



Shenington Church of England Primary School

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POLICY DOCUMENT

Excellence Through Endeavour
"Let your Light Shine" – Matthew 5:16

BEHAVIOUR POLICY

Ethos

Shenington C of E VA Primary School is caring and inclusive, whilst recognising individuality. Equal opportunities are provided for the whole school family of adults and children.

We aim for all children to enjoy school life and be happy, with enquiring minds and a willingness and desire to work; so that they reach their full academic potential through education of the highest quality in a safe and stimulating environment.

Through mutual understanding and support, our children develop self-respect, self-motivation, self-esteem and confidence. They make well-informed choices, develop social skills and the sensitivity to respect and celebrate the differences and strength of others.

Curriculum

We provide a broad and balanced curriculum, based on relevant first hand experiences wherever possible, to engage and stimulate all children to make good progress and become lifelong learners.

Community

Recognising its historic foundation, the school will value and celebrate its links with the local community and its partnership with churches at parish and diocesan level.

Provision

We will endeavour to provide the highest standard of accommodation and resources to support the learning needs of all our children.

Lifelong learning

All members of the school community will be supported through a programme of development balancing their needs with the needs of the school.

Christian and British values

The school will encourage an understanding of the meaning and significance of all faiths. It will exemplify Christian and British values through the experience it offers to all its children, regardless of their gender, race, religious or non-religious beliefs.

All staff encourage the highest standards in collective and self discipline. The attitudes and values are further encouraged through a system of rewards and sanctions.

GENERAL MANAGEMENT

Staff are responsible for providing a safe, happy learning environment-

- Guidelines are issued and discussed at the beginning of each school year outlining expected classroom behaviour, with reasons. These rules prepare pupils for their eventual position in a place of work where procedures have to be followed.
- Class lists and details of pupils with special educational needs are available for new supply/cover teachers to quickly identify and resolve problem areas.
- Each agenda for staff meetings has a regular slot for staff to share problems that have arisen with specific pupils, information about the pupils and strategies for dealing with the specific problem/individual.
- There is a log of incidents in school

THE CLASSROOM STAFF

Classroom staff have prime responsibility for pastoral care. This includes:

- Giving rewards and sanctions
- Initial liaison with parents
- Watching out for children who are behaving out of character
- Look for signs of distress or upset
- Through talking with children, suspected occurrences of non-accidental injury or child abuse must be picked up and reported immediately to the Head teacher who together with staff will discuss the most appropriate action and offer support
- Logging concerns
- Share concerns with staff in each weekly staff meeting
- Ensuring that supply staff are provided with class lists and details of Special Educational Needs to help them quickly identify and resolve problem areas

Organisation

- Praise and positive reinforcement are the means of achieving our aims. Children need to feel valued, respected and safe. They need to have sense of self worth and of responsibility. The security of clear, fair and consistent rule, with praise for children for following those rules, is a major part of our policy.
- Therefore, the major emphasis in our behaviour policy is upon expecting, noticing and praising positive behaviour.

RIGHTS AND RESPONSIBILITIES

Responsibilities of Pupils

- To follow the school rules
- To treat others with consideration and respect
- To listen when other people are talking
- To follow instructions from school staff
- To ask for help if needed
- To do your best and let others learn

Responsibilities of Staff

- To create a safe and stimulating environment in which pupils can learn
- To treat pupils with consistency and respect at all times
- To listen to pupils when needed
- Communicate with parents

Responsibilities of Parents

- To ensure children attend school regularly and on time
- To ensure children arrive at school and are picked up on time
- To treat others with respect
- To tell the school if their child is upset or have concerns that their child is being bullied
- To provide their child with support and the equipment they need at school
- To reinforce pupil responsibilities with their child and to support the school in implementing the Behaviour Policy.

Rights of Pupils

- To be able to learn to the best of their ability
- To be treated with consideration and respect
- To be listened to by adults and their peers in school
- To know what is expected
- To feel safe
- To be treated fairly

Rights of Staff

- To be treated with respect, by pupils, colleagues and parents
- To be able to teach with support from parents, colleagues and governors
- To work in a safe, calm and supportive atmosphere

Rights of Parents

- To be sure that their children are treated fairly and with respect
- Best efforts to know that their children are safe
- To be able to raise concerns with staff and to be kept informed about their child's successes and areas for development

REWARDS

Rewards are a very powerful tool for staff to use. The general practice of classroom management involves many rewards being given to children on a daily basis. These include:

- Verbal praise, written remarks about good work, stickers, sending children to see another member of staff or the head teacher for praise
- Star of the Week is celebrated each week in assembly, whereby a child from each year group is nominated by a member of staff in recognition of good behaviour or modelling the school values. These are displayed on Star Board each week.
- Learner of the Week is a weekly celebration in assembly, whereby a child from each year group is nominated by their peers in recognition of good learning skills
- In assembly, there will be stickers awarded for achieving a target. When a child has achieved targets they will be rewarded with bronze, silver and gold certificates for targets.
- Each class will also use their own reward systems
- Reports and Parent Evenings are also important tools for praising children and identifying areas for development

SANCTIONS

Early intervention

One off incidents of unpleasant behaviour will always be dealt with firmly and appropriately by the adult in charge. The class teacher will be informed. Warnings will be given and punishment/sanctions may apply if these are not heeded. If a pattern of incidents emerges, further action will be taken. It may be necessary to look at the criteria for registering a child

on the Special Needs register and then completing an Individual Educational Plan to set targets, with clear behaviour strategies to help to develop the child's needs. Where there is serious cause for concern it may be necessary to register the child further on in the stages of the SEN register. In some cases it may be necessary to produce an individual behaviour plan, to support a child.

If any child is underperforming or exhibits unacceptable behaviour (*performing or behaving badly*) they will initially be reminded of what is expected of them. If a child is continuing to perform or behave badly, this will be discussed at staff meetings. (*under Special Needs.*)

The following disciplinary steps will be taken:

Stage 1:

- Talking the matter over with the child
- Talking to other teachers and pupils – checking details of the incidents.

This stage will start with a warning and they will then have their name written down in a class note book and the head teacher will be notified. Reparations to be made e.g. a verbal apology

Stage 2: The child will again be warned officially to stop offending and a suitable punishment/strategy will be employed. At this stage the head teacher will also be informed. The main strategy will be:

- Discuss with parents at earliest opportunity.
- Withdrawing any pupil from participating in practical work for a period of time equivalent to their age as appropriate to safeguard the welfare of the majority of pupils. Reparations to be made where appropriate, e.g. a verbal apology, written apology

It may also be felt necessary to:

- Remove the child from the classroom for a short period of time/session.
- A denial of playtimes or lunch times.
- Work 'avoided' can be completed at break or lunch times supervised by the staff who have asked the child to stay in.

Stage 3: If the behaviour continues the following action will be taken:

- Talking again to parents or in cases of unacceptable behaviour an immediate phone call to the parents and or meeting with parents. Incident form to be completed. Copy sent to parents.

From Stage 3 all incidents will be recorded on an incident sheet and sent to parents.

Stage 4: If the behaviour continues for a limited period of time, behaviour will be monitored.

- Placing the pupil on report. Here the behaviour is monitored throughout the day.
- Regular meetings with parents will be scheduled to ensure communication between home and school. Look at the SEN system.

Stage 5a:

- If a child does not stop there will be an internal exclusion – time out in another class or the Head Teacher's office.

Stage 5b

- If the child does not stop they will be excluded for a minor fixed period (up to 5 days).
- In all cases of exclusion the parents/guardians will be asked to bring their son or daughter to discuss the terms of re-admittance with the Head teacher.
- In an extreme case of physical, aggressive, abusive or disruptive behaviour – child to be excluded.
- In all cases of exclusion the parents/guardians will be asked to bring their son or daughter to discuss the terms of re-admittance with the Head teacher.

Stage 5c:

- If the behaviour persists the child will be recommended for exclusion for a major fixed period (5-15 days).
- In the event of very extreme dangerous behaviour and the child does not end such behaviour, he/she will be recommended for permanent exclusion (expulsion).

Discipline during morning, afternoon and lunchtimes is monitored by staff on duty.

In extreme cases of disruptive behaviour or behaviour that is aggressive to others the stages of the behaviour policy will be quickly implemented. There would be an emergency review of the child's SEN provision which could result in shorter term targets and also PEP's (Personal Education Plan) being drawn up. There would also be involvement with other outside agencies e.g. EBD (Emotional Behaviour Support Team).

In certain circumstances the procedure may not be followed but might automatically go to a higher stage.

- *(Remind children of correct behaviour*
- *Write name on board two times*
- *Remove from class/ activity for a time equivalent to their age*
- *Phone parents*
- *Remove from class/school for the rest of the session.*

A child with known behavioural difficulties will be monitored daily where their behaviour is of concern. E.g. stage 4)

SCHOOL RULES

The school rules are based upon consideration for others and the safety and well being of everyone.

- Treat all adults and children as you would wish to be treated yourself.
- Treat all staff and members of the school community with respect,
- Listen to what they say and do exactly as they ask straight away.
- Walk quietly through school
- When the whistle blows/bell rings, stop immediately.
- Respect the school, other people's property and your own.
- Always tell the truth.

Each class will discuss the school rules every term.

Behaviour Management Strategies

The school staff will always start the least intrusive, moving to more intrusive if the behaviour does not improve:

- Planned ignoring
- Show displeasure through a glance, gesture, expression
- Defusing the situation with humour or affection
- Stimulate a new interest or focus
- Suggest a move of place
- Provide support with TA or teacher
- Hurdle help, (anticipating places where the child may find themselves stuck in a situation)

More Intrusive

- Remind the children about our rules
- Give choice and consequences
- Suggest voluntary time out of the situation
- Remind child about the subsequent sanctions

In all cases watching and giving low level praise for returning to acceptable behaviour.

The school uses SEAL small group work to help children to learn about emotional literacy and boost self esteem. All children in the school will have the opportunity to be involved in these sessions at some point during their time in school.

Where required, the school will exercise the use of reasonable force or make other physical contact. Where possible this will be by trained staff, either with emergency training especially implemented for a specific child or will include the general Team Teach Training.

Screening and searching will be used in accordance with the guidance- Use of Reasonable Force.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

The school will investigate and discipline non-criminal bad behaviour and bullying which occurs anywhere off the school premises and witnessed by a member of staff or reported to school and will implement any appropriate consequence in accordance with the sanctions above and will consult with parents about its actions. This includes any bad behaviour on the way to/from school, anytime whilst the child is wearing the school uniform or participating in any school related visit or activity. This includes any misbehaviour which could have repercussions on the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Pastoral Care for School Staff

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The head teacher will draw on the advice in "Dealing with allegations of Abuse Against Teachers and Other Staff" and will offer pastoral support to staff if they are accused of misusing their powers.

This policy is very closely linked with the school's Anti-bullying policy and reviewed simultaneously.

This policy is in conjunction with the SEND and Equal Opportunities Policy and consideration to a child's needs/disability (SEND needs and requirements) should be taken into account when applying this policy.

This policy is in conjunction with the PREVENT policy.

Policy approved by:	The Full Governing Body
Policy adopted:	September 2026
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