

SHEREDES PRIMARY SCHOOL

BEHAVIOUR POLICY

Updated April 2026. Review date: April 2027

OUR AIMS ARE:

1. To create an ethos which is happy, caring and free from the anxiety of bullying or racial/sexual harassment.
2. To create a feeling of security and safety equally for all our children.
3. To value and respect each child as an individual and to develop each child's confidence and self-esteem.
4. To develop each child's understanding and regard for the rights and beliefs of others, and a concern for the environment and for the world we live in, in order that they develop as considerate, well-mannered, informed, positive and active citizens.

Therefore we aim to create a consistent approach to discipline that supports our school aims and ethos. **We believe that discipline is leading, guiding, encouraging and instructing children within a framework of rights, responsibilities and rules.**

All staff are responsible for overseeing behaviour in school, not just in their own class or area.

We encourage self-discipline

We aim to build self-esteem

We encourage children to value each other

We encourage kindness, courtesy and politeness

We encourage respect for others and respect for property and the environment

HOW WE ENCOURAGE GOOD BEHAVIOUR/VALUED BEHAVIOUR

We believe that we should act as role models.

We encourage good behaviour/valued behaviour by positive means. Our emphasis is on the affirmation of good/valued behaviour which we seek to achieve in a variety of ways suited to the situation: praise and rewards – from verbal and written praise, responsibility, to sharing achievement in assembly and with others.

We aim to create the least stressful, most positive environment for learning through decisive approaches which will direct the pupil back to the task quickly, fairly and positively. A positive classroom tone is created so that the self-esteem of the children is maximised and effective learning can take place.

We encourage good behaviour/valued behaviour by taking PREVENTATIVE action:

our classrooms are aesthetically pleasing
we have appropriate materials, easily accessible
we have appropriate seating arrangements
we adapt teaching to meet all needs
we provide a stimulating environment in which children are challenged
we communicate clear expectations
we encourage children's participation in decision making; e.g. School Council, discussing club choices, work choices in classrooms, play choices in the playground
we promote children's ownership of the classroom environment, for example by giving responsibility; monitors for areas and equipment such as the library, in the Nursery special helpers that change daily
we encourage an awareness of safety in the classroom
we encourage the use of the library at lunch times and have lunch time clubs
we have a buddying system, when appropriate, so that older children help our younger ones
we have peer pairing – a peer models good behaviour and acts as a guide
we, as role models, and through the curriculum and our ethos, help children learn social skills
we may use circle time to discuss issues
All children have a Hand of Support
we have defined playground areas and play equipment which we continue to develop with new ideas for games and new equipment
we have consistency in school rules

We have a clear discipline plan:

In consultation with children we develop positive rules and explain/discuss reasons for rules. We discuss logical consequences of rule breaking. Some rules vary between classes depending on age and circumstances.

Each child has a right to enjoy being part of the school community and to enjoy this right he/she needs to take on the responsibility to use the school rules.

CONSISTENCY IN SCHOOL RULES

We have rules that we expect to be followed by all the children:

1. Treat one another kindly with respect; no bullying of any kind – see Anti-Bullying Policy
2. Walk around the school quietly -no running or shouting
3. Respect each other's personal space - no rough behaviour
4. Leave unsafe 'toys' at home – which includes hard leather footballs
5. Respect each other's property

WHAT HAPPENS IF CHILDREN DO NOT CONFORM/EXHIBIT DETRIMENTAL BEHAVIOUR?

If children do not conform we take **CORRECTIVE ACTION** or measures to remind children of their responsibility to behave appropriately:

- tactical ignoring - to reinforce on task behaviour. The teacher gives no direct eye contact for inappropriate behaviour but indicates disapproval in another most appropriate way
- privately understood signal - nonverbal cues, maybe eye contact or a private hand signal between teacher and child
- simple direction - use respectful language accompanied by please and thank you
- positive reinforcement - pick up on appropriate behaviour and acknowledge it
- question and feedback - 3 w's – What are you doing? What should you be doing? What are you going to do about it?
- rule reminders - simply re-state the rule, do not get caught up in a discussion
- blocking – state a direction repetitively
- simple choices – give a choice that puts the responsibility back onto the child
- moved away from peers - give a choice to work quietly or move from the group or go to a parallel class for a short period; a separation space to re-set
- denial of privilege - such as playtime, to e.g. carry out the task not done in the lesson
- time out to reflect upon their actions in relation to others
- homework – involvement of Head and parents (Home/School Agreement) for support in cases where children are persistently not handing in homework

Children know that unacceptable behaviour has protective and educational consequences - see APPENDIX A for examples of possible consequences.

If children do not conform we also take **REPARATIVE ACTION**;

We encourage children to take full role in repairing and rebuilding relationships in school as well as take responsibility for repairing or replacing broken equipment. Reparative action takes the following forms:

- write a letter of apology
- talk through the problem with class teacher/deputy/head - what should he/she have done? What would he/she do differently next time?
- carry out a school task by way of reparation
- make a donation towards an item

If a child is very disruptive: an adult or another child is asked to send for the Head or Deputy, who will remove the child from the classroom/playground for time out. No child should ever be left outside the classroom door. In the absence of the Head and Deputy the child is taken to the Assistant Head by a classroom assistant or a responsible adult.

The child's parents/carers are involved and the Chair of Governors informed. A home/school behaviour monitoring 'book'/sheet/contract may be initiated.

A contract means that the child and teacher agree on improving an aspect of behaviour and an appropriate reward for the improvement.

The educational psychologist or outreach support worker (The Education Support Centre), or other agencies, may be involved.

A child will be excluded if he/she is deemed to be a danger to themselves and/or others around them.

We believe that often inappropriate behaviour arises because of poor self-image, possibly because a child is not succeeding socially or academically. At Sheredes we use many ways of promoting self-esteem:

APPENDIX B

We also believe that problems occur in the playground when children feel they have 'nothing to do'. We therefore continually try to improve play opportunities for our children e.g. one PE lesson every half term may be devoted to the teaching of playground games. More equipment is being provided. A log is made of all serious incidents and actions taken.

BEHAVIOUR MANAGEMENT AT LUNCHTIME

1. there should be access to play materials at lunchtime e.g. range of balls, skipping ropes. We are developing the range of games and equipment that our children may use. The children are allowed to use the school library but are expected to behave sensibly/pro-socially.
2. When inappropriate behaviour causes concern to the midday assistants, it should be reported to the class teacher and a member of the senior leadership or senior management team. This is usually the head teacher, deputy head, assistant head or senior manager.
3. The incident should always be reported to the class teacher at the end of the lunch break, even if it has been dealt with satisfactorily, because it may be indicative of a wider pattern of behaviour of which the class teacher will be aware.

HOW WE MEASURE OUR SUCCESS

We measure our success by:

Having a quiet working environment where children are happy and where effective learning is taking place, children moving about the school in a quiet controlled way – no running or over-loud voices, children being polite to one another and to the staff and to visitors, favourable comments from visitors both in the school and outside, children showing self-discipline.

Progression is expected as children get older. Social skills are taught.

Rule about	Rule covering	Example	Protective or educational consequences
Movement	Movement in and around the room. Chairs/equipment away etc.	In our room when we get out of our seat and move around we must do so without disturbing others.	If I disturb others while moving around I may lose the right to this privilege.
Communication	Hands up. Working noise. Hurtful language.	In our room when we wish to ask a question or make a comment we will put up our hand and wait our turn. This gives everyone a fair go.	If I call out without putting up my hand I understand that my teacher may ignore me and I may have to sit apart from the rest of the class and not join in The discussion.
Treatment	The way to treat one another (no sexism, no racism, no put-downs). Manners	In our classroom all people are to be treated fairly. This means that we don't put people down because they look different from us, e.g. have different backgrounds or come from different countries.	If I do put people down I will be warned and debriefed about my behaviour and asked to apologise to the people concerned.
Safety	Use of equipment. Safe behaviour.	In our room we will be careful with our equipment; walk not run around the room.	If I use equipment in an unsafe way it will be taken from me and I may be asked to replace anything I break. I will not be allowed to use equipment unless I use it safely and correctly.
Problem solving	The way we solve problems between each other.	In our room if we have a problem with another person we will try to talk it over quietly.	If we used a physical response against another pupil we will immediately be separated and have to stay back to explain our behaviour and find ways to solve problems.
Learning	The way we learn in our room. How to get the teacher's attention/assistance. Co-operation between children.	We will respect the opinions of others when working in groups and share ideas and materials.	If I can't share with others I may not be able to work in that group and I will be supervised and supported until I am working safely.

APPENDIX B

Ways of Promoting Self- Esteem in Children

- Giving time to individuals.
- Listening.
- Giving positive feedback when marking work (and at other times).
- Using pupil's names (correctly).
- Smiling.
- Letting the children know you want to be with them.
- Ownership through collaboration.
- Displaying work.
- Making an "achievements" wall.
- Rewards to show approval.
- Praising (but not inappropriately).
- Passing on praise from others.
- Valuing all contributions/showing respect.
- Ensuring equality of opportunity.
- Encouraging/enabling children to support, help and praise each other.
- Giving children genuine responsibility.
- Saying "thank you".
- Admitting when you are wrong – showing that it is OK to make mistakes.
- Helping all children to be aware of their assets.
- Giving opportunities for success.
- High staff self- esteem.