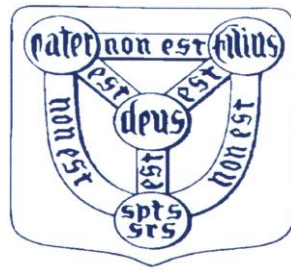


Shellingford CE (A) Primary School

Headteacher: Miss Judith Terrell



"Inspiring hearts and minds"

BEHAVIOUR FOR LEARNING POLICY

Shellingford CE(A) Primary School is a church school where our Christian faith lies at the heart of our ethos, creating and nurturing a compassionate and secure family community. We provide a caring school environment which challenges, motivates and stimulates each child, whilst fostering qualities of excellence.

Children at our school are always encouraged to take ownership and responsibility for their own behaviour. This policy was written in consultation with the School Council.

AIMS

Our school is committed to providing:

- A supportive learning environment where everyone can feel safe, happy, and valued as part of the Shellingford School Family.
- A very high standard of behaviour across the school community where each individual is treated with the utmost care and respect.
- Optimal achievement where academic success and inclusive attitudes are celebrated.

Our school vision aims to inspire hearts and minds, building 'roots and foundation in love' (Ephesians 3:17-18). Our vision is focused on our four key values of Creativity, Respect, Belonging and Spirituality which permeate our approach to others and to what we do in school.

We expect all members of the school community to play a part in fostering these values.

Children: knowing how they are expected to behave and knowing the consequences of their behaviour.

Staff: presenting good role-models of behaviour and managing behaviour in a fair and consistent manner.

Parents: upholding the policy and Home-School agreement in partnership with the school.

Governors: monitoring and supporting the policy and evaluating its impact.

GUIDANCE

This policy should be read in conjunction with the DFE guidance: Behaviour in Schools (*see attached*). At the date of this policy shown below, the Guidance issued in February 2024 may be found [here](#):

The school follows the principles and recommendations set out in this guidance.

RECOGNISING GOOD BEHAVIOUR

Every child is valued at our school and should receive equal opportunities for taking responsibility in the school.

All children are expected to:

- Treat others as they would like to be treated, be caring and considerate towards others, and respect each other's personal space.
- Work hard and to the best of their ability.
- Make positive contributions to class discussions and value differing points of view; take responsibility for their learning and ask if they do not understand.
- Listen carefully whilst other children and adults are talking; respond promptly and politely to peers, teachers, teaching assistants, lunchtime supervisors and all other adults such as parent volunteers.
- Work sensibly with other children in the classroom; talk quietly and not interrupt.
- Behave sensibly and in an orderly fashion when moving around the school; look after personal belongings; take good care of the school environment; tidy away equipment.
- Take responsibility for their own actions and their consequences.

All staff are expected to:

- Undertake duties in a professional manner; provide support and encouragement to each other in accordance with the policies and procedures of the school.
- Make explicit in a constructive and positive way the behaviour expected of children; use a language of choice and consequence.
- Be firm without being confrontational; handle situations with a degree of warmth and concern.
- Provide praise and encouragement for learners; offer challenge and highlight their achievements.
- Work closely with parents in a discreet and pro-active manner.

PRACTICE

Positive behaviour is the '*hidden curriculum*'. It is explicitly taught through PSHE (Personal, Social and Health Education) and the SCARF programme, RE (Religious Education) and through Collective Worship. (See PSHE / RSE / RE / CW policy)

The Christian ethos of the school plays a major part in the framework of positive behaviour which is constantly modelled, promoted and expected by:

- Developing the self-esteem of everyone in the school.
- Enabling everyone to have respect for themselves and for others.
- Creating a climate in which quality relationships can develop between everyone in the school.
- Contributing to the personal and social development of children.
- Developing emotional competence, self-awareness and self-discipline in children.
- Promoting mutual understanding in order that an atmosphere is created for effective learning.
- Encouraging children to make informed and well-balanced choices.

General:

At Shellingford CE (A) Primary School we use the 'Peaceful Problem Solving' strategy to resolve conflict. This approach uses peer mediation to build, maintain and repair relationships.

A child who suffers 'low-level' physical or emotional hurt by another child must first:

1. Let the child know how he / she is feeling and give them a reason to stop.
2. If the negotiation breaks down and the behaviour continues the child must tell the adult in charge immediately, who will then intervene to deal with the situation.

A child who retaliates will be seen to be at fault also. Staff must be told when children are in danger, hurting others or being hurt.

Work left unfinished as a result of poor behaviour will be completed in the child's own time.

Consistently poor behaviour is recognised as a form of Special Educational Need and the school will proceed accordingly. The stages used will depend upon the behaviour exhibited.

REWARDS

In order to promote a child's self-esteem, we recognise positive behaviour and we reward:

Good attitudes: good manners, being thoughtful, commitment, caring, fairness

Good work: completing work, achievement, effort, taking pride, perseverance

Actions might include:

➤ **Praise and Encouragement**

- smile, nod, thumbs up, verbal feedback acknowledging effort and the importance of learning from mistakes
- individual / group / class system of rewards – e.g. moving up a rainbow chart, beads in a bottle
- privilege time – playtime, free choice
- informing the child's parents or Headteacher of good behaviour

➤ **Celebration**

- All adults and children are invited to nominate others who they feel have particularly worked hard or behaved well. For example, Secret Student, Star Slips, Effort Scores. These are 'celebrated' daily, within classes towards the end of the school day (and with parents where appropriate.)
- 'Celebration Assembly:' groups of children's work from each class are celebrated at a special assembly every Friday.

Note

Staff must take note of behaviour patterns that may have a specific trigger for certain children. Children who exhibit changed behaviour may be experiencing difficulties at school or at home. If this occurs with a child a member of staff would raise this as a concern with the parents. If there is a Child Protection concern, this would be reported directly to the Headteacher.

SANCTIONS

Sanctions may be necessary from time to time in the event of negative behaviour and applied as follows for most cases (allowing for professional discretion). Shellingford CE (A) Primary School uses a system of **Reminder – Warning – Consequence**:

1. A verbal **reminder** is given to the child to change their behaviour: a clear language of choice and consequence is used.
2. A verbal **warning** is given to the child to change their behaviour: a clear language of choice and consequence is used.
3. If the request is ignored and the behaviour continues, the child is then given a **consequence** i.e. works / plays away from that activity for 5 – 15 minutes or loses 5 – 15 minutes of playtime. The child will always be supervised by an adult.
4. Further negative behaviour will result in the child being sent to the Headteacher.

At any stage the parent may be informed of the child's inappropriate behaviour. However, in extreme circumstances as an immediate procedure, a child may be sent home by the Headteacher, or acting Headteacher (Senior Teacher).

Children are made aware of these sanctions through PSHE sessions which aims to equip children with the skills to deal with such situations.

Incidents are classed as:

- Minor incidents would normally be handled by the responsible adult (*e.g. lack of cooperation, ignoring, less serious rudeness*).
- Medium Incidents may be dealt with by class teacher if they are one off incidents (*e.g. being deliberately rude; being disruptive – no physical danger; being involved in negative/aggressive arguments; teasing; swearing; minor untruths*) and recorded on the 'Behaviour Incident Form.'
- Major Incidents should always be referred to the Headteacher (or Senior Teacher in the absence of the Head) who will deal with the matter in collaboration with the class teacher and other relevant professional agencies if necessary (*e.g. racial teasing – sexist/racial comments/abuse; threatening/aggressive behaviour; hurting another child/adult; spitting; stealing; deliberate deceit or damage to property; unsafe behaviour – throwing things; bullying*) and recorded on the relevant form held in the school's Safeguarding file.

When behavioural incidents occur, adults will start each day afresh and will encourage children to do the same.

As the school wishes to have a proactive approach, parents will be contacted when poor behaviour disturbs learning, interrupts play or upsets others emotionally on a frequent basis. We recognise that parents might have concerns and they are invited to make a first contact.

At this stage we expect the first meeting to be with the class teacher. When the meeting is arranged the reason for it should be explained. At the meeting the problem will be discussed and a strategy agreed. This might include individual targets and specific rewards for the child being detailed on a Pupil Profile which will then be discussed with the parents and reviewed regularly.

We hope that by working together in this way any situation resulting from negative behaviour will be resolved.

However, should matters persist or deteriorate the actions detailed below will be taken as necessary:

- Involvement with the Special Educational Needs Co-ordinator (SENCo), Educational Psychologist, CAMHS or Specialist Advisory Teachers will be requested and advice acted upon.
- Suspension or permanent exclusion from the school in line with current legislation.

Team Teach:

All staff have been trained to use Team Teach which is Oxfordshire's preferred approach to positive behaviour management. Team Teach aims to safeguard people and services whilst helping to reduce risk, restraint and restriction.

Bullying:

Bullying can be physical, verbal or indirect. It is deliberate; repeated, often over a long period of time; frequently covert; and makes it difficult for victims to defend themselves. In any form it is unacceptable behaviour. At Shellingford CE (A) Primary School we would take the following actions, depending on the severity of the case:

- Listen to the victim and support them.
- Talk to the perpetrators and their parents.
- Impose sanctions where the bullying is proven (see above).
- Discuss the feelings of those involved (perhaps in circle time, to explore how a positive self-view is formed, and how all members of the school can support each other).
- Discuss other possible approaches with the Educational Psychologist.
- Use other services from the LA.

Bullying is such an underhand activity that staff do not always see it occur. Bullying is also so demoralising that victims do not always have the courage to report it direct to staff. Therefore, we rely on all eyewitnesses and the victim's parents to report these incidents to the class teacher in the first instance and as soon as possible.

Detailed guidance on dealing with incidences of bullying is contained in the school's Anti-Bullying Policy.

Related documents

This policy is intrinsically linked with the following policies:

School Vision and Values Statement
Curriculum: Teaching and Learning Policy
Collective Worship Policy
PSHE Policy
RSE Policy
Equality Policy & Action Plan
SEN Policy
Home School Agreement
Anti-Bullying Policy
Exclusion Policy
Child Protection and Safeguarding Policy
Use of Restraint and Force

In summary, this policy is designed for all members of the school community to work together to enable children to develop a positive behaviour that will enhance their educational experience and equip them with crucial life skills.

Date written: September 2025

Review Date: September 2028

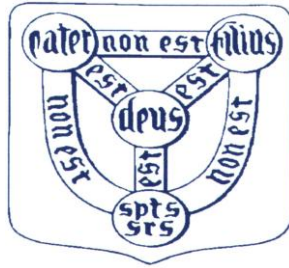
Policy Agreed by the Governing Body on

Signed Chair of Governing Body

Signed Headteacher

Shellingford CE (A) Primary School

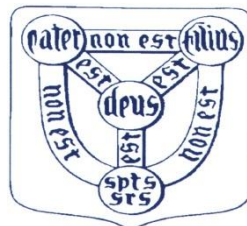
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Behaviour Incident Form (*Medium Incidents)

Name of child:		
Class:	IBP in place for the child? Yes / No	
Date:	Time:	Place:
Type of incident / persistent behaviour: ☐ Refusal to do as asked ☐ Persistent disruption ☐ Persistent calling out ☐ Dismissive comments, deliberately being rude, answering back ☐ Using inappropriate language to another ☐ Other		
Brief description of incidents including antecedents:		
Outcome (including any follow up action required):		
Staff involved:		
Signed _____ (Member of staff)		Signed _____ (Designated member of staff for child protection)
Has this information been passed to any other agencies? (Please give details including names) If not, please record reasons why		



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School Behaviour Steps

Step 1 **Reminder of rules**

Step 2 **Warning of consequence**

Step 3 **Consequence**

5 minutes on the Timeout table before returning to the lesson.

If the behaviour is repeated

Step 4 **Further Consequence**

Timeout (with work) in a different environment until calm enough to return to own class.

Step 5 **Back to class, working at separate table**

If the behaviour is repeated

Step 6 **Miss Terrell or Senior Teacher called to collect the child**

20 minutes of the next playtime or lunchtime missed and a phone call to parents.

* behaviour extreme *

* Violent, racist, rude or threatening behaviour towards other children or members of staff.

- X. You are
- The rule is that we..... .
- X. you need to
Thank you

State the behaviour that x is displaying.

Use '**thank you**' at the end not 'please' at the beginning.

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* Violent, racist , rude or threatening behaviour towards other children or members of staff.

- If you choose to continue, you will have to
- If you now, you will not have to
- It is your choice.

Take-up time (something visible, predictable, familiar i.e. I am going to walk away and count to 10. By the time I get back, you will have made your choice.)

- **Well done**, X. You have made a good choice.

'**choose**' and '**choice**' are the key words here.

Always praise pupil for making a good **choice**.

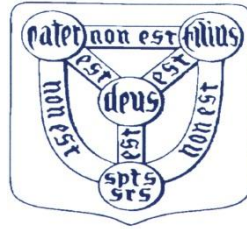
- You have **chosen** to continue so you will have to

State the consequence again.

- That was a bad **choice**.

X, you have just **chosen** to (be rude/racist/threatening).

We should never be (rude/racist/threatening) to anyone.
The **consequence** for this is



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School Behaviour Expectations (example)

- ✓ Be respectful at all times to pupils and school staff.
- ✓ Be polite, say Please and Thank you.
- ✓ Look after classroom equipment and books.
- ✓ Support other children with their learning without exception.
- ✓ Put your hand up to speak.
- ✓ Stay seated or on the carpet unless given permission to get up.
- ✓ Allow others to speak when it's their turn.
- ✓ Follow a member of staff's instructions; the first time.
- ✓ Speak in a calm voice at all times.
- ✓ Push your chairs in and tidy your desk at the end of each lesson / activity.
- ✓ Line up quietly and sensibly at all transition times.
- ✓ Try your hardest in your learning without distracting others from theirs.
- ✓ Quietly tell a member of staff if anyone is disrespectful to you.