, which represents all of the virtues and character strengths:



### 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 children 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 any behaviour that is not in line with the Positive Education Virtues and Character Strengths.

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:

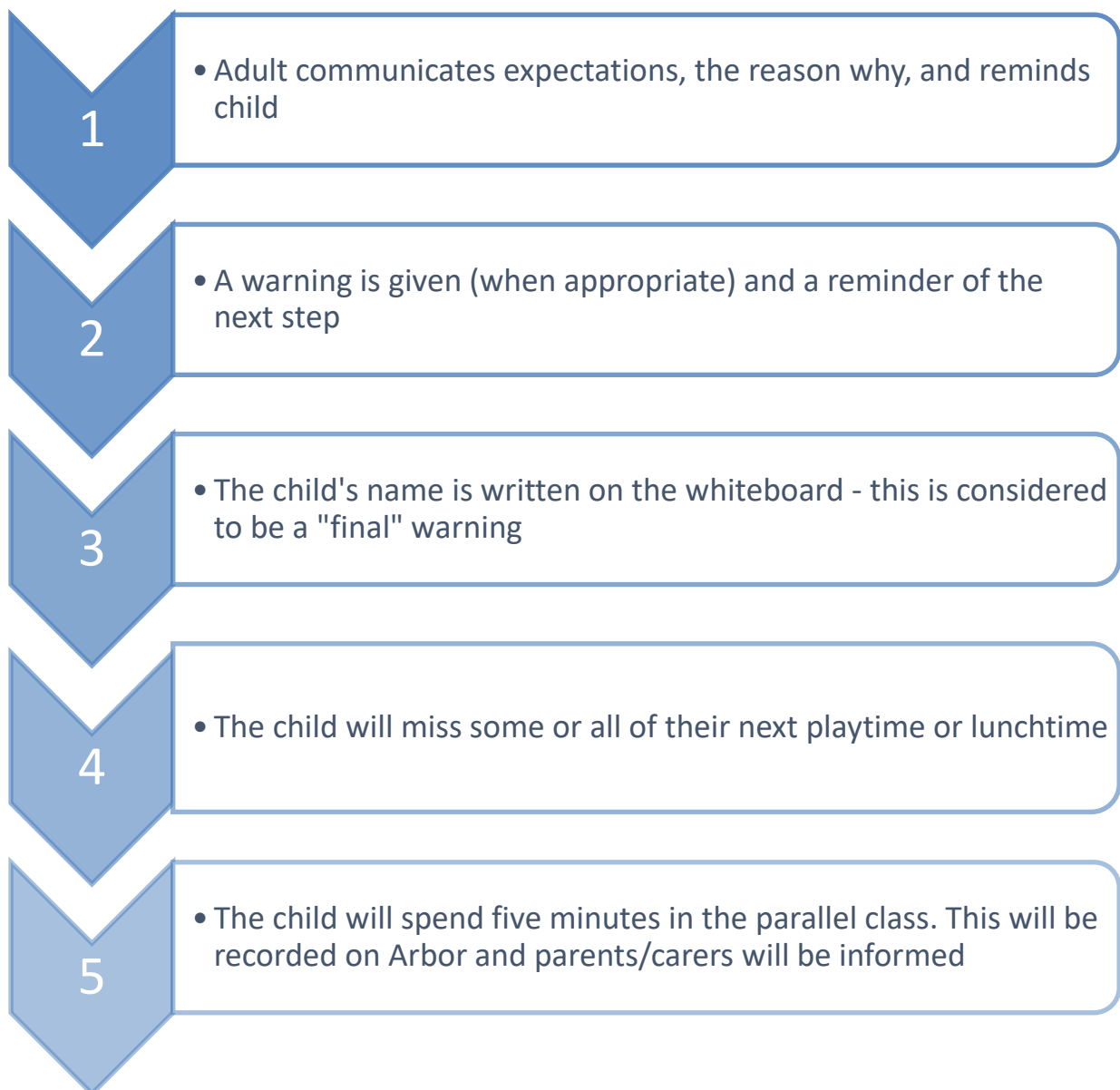
1. Adult communicates expectations, the reason why and reminds child.
2. A final warning is given (when appropriate) and a reminder of the next step.
3. If the behaviour continues, the child's name is recorded on the whiteboard and this is considered to be a final warning.
4. If the negative behaviour continues, the child will miss some or all of their next play or lunchtime. How much is at a teacher's discretion but this may only be applied to an individual and NOT to a whole class \*unless this is directed by a member of SLT. (Need to record on Arbor removed)
5. Child spends five minutes in the parallel class where possible and if appropriate, they should take their class work with them to complete. Any child whose behaviour warrants being sent to a parallel class will have an email sent to parents and carers to notify them of this behaviour and this will be recorded on Arbor.
6. All names on boards are rubbed off at the start of the next session following a break or at the start of a new day.

These sanctions are applicable to all classes in years 1-6.

In Nursery children are helped to manage their behaviour. If behaviour is persistently negative then they may have a short time out on a seat away from the rest of the group, an adult will always have this seat in view. The time out should be no more than one minute per year of the child's age. Parents and carers will be informed if a time out has taken place.

In Reception children are spoken to and given reminders about their behaviour. If behaviour is persistently negative, then a short time out in the parallel class may be necessary (this should be no longer than 5 minutes) Each session starts with a 'clean slate' but parents and carers should be informed if a time out has taken place during the day.

\*Only members of the Senior Leadership (Headteacher, Deputy Head, Assistant Head and Inclusion Manager) can direct that a whole class will miss 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 children and restore stability following an unreasonably high level of disruption
- To enable disruptive children to be taken to a place where education can be continued in a managed environment
- To allow the child to regain calm in a safe space

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

Following a child's removal, they will complete a Think Sheet in order to reflect and amend their behaviours. Staff will also complete an ABC record on Arbor in order to document the behaviour. Behaviour records are stored on Arbor and can be accessed for future reference and analysis.

Any member of SLT can determine whether a child should be internally excluded (removed from the classroom) for part or whole of the day. Children will usually complete their work in another class (from a different year group), or in some instances they may work with a member of SLT in a leadership office. At playtime and lunchtime, they will be supervised by a member of SLT in a leadership office. In these instances, parents/carers will be notified as soon as possible by a member of the SLT or the Children's Wellbeing Lead.

Behaviours which require immediate SLT involvement and may result in an internal exclusion may include but are not limited to:

- physical aggression/violence;
- verbal aggression;
- use of discriminatory language (relating the nine protected characteristics. These are: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex (gender), Sexual orientation);
- bringing the reputation of the school into disrepute;
- refusal to follow an adult's instruction;
- bullying.

## **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.

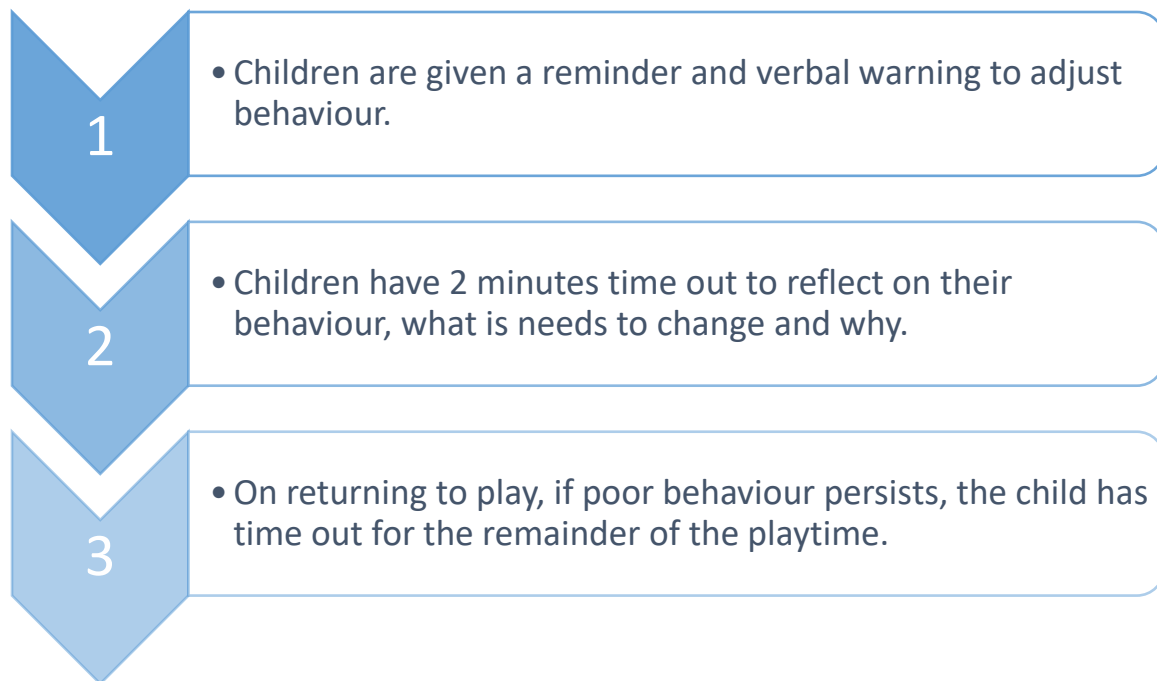
## **Use of Force**

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 Children. 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 child 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 those resulting in damage to property or belongings – are reported as an ABC (Antecedent/Behaviour/Consequence) on Arbor 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 children 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 the nine protected characteristics.

## **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 Leadership and Leading Learning Team**

SLT comprises of the Deputy Headteacher, Assistant Headteacher and Inclusion Manager.

LLT comprises of the English Lead, Maths Lead and Phase Leaders

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 children for misbehaviour when the child 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 child 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 child 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 children 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 Arbor updated in terms of behaviour incidents and resulting actions. SLT and the Children's Wellbeing Lead will either respond as required, or will discuss any emerging patterns or concerns on a weekly basis.

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 children. A list of prohibited items can be found at [Searching, screening and confiscation in schools - GOV.UK](#)

#### **5.4 The role of Children's Wellbeing Lead**

The CWB 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 Children's Wellbeing Lead will meet with the Headteacher and/or Inclusion Manager weekly to discuss any issues pertaining to behaviour.

The Children's Wellbeing Lead monitors all behaviour incidents recorded on Arbor.

The Children's Wellbeing Lead will work with the Inclusion Manager to ensure all recorded behaviour incidents are monitored and analysed half termly (Appendix VI).

#### **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 Children

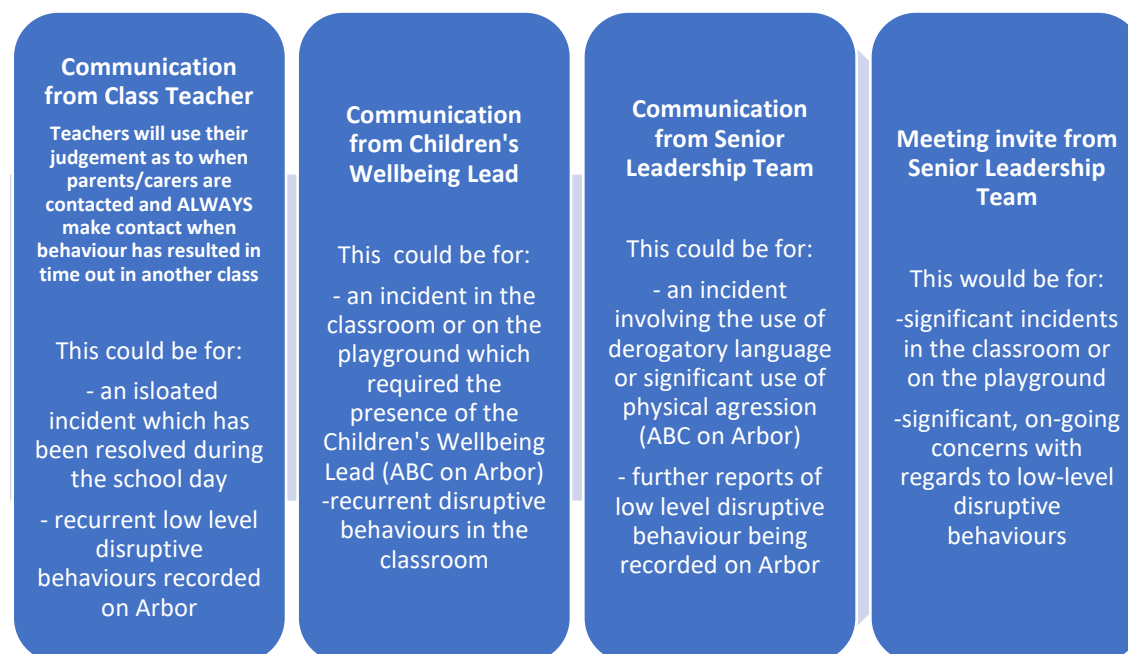
We expect children to listen carefully to follow adult instructions at all times and to try their best at all times across all areas of learning.

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 protected characteristics.

Mobile phones are banned from the school environment for use by children. Those children 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 children. Coupled with this duty is a statutory power to use reasonable physical intervention in order to prevent children from hurting themselves or others, from damaging property, or from causing disorder, typically by either controlling or restraining the child.

The school's policy is that this power will only be exercised where necessary in all the circumstances to prevent danger to the child 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 children 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 child 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 child may be subject to suspension or permanent exclusion in response to:

- physical assault against a child and/or adult;
- verbal abuse or threatening behaviour against a child and/or adult;
- use, or threat of use, of an offensive weapon or prohibited item (mobile phone);
- bullying;
- abuse relating to the nine protected characteristics;
- persistent disruptive behaviour;
- damage to property.

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 child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently.

If the Headteacher suspends a child, 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 child nor does it have any authority to extend the suspension period made by the Headteacher.

If required in line with DfE suspension and exclusion guidance, the governing body will convene a 'Discipline Committee' of between three and five members. This committee will consider suspension or exclusion hearings on behalf of the governors.

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

\*if permissible within the DfE guidelines.

## **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 child 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 in Schools - Advice for headteachers and school staff Feb 2024](#) (2024) 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 children 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 children 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 child 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 children are drawn up and implemented so that all commitments are honoured.
- Reflect as far as possible input from staff, children and parents/carers.
- Clearly explain teachers' powers [to search children](#) for items which are banned (including identifying such items) and to confiscate them; [to use reasonable force](#); and to discipline children 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 children 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

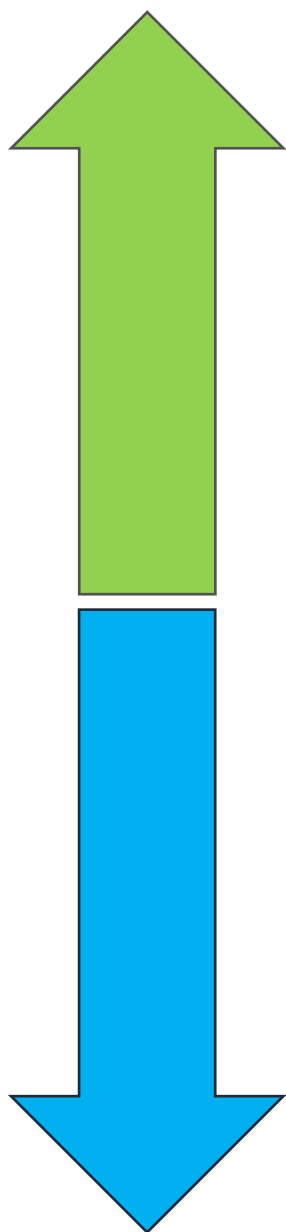
### **Monitoring, evaluation and review**

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, or consistently exceptional behaviour and attitude
- Instant praise and recognition using language of 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.
- Character Strength Ambassador badges

### Sanctions

#### Classroom

- Adult communicates expectations, the reason why and remind child
- A final warning is given (when appropriate) and a reminder of the next step
- The child's name is written on the whiteboard – this is considered to be a "final" warning
- The child will miss some or all of their next playtime or lunchtime and the behaviour is recorded on Arbor
- Child 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
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#### 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 child 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 Key Stage 1 Think



# 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 V Key Stage 1 Think Sheet



# 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 VI Record of Incidents

| Term | Number of ABCs/Recorded Incidents | Category of Behaviour |        |                         |  |  |  |                   | Number of incidents pertaining to: |         |                        |       | Number of chn with multiple ABCs/recorded incidents | Consequence |       |      |    |                    |
|------|-----------------------------------|-----------------------|--------|-------------------------|--|--|--|-------------------|------------------------------------|---------|------------------------|-------|-----------------------------------------------------|-------------|-------|------|----|--------------------|
|      |                                   | Physical              | Verbal | Discriminatory Language |  |  |  | Sexual Harassment | Bullying                           | Refusal | To follow Instructions | Other |                                                     | Boys        | Girls | SEND | DA | Internal Exclusion |

## Appendix VII Individual Behaviour Plan



### Sherington Individual Behaviour Plan

|                                                                        |                |                |      |
|------------------------------------------------------------------------|----------------|----------------|------|
| Name :                                                                 |                | Year:          | Date |
| Strengths:<br>•                                                        | Concerns:<br>• | Triggers:<br>• |      |
| Behaviour Goals:<br>•                                                  |                |                |      |
| Strategies (Rewards and Sanctions):<br>Child will...<br>Adults will... |                |                |      |
| Signed:                                                                |                |                |      |
| School/SLT/Teacher                                                     | Child          | Parent/Carer   |      |
| Review:                                                                |                |                |      |
| Action:                                                                |                |                |      |



### Report Card

|           |     |     |     |     |     |
|-----------|-----|-----|-----|-----|-----|
| Date:     | AM1 | SM2 | AM3 | PM1 | PM2 |
| Monday    |     |     |     |     |     |
| Tuesday   |     |     |     |     |     |
| Wednesday |     |     |     |     |     |
| Thursday  |     |     |     |     |     |
| Friday    |     |     |     |     |     |

\_\_\_ Green Lessons = Reward (choose from below)

\_\_\_ Amber Lessons = \_\_\_\_\_

\_\_\_ Red Lessons = \_\_\_\_\_

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



## My Goals:

- I can...
- I can...
- I will...
- I will...
- I can...

| If I can do this           | If I don't manage this                   |
|----------------------------|------------------------------------------|
| My report card stays green | My report card is filled in amber or red |
| I get time to              | Finish work at playtime                  |
| I...                       |                                          |
| I get house points         |                                          |
| I get                      |                                          |