


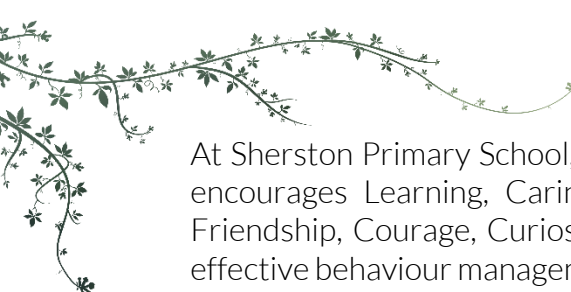
# SHERSTON C OF E

## PRIMARY SCHOOL

### Behaviour Policy

Date Approved	Review Date	Signed
July 2025	July 2026	

Year	Amendments (in Yellow)
2023	Opening statement link to vision and values Updated aims in line with school values Reduced behaviour promises Removal of SEAL SOW Consistency introduced with classroom/playground rewards and sanctions Addition of tailored approach to sanctions
2024	Addition of Achievement Worship Updated expectations with removing children from class Introduction of CPOMS Banned items added Exclusions incorporated Edits to monitoring section Behaviour in the EYFS added
2025	Change from dojo points to house points Introduced REP



At Sherston Primary School, we are committed to fostering a nurturing environment that encourages Learning, Caring, and Achieving Together, guided by our core values of Friendship, Courage, Curiosity, Respect, Kindness, and Ambition. We firmly believe that effective behaviour management and discipline are essential in creating a secure and caring atmosphere where every child can thrive and grow. Our behaviour policy aligns with our school aims and the Christian ethos that underpins our school community.

## Aims

The aim of the behaviour policy is to support the Core Values of the school which are:

- Friendship
- Courage
- Curiosity
- Respect
- Kindness
- Ambition

And to support our children in adhering to our Behaviour Promises which were written by the pupils and are displayed around the school.

- Use kind words and kind actions
- Be honest and always tell the truth
- Persevere, even when something is tricky

## Objectives

- To promote consistent expectations regarding behaviour
- To ensure that all staff, children and parents know the importance of positive behaviour management in the school
- To ensure that all staff implement the policy fairly and consistently
- To develop a well-disciplined atmosphere in the school where effective learning can occur
- To support children in making the right behaviour choices and to help them understand the consequences of their actions when the wrong choice has been made
- To help develop a caring attitude to each other, to value and listen and respect the views of other people
- To help keep children safe by ensuring they develop awareness and consideration for their own and others safety
- To help children understand the importance of politeness and good manners
- To develop children's responsibility towards others and themselves
- To develop children's communication skills so that they can express feelings without becoming frustrated
- To nurture pupils' self esteem



## Promoting Positive Behaviour

We believe that the best way to promote positive behaviour is through example, acknowledgement, praise and reward. At Sherston Primary School, we encourage positive behaviour by:

- Recognising and praising good behaviour as it happens
- Ensuring that all children are praised for behaving well
- Ensuring that criticism is constructive
- Explaining and demonstrating the behaviour we wish to see
- Encouraging children to be responsible for their own behaviour
- Encouraging children to think about any wrong behaviour choices
- Ensuring expectations are clearly explained and shared in the form of our school and class promises

Parents are informed about their children's good behaviour and achievements:

- During parent / open evenings
- Through informal conversations
- Through certificates when children are recorded in the Golden Book for demonstrating, through their behaviour, the value of the term
- During Achievement Worship

## Preventing bullying

All children have a right to come to school without concern about bullying and Sherston School does not tolerate bullying in any form.

Bullying can be defined as follows:

“Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolate instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying” (Torfaen definition 2008)

The school will promote inclusive and non-bullying behaviour through the use of the PSHE (personal, social and health education) curriculum and circle time. The school will also use specific activities (such as ‘friendship week’).

If bullying behaviour is suspected the behaviour will be dealt with by the class teacher or Headteacher depending on the severity of the behaviour. Parents of both the child accused of bullying and the victim will be informed and the next steps will be discussed with them.

Depending on the severity of the behaviour, sanctions will be used which may include;

- verbal warning
- internal exclusion (this may be of play times or particular activities or lessons)
- fixed term exclusion
- permanent exclusion



## Child-on-child sexual violence and sexual harassment

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- proportionate;
- considered;
- supportive;
- decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- responding to a report;
- carrying out risk assessments, where appropriate,

to help determine whether to:

- manage the incident internally;
- refer to early help;
- refer to children's social care;
- report to the police.

Please refer to our Child Protection and Safeguarding Policy for more information

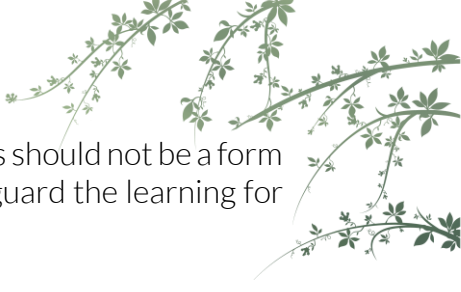

## Rewards

We praise and reward children in a variety of ways:

- All staff congratulate children
- All staff give children **house points** for positive behaviour inside and outside of the classroom
- Children who have demonstrated our 'value theme' have their names recorded in our Golden book and a certificate is sent home.
- If children have produced an outstanding piece of work, or have tried hard with their behaviour, they can visit the Headteacher or another class for a sticker.
- As far as possible, every child who achieves anything notable outside of school e.g. passing a music exam / getting a sports medal, have their achievements celebrated in Achievement Worship.
- Children can also earn whole class rewards.

## Sanctions

There are times when a sanction may be needed to help or support a child in moderating their own behaviour, particularly if they continually misbehave. Sanctions should be fairly and consistently applied across the school. Any sanctions should be individual and not involve any humiliation for the child.



Children should only be removed from a classroom as a last resort. This should not be a form of punishment for the child but an opportunity to reflect and to safeguard the learning for the remainder of the class.

### Behaviour in the EYFS

At Sherston Primary School, we strive to create a nurturing and positive environment for every child. In Oak Class, we use a visual system centered around a sunshine and hot air balloons to help children understand and reflect on their behaviour. Here's how this system works and why we use it:

#### The Hot Air Balloon and Sunshine System

- Every child's name is displayed on a hot air balloon, which starts the day positioned around a sunshine.
- The sunshine represents positive behaviour that aligns with the school's behaviour promises:
  - Use kind words and kind actions
  - Persevere, even when things are tricky
  - Be honest and always tell the truth

#### The Role of the Cloud

- If a child's behaviour is not in line with these promises, their balloon may be moved temporarily to a cloud.
- **Key Points:**
  - **It is not public.** This is done discreetly, without drawing attention or embarrassment to the child.
  - **It separates the behaviour from the child.** We address the behaviour calmly and respectfully, ensuring the child understands that they are not 'bad'—it's the behaviour that needs improvement.
  - **It is temporary.** Balloons are on the cloud for a maximum of five minutes. This gives children a chance to reflect, reset, and return to the sunshine once the behaviour improves (the class teacher is looking for 'two good choices'). During this time the child is free to continue with normal classroom activities. 9/10 the child is removed from the cloud in under five minutes.

#### What Happens if Behaviour does not Improve?

- If, after five minutes, a child has not made two good choices and behaviour has not improved, their balloon will be moved onto the storm cloud.
- If a balloon is moved onto the storm cloud then the class teacher will inform parents at the end of the day
- While their balloon is on the storm cloud they may have a few minutes of quiet reflection on the carpet or with the class teacher. Sometimes the headteacher will have a conversation with this child about their behaviour.
- The storm cloud has not been used this year and is rarely ever used in an academic year

#### Why Use a Visual Aid?

At this young age, children benefit greatly from clear, visual cues to help them understand abstract concepts like behaviour and consequences. The cloud system:

- Provides immediate, non-verbal feedback.
- Helps children recognise the link between their actions and outcomes.

- 
- 
- Encourages them to take responsibility and make positive choices.

### **A Gentle and Supportive Approach**

- Children are never shouted at or made to feel ashamed.
- Our approach focuses on teaching self-regulation and empathy, rather than punishment.
- The visual cloud system is age-appropriate, as Reception children are too young to be asked to sit outside the classroom, which is a strategy sometimes used with older pupils.

### **Class Teacher's Role**

These sanctions can be used for non-serious behaviour in the classroom or playground:

- In class and around the school, verbal warnings and reminders of the school promises.
- 'Time out' to think about their behaviour choices (which may include missing some or all of playtime) or moving to a space within or just outside the classroom, away from other children, to think and calm down. This is particularly used if the child's behaviour is stopping the class from learning. Time out of class should be for a maximum of five minutes. If the child's behaviour does not improve, support should be sought from the headteacher or deputy headteacher.
- In the playground the same process is applied. Children are given time away from a situation to reflect and regulate their emotions. Any serious behaviour issues are reported to the class teacher.
- The class teacher will inform parents if their child's behaviour has been a particular cause for concern in class or at playtime. This may include low level incidents if they happen regularly.
- Teachers will discuss any child whose behaviour is a cause for concern with the School Inclusion co-ordinator (INCO) and parents, and devise a personalised plan to manage that child's behaviour
- As an inclusive school we do not believe in a 'one size fits all' approach. All adults in the school tailor behaviour control to the specific needs of the individual child.
- Incidents of negative behaviour should be logged on CPOMS by the adult who dealt with the incident.

In line with our Christian ethos, each day is viewed as a fresh start for the pupil.

### **Headteacher's Role**

More serious inappropriate behaviour e.g. deliberately violent behaviour, bullying, racist comments, use of inappropriate language including homophobic and/or transgender comments, rudeness to an adult, theft, disruption of lesson time etc. will warrant stronger sanction, especially if the behaviour is persistent, and will be reported to the Headteacher.

The Headteacher will record all such incidents in CPOMS (as appropriate). Parents will always be contacted when an incident is officially recorded in one of the incident logs, unless there is evidence to suggest that to do so would put the child at risk of harm.

When speaking to the child, the Headteacher will always focus on the behaviour, not the child. The Headteacher will try to ascertain why they chose to behave in such a way, what they were feeling at the time and ensure that they understand the consequences of their actions on themselves and others.



Support and Sanctions may include:

- Verbal warnings and discussion about behaviour, linking inappropriate behaviour to the expectations of the school promises
- Withdrawal of playtime(s) and / or privileges
- A class/home book may also be started to monitor progress. This needs to be as positive as possible and involve parents and, as appropriate, the Headteacher. The book will go to and from school daily with both parents and school writing comments.
- If poor behaviour persists and is causing disruption to the child's learning then he/she should be placed on a behaviour plan. Children could also be referred to the Behaviour Support Team.
- If deemed appropriate by the school, a reduced educational provision will be considered, in agreement with parents.
- If behaviour has not improved and is causing difficulties to others, then fixed term exclusion will be considered if it is in the interests of other pupils. This can only be exercised by the Headteacher and can take various forms e.g. sending a child home at lunchtime. In rare cases, where the behaviour is exceptionally difficult to manage, permanent exclusion will be considered, if this is felt necessary, the parents will be given all the appropriate information by the school.

### Parent Partnership

Parents/carers play a vital role in supporting their child's behaviour at school. Good communication between home and school is essential if the child is to receive consistent messages and support. Therefore, if a child's behaviour causes consistent concern then the school will automatically contact the parents/carer to discuss the best way forward in managing the inappropriate behaviour within the school setting. As a result of these decisions the school and parents/carers may well seek the help and advice from one or more of the following agencies:

- Behaviour Support Team
- The Educational Psychologist
- The Education Welfare Officer if attendance is thought to be contributing to behaviour concerns.


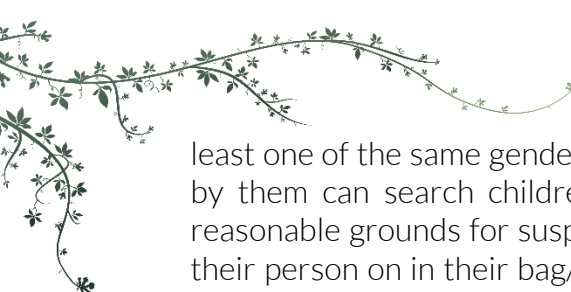
The parents should contact their child's class teacher in the first instance if they have any concerns about their child's behaviour. If appropriate the INCO and/or Headteacher may also be involved.

### Banned Items

To maintain good order and safety of our community, certain items are banned from the school:

- weapons,
- illegal drugs
- alcohol
- pornography
- fireworks or flares

Staff can search a child for any banned item, or any item believed to be stolen if the child agrees and this is normally undertaken by senior staff and by at least two staff members; at



least one of the same gender as the child. However, the headteacher and staff authorised by them can search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a dangerous/unlawful item on their person or in their bag/equipment. The staff member must decide in each case what constitutes reasonable grounds for suspicion eg they may have heard other children talking about the item, or they might notice a child behaving in a way that causes them to be suspicious.

The member of staff conducting the search will understand that children' expectation of privacy increases as they get older.

### **Exclusions**

Suspension from our school or permanent exclusion will always be a last resort. In such cases we will work closely with parents and any relevant outside agency eg Wiltshire Council SEND and Targeted Education support services, police and social care to ensure the child is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy ie behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the headteacher considering the child's age and stage of development. The headteacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair, proportionate.

### **Monitoring of this Policy**

- The Headteacher monitors the effectiveness of this policy. He reports to the Governing Body on the effectiveness of the policy
- This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance
- The Headteacher records all serious incidents in CPOMS. When a serious incident is recorded, parents will always be notified, unless to do so may put the child at risk of harm.
- The Headteacher keeps a record of all exclusions