



SHEERHATCH PRIMARY

BEHAVIOUR POLICY

The purpose of this policy is to define the expectations we have of pupil's behaviour in school; to promote and support a calm and ordered environment for all the pupils to thrive happily, and to enable them to learn and grown in an atmosphere that nurtures and protects but also strengthens and builds resilience.

We have high expectations of our pupils and will encourage and empower them to make positive choices about their behaviour.

Expectations are explicit in our 'Sheerhatch' values acrostic and will underpin the behaviour of all staff and pupils:

Safe

Honest

Enthusiastic

Encouraging

Respectful

Hard-working

Ambitious

Tolerant

Caring

Happy

These expectations will be displayed in all parts of the school and will be referred to and be part of our regular conversations. They will be reinforced in explicit learning activities and assemblies.

Positive behaviour will be rooted in positive relationships and mutual respect between adults and children. We will endeavour to establish a safe and trusted space in which pupils feel comfortable in expressing themselves, adults understand that behaviour is a means of communication and strategies are worked on together. Adults will meet and greet pupils on a daily basis. Adults will give pupils opportunities to talk about their choices, listen to pupils and explain the reasons behind any sanctions given.

Rewards

Positive demonstration of the Sheerhatch values will be rewarded in a variety of ways as appropriate. These may include:

- Praise given.
- Stickers
- House points (Class Dojo)
- Green cards (worth 3 house points).
- Weekly certificates of achievement.
- Golden time/treats.

Green cards can be given for exceptional work, outstanding behaviour or contribution and for consistent good behaviour (5 consecutive days with no recorded sanction or warning needed).

House points will be totalled weekly and the winning house recognised in Friday assembly.

‘Star of the Week’ certificates for one child in each class will also be presented in Friday assemblies and will recognise demonstration of one of the Sheerhatch values.

Sanctions

Low Level Disruption

If behaviour fails to meet expectations, a verbal warning will be given in the first instance. (Sheerhatch values will be referred to where appropriate e.g. ‘You are not being Respectful’). Further incidents or continued disruption will lead to a visual warning where appropriate e.g. showing a card and the next step will be a yellow card given. The yellow card will be physically handed to the pupil with their name and date recorded on it.

A yellow card will entail 5 to 10 minutes time out (at the class teacher’s discretion) from an activity in class or during break time. If the yellow card is given by a member of support staff, the child should report with it to their class teacher.

Each day will be seen as a fresh start.

More Serious Incidents

If a pupil is involved in a more serious behavioural incident such as deliberately hurting another pupil, intentionally damaging or taking property, or not responding to sanctions given, they may be given a red card. Staff should take the pupil to the Head or Assistant Head, or send them with a blue referral card. The Head or Assistant Head will decide whether to issue a red card and what the appropriate sanction will be. Parents/carers will be informed verbally if a pupil has received a red card.

If a pupil receives a second red card within a half term period, a letter will be sent to the parents/carers and they will be invited to discuss the pupil's behaviour.

An individual behaviour plan may be set up for pupils who have difficulty responding to the day to day rewards and sanctions.

Exclusions

In rare circumstances, and only as a final resort, it may be necessary to exclude a pupil for a fixed period. Only the Head Teacher (or an Assistant Head teacher if the Head is not available) has the power to exclude a pupil from school. If the circumstances warrant, the Head Teacher can also exclude a pupil permanently.

If a pupil is excluded, the parents/carers must be informed immediately and given reasons for the exclusion. At the same time, it will be made clear to the parents/carers that they can, if they wish, appeal against the decision to the Governing Body. The school will inform the parents/carers how to make any such appeal. The Head Teacher must inform the LA and the Governing Body about any permanent exclusion and about any fixed term exclusion. A committee made up of 3 members of the Governing Body considers any exclusion appeals on behalf of the Governors'. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and the LA and consider whether the pupil should be re-instated. If the Governors' appeal panel decides that a pupil should be re-instated, the Head teacher must comply with this ruling.

Review

This Policy will be reviewed annually. The Policy was approved by the Governing Body at its meeting on: **1st February 2022**

Signed by Head Teacher

Signed by Chair of Governors