SHERINGDALE PRIMARY SCHOOL
BEHAVIOUR POLICY

SHERINGDALE

Reviewed: Aut 2026
Next review: Aut 2027

Written Statement of Behaviour Principles
The Education and Inspectors Act (2006) and DfE guidance for governing bodies (2012) requires the production and review of a written statement of general behaviour principles to guide both Governors and the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.
This is a statement of principles, not practice. The purpose of this statement is to give guidance to the Headteacher in creating the Behaviour Policy by stating the principles that Governors expect to be followed.

Our school values underpin our relationships, curriculum and policies.
These are: **Learn, Create, Grow, Together**.
These are further underpinned by the whole-school rules of:

- We are kind and helpful
- We listen
- We respect
- We are honest
- We work hard and do our best

Behavioural standards reinforced by embracing the British Values of:

- Democracy
- Rule of Law
- Respect and Tolerance
- Individual Liberty

Behaviour Principles

- Governors expect that all staff and students should feel safe and secure, in an environment free from abuse, bullying or violence, in which boundaries and expectations are clear.
- Governors expect all members of the school community to behave responsibly and treat each other with respect.
- Governors believe that high standards and expectations of behaviour lie at the heart of a successful school.
- Governors believe that bullying or harassment, whether inside or outside of school, is unacceptable and measures to counteract this will be consistently applied and monitored for their effectiveness.
- Governors believe that positive behaviours should be acknowledged to encourage good behaviour in the classroom, around the school, and when representing the school off-site.
- Governors recognise that some pupils may need additional support to meet behaviour expectations.
- Governors believe that the use of rewards and sanctions should be appropriate to the incident inciting their bestowal and to the context of the student(s).
- Governors recognise that sanctions should be applied fairly, consistently, proportionally and reasonably, considering SEND, disability, and the needs of vulnerable children, and offer support when necessary.

- Governors believe that violence, threatening behaviour, abuse, or acting in a manner disagreeable with the Parental Code of Conduct, by pupils or parents, will not be tolerated.
- Governors expect that sanctions for unacceptable or poor behaviour should be known and understood by all staff and pupils and consistently applied.

PURPOSE

At Sheringdale, we aim to create a calm, safe, joyful and purposeful environment in which every child can learn, belong and succeed.

We believe that positive behaviour is taught, practised and reinforced. Children are not simply expected to know how to behave; they are explicitly taught the routines, habits and learning behaviours that enable them to thrive.

Our approach is warm, calm and consistent. We hold high expectations for every child whilst recognising that some pupils may require reasonable adjustments and additional support to achieve these expectations.

Our school vision underpins all aspects of school life:

Learn Create Grow Together

SHERINGDALE EXPECTATIONS

Our whole-school expectations are:

- We are kind and helpful
- We listen
- We respect
- We are honest
- We work hard and do our best

These expectations apply in:

- Classrooms
- Corridors
- Assemblies
- Playgrounds
- Dining hall
- Educational visits
- Clubs
- Online interactions linked to the school

Adults explicitly teach, model and revisit these expectations throughout the year.

BEHAVIOUR CURRICULUM

Behaviour is taught in the same way as any other area of learning.

At the start of each year, and whenever necessary, staff explicitly teach and rehearse:

- Entering and leaving classrooms
- Listening and gaining attention
- Partner talk
- Independent working
- Asking for help
- Transitions
- Lining up
- Assembly conduct
- Playtime behaviour
- Dining hall expectations
- Conflict resolution
- Self-regulation and recovery after mistakes

Children are supported to develop self-regulation, resilience, independence and responsibility for their actions.

CLASSROOM ROUTINES

Every classroom establishes clear and consistent routines which align with whole-school expectations.

All adults:

- Greet pupils positively
- Establish calm starts to lessons
- Use agreed attention signals
- Reinforce expectations consistently
- Use positive behaviour language
- Model respectful interactions

Classroom routines are regularly revisited and practised.

POSITIVE RECOGNITION

Positive behaviour is recognised more frequently than misbehaviour is corrected.

Recognition may include:

- Verbal praise
- Behaviour-specific praise
- House points
- Stickers
- Certificates
- Good Book entries
- Positive messages home
- Celebration assemblies
- Opportunities to represent the school

Recognition focuses on effort, kindness, responsibility, resilience, self-regulation and contribution to the school community.

RESPONDING TO MISBEHAVIOUR

Adults respond calmly, consistently and proportionately.

The standard response pathway is:

- Stage 1: Reminder(s) – A quiet reminder of the expectation
- Stage 2: Warning(s) – A clear warning that the behaviour must change
- Stage 3: Consequence – A proportionate consequence such as:
    - Reflection time
    - Re-seated within class
    - Completion of missed work at playtime
    - Loss of part of playtime
    - Restorative conversation

For the vast majority of incidents, Stages 1-3 are often satisfactory to resolve any issues.

- Stage 4: Referral – Persistent, Red level (see Behaviours and Consequences guidance) or unsafe behaviour is referred to senior leaders.

Where appropriate, parents are informed.

Adults focus on the behaviour rather than the child and seek to return pupils to learning as quickly as possible.

Inappropriate behaviour may be ignored when it is considered to be the best option e.g. in cases of persistent attention seeking.

The teacher is responsible in the first instance for dealing with infringements of school expectations and for informing parents.

It must be understood and accepted by the pupils and their parents that good behaviour is expected whether on school premises or away from the school, for example on a school outing, fixture, or residential trip.

In exceptional circumstances, the school may exclude children permanently under the DFE regulations.

When imposing a sanction, it is important to deal with individuals or groups of children as opposed to the whole class.

Cases of bullying and the use of abusive language against protected characteristics are treated very seriously. Any children concerned will be provided with opportunities to discuss the incident and appropriate counselling will be provided and recorded. Whenever necessary, parents will be involved. All bullying incidents and outcomes are recorded on CPOMS (see Anti-Bullying Policy).

Reasonable adjustments will be made for SEN children with regards to rewards and sanctions.

RESTORATIVE REPAIR

Where appropriate, following incidents, pupils are supported to reflect and repair relationships.

Restorative conversations may include:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- What needs to happen now?
- How can this be put right?

The aim is accountability, reflection and relationship repair.

PLAYTIMES AND LUNCHTIMES

The same expectations apply throughout the school day.

Midday supervisors and support staff use the same language, expectations and consequence system.

Adults actively supervise, reinforce positive behaviour and respond consistently to concerns.

SEND AND ADDITIONAL NEEDS

Sheringdale recognises that some pupils may require reasonable adjustments to access behavioural expectations.

Adjustments may include:

- Visual supports
- Adapted instructions
- Sensory/movement breaks
- Additional processing time
- Pre-correction and reminders
- Alternative regulation strategies
- Personalised behaviour plans

High expectations remain in place for all pupils.

BULLYING, DISCRIMINATION AND SAFEGUARDING

We have a no tolerance approach to bullying, discriminatory language, prejudice-related incidents, sexualised behaviour, harassment, violence and threats and these are treated very seriously.

Such incidents are investigated, recorded and addressed in accordance with safeguarding procedures.

Bullying is the use of repeated aggression with the intention of hurting another person. Any incidents of bullying should be dealt with following our behaviour policy and recorded on CPOMs

Parents are informed where appropriate.

WORKING WITH PARENTS

The school works in partnerships with parents and carers to support positive behaviour.

We will:

- Communicate expectations clearly
- Celebrate successes
- Contact families when concerns arise
- Work collaboratively to support improvement

If the school has to use sanctions, parents should support the actions of the school.

The class teacher should always be the first point of contact for any concerns. If concerns remain, these will be escalated to the Senior Leadership Team.

STAFF RESPONSIBILITIES

All adults are responsible for promoting positive behaviour.

Consistency is expected across:

- teachers
- teaching assistants
- lunchtime supervisors
- office staff
- club providers
- volunteers

Staff model behaviours we seek to develop in pupils.

MONITORING AND REVIEW

Leaders monitor behaviour through:

- behaviour records
- pupil voice
- staff feedback
- attendance data
- safeguarding records

The policy is reviewed annually to ensure that it continues to meet the needs of pupils and reflects current evidence and guidance.

POSITIVE HANDLING

Positive and protective handling refers to the application of reasonable force with the intention of protecting a child from harming him/herself and/or others or seriously damaging property.

Positive and protective handling techniques should be used rarely and exceptionally, as a last resort when other courses of action have failed, or in extreme emergency circumstances when there has been no opportunity to employ agreed strategies. Staff should always use the minimum degree of intrusion or intervention required.

The use of physical interventions must never be used as a punishment and always be the last resort.

LEGAL FRAMEWORK

School staff have a legal power to use reasonable force where it is necessary and proportionate in the circumstances. This may include:

- preventing a pupil causing harm to themselves

- preventing a pupil committing a criminal offence
- preventing a pupil causing harm to another person, this may include other staff, adults, volunteers or members of the public.
- preventing any behaviour which is prejudicial to the maintenance of good order and discipline. (section 93 Education and Inspections Act 2006)

When physical intervention is necessary, staff should:

- use the minimum degree of force necessary to achieve the immediate safety objective
- use the minimum amount of time necessary
- avoid any action that could cause unnecessary pain, distress or humiliation
- take account of the child's age, size, physical and emotional needs, SEND and any known additional needs or vulnerabilities. Reasonable adjustments should be made where appropriate
- continuously assess whether physical intervention remains necessary and stop as soon as the risk has reduced sufficiently
- seek assistance from another member of staff appropriate
- ensure that other children are moved away from the situation where this can be done safely

Staff should use appropriate de-escalation strategies wherever possible before considering physical intervention.

Physical intervention should not be used as punishment, to cause pain or distress, to obtain compliance for its own sake or simply because a pupil is refusing to follow an instruction where there is no immediate safety concern.

EMERGENCY PHYSICAL INTERVENTIONS

On occasion, it may be judged by a member of staff or team that the use of a physical intervention may be appropriate given a level of relative risk in a situation that could be described as unforeseeable. Staff remain responsible and accountable for their actions or inaction and must still act within current legislation and guidance.

Following an incident involving positive and protective handling, the priority is to ensure the safety and wellbeing of everyone involved.

The member of staff should:

- check the child and any other person involved for injury or distress
- provide appropriate first aid or seek medical assistance where necessary
- allow the child time to recover and regulate following the incident
- inform a member of the Senior Leadership Team as soon as possible
- ensure that the incident is reported factually and promptly
- inform the child's parents/carers in accordance with the school's procedures
- consider whether the incident indicates a need for further support, intervention or risk assessment

RECORDING AND MONITORING

All incidents involving positive and protective handling must be recorded promptly and factually.

Reports should include:

- the date, time and location of the incident
- the name of the child(ren) and staff involved
- any SEN or additional needs
- the circumstances leading up to the intervention
- the behaviour or risk that made physical intervention necessary and why
- the de-escalation strategies attempted
- the type of intervention used and its duration
- any injuries, distress or damage caused
- the action taken following the incident
- who was informed, including parents/carers

Where a use of force meets the statutory definition of a significant incident, it will be recorded in accordance with the school's statutory recording procedures. Parents/carers will be informed of a use-of-force incident as soon as possible, in accordance with statutory requirements and the school's safeguarding procedures.

Records will be reviewed by the Senior Leadership Team.

RISK ASSESSMENT

In order to ensure the health and safety and wellbeing of children and staff it is essential that a risk assessment approach is adopted for all physical interventions. An individual risk assessment should be considered where there is a known or foreseeable risk that a pupil may require physical intervention, particularly where there are known triggers, patterns of behaviour or individual needs that may increase the likelihood of restrictive intervention being required.

PHYSICAL INTERVENTION TRAINING

Training provided should cover ways of avoiding or defusing situations in which physical intervention might become necessary, as well as training in appropriate methods of physical intervention. The school will ensure that the appropriate staff receive training in prevention, de-escalation and safe physical intervention. The school will maintain arrangements for trained staff to provide support where there is foreseeable risk of physical intervention being required.

TRAINING AND SUPPORT

The Behaviour Lead will support teachers and teaching assistants by providing training at TA meetings and staff meetings. The Behaviour Lead, and SLT, will be available to support teachers with inappropriate behaviour where necessary.

Sheringdale Behaviour Traffic Lights

Green	**Positive behaviour**	**Rewards**
	• Following the school rules – We are kind and helpful, we listen, we respect, we are honest, we work hard and do our best	• Specific verbal praise and recognition (e.g. stickers and rewards) • House Points • Entry into the Good Book • Reward Afternoon
Colour code	**Inappropriate behaviour**	**Sanction Examples**
Yellow	• Being unkind towards another child (verbal) • Disturbing/ Disrupting learning • Off task • Not following instructions	• Reminders/conversation about expected behaviour, linking to the school rules • Warning(s) • Time out in classroom (5 minutes) – period to reflect on actions and feelings using ZoR. • Re-seated in class
Orange	• Continued behaviour from yellow • Being rude or disrespectful to another child/adult • Being dishonest • Misuse/damaging/breaking school property • Swearing or using offensive language • Being physically aggressive or acting carelessly • Persistent refusal to follow instructions	• Conversation about expectations • Warning(s) • Time out (10 minutes) from break/lunchtime with class teacher with completion of reflective task restorative conversations • Re-seated in class • Incident recorded • Parents contacted
	When behaviour is repeated but does not meet the threshold for red, sanctions should be escalated within orange e.g. longer time out from break/lunchtime.	
Red	• Continued behaviour from orange • Deliberately physically harming another child • Verbal abuse: using discriminatory language against protected characteristics • Deliberately physically harming an adult • Deliberate misuse/damaging/breaking school property that results in financial cost (see Charging Policy)	• Dealt with in a timely manner • SLT intervention - incident recorded and exclusion from class/playground/dining hall for a session • Reported to parents • Referrals if appropriate • If threshold is met, fixed term internal suspension/ external suspension [depending on incident] (DHT/HT)