

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Behaviour Policy

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016 and the requirements of the EYFS Framework 2017.

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Created	July 2015
Revised	1st September 2020
Date for revision	July 2021

Aims

Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave ourselves and in the ways we expect others around us to behave. For this reason it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

Our behaviour policy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education. We aim to develop a more positive focus on improving children's engagement, motivation and well being.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are self confident and secure, with a strong sense of belonging, and so more likely to reach their full potential.

This policy has been developed through a consultative process involving children, parents, staff and governors. It therefore reflects a common and agreed view. To ensure that this continues to be the case it will be reviewed annually and comments will be regularly invited through parent surveys, the newsletter and meetings of the School Council, staff and governors.

Coronavirus (COVID-19)

Pupils and parents should be made aware that this policy and its sanctions apply if and when pupils are working in a virtual environment outside of the normal school setting.

At Sherborne House School we aim to ensure:

- every member of the school community feels valued and respected, and for all persons to be treated fairly
- an ethos and environment within which everyone feels safe and which enables everyone to learn effectively
- that we teach children behaviour that is appropriate to different situations
- raise awareness amongst children of the need to recognise and manage their emotions and reactions
- support children whose behaviour within the school environment is challenging or who may find friendship and cooperation difficult

OBJECTIVES

- provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- have clear strategies for regulating conduct and promoting good behaviour, self discipline and respect
- reinforce good behaviour so that children feel good about themselves
- for all staff to focus on de- escalation and preventative strategies rather than reactive

- all staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating
- prevent bullying

EXPECTED BEHAVIOUR (see Appendix A)

All groups within the school community have thought carefully about the behaviour we should expect of children in different situations. These include working together as a whole class, working together in groups, working alone, in the playground, in the hall at lunch time, in assembly, on trips or at competitive events and with visitors to school.

ROLES, RIGHTS AND RESPONSIBILITIES

In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

<p><u>The role of pupils</u></p>	<ul style="list-style-type: none"> ● discuss the school code and class rules within their class ● understand the consequences of breaking the school rules ● vote for members of their class to represent them on School Council
<p><u>The role of teachers</u></p>	<ul style="list-style-type: none"> ● agreeing a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all ● ensure the school code and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time ● have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability ● arrive in class in time ● know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons ● inform parents about expected behaviour and seeking their support ● avoid use of confrontational language ● use proximal praise to reinforce expectations ● ensure all children are noticed and receive attention in class ● treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding ● ensure all adults working with children with SEMH are informed of individual challenges and strategies ● organise the classroom in a way that encourages successful learning
<p><u>The role of the Teaching Assistants</u></p>	<ul style="list-style-type: none"> ● being aware of relevant and accepted expectations and reinforcing them

	<ul style="list-style-type: none"> ● being consistent and fair when giving rewards and relevant and proportionate when sanctions ● knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them ● being aware of procedures for giving directions about tasks and reinforcing them ● teaching children about behaviour skills and self regulation ● reassuring, re-focusing and reaffirming tasks set for children ● fulfilling roles identified within SEMH plans for children ● having high expectations of children ● providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation ● allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion ● responding to children's needs swiftly ● observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour ● encouraging respectful attitudes for others, the environment, property and equipment
<p><u>The role of parents and carers:</u></p>	<ul style="list-style-type: none"> ● the school work collaboratively with parents that children receive consistent messages about how to behave at home and at school ● we explain the school rules at our introductory parents' meeting and expect the parents to support the school in implementing these ● build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If their concern remains they should contact the Chair of Governors ● inform the school of any medical or social circumstance that might affect the behaviour of their child ● provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage ● inform the school of any concerns about their own child's behaviour ● keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary ● support and cooperate with the school in implementing the behaviour policy

WHOLE SCHOOL STRATEGIES

Rewards

We recognise children's efforts to behave as expected by:

- Praise for appropriate behaviour
- Drawing the attention of others to their good behaviour
- Rewards including merits, credits, golden points, class dojo, stickers, house points, stars of the week, 'It Didn't Go Unnoticed Award', play leader awards and the 'good news wall', midday 'something special' book, postcards home
- Rewards are given in accordance with individual support plans when necessary
- Visit to the head teacher
- Recognition of children who are strong role models/ always make the right choices -Friday activity session

Sanctions:

Unfortunately there are times when agreed rules are not complied with. It is important that children know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated.

These steps outline an approach for within the classroom:

1. A blue 'think' card is placed in front of a child to indicate to them that their behaviour is unacceptable (with no teacher interaction). The child is given 5 minutes 'take up time' to rectify the behaviour.

The card is removed once the behaviour is meeting expectations.

2. Should the behaviour continue, the child is given a yellow 'respect' card as a second warning (with no teacher interaction). The child is then given up to 5 minutes 'take up time' to rectify the behaviour.

The card is removed once behaviour is meeting expectations.

3. Should the behaviour continue, the child is given a red 'restorative' card. As a result of this they will miss 15 minutes of their next lunch break, (or last 15 minutes of the day if in KS2 in the afternoon) writing a reflection log or talking through with an adult (preferably their class teacher).
4. It is the class teacher's responsibility to inform parents/carers about any red 'restorative' cards they have implemented. If a child receives 3 red cards in a week, this will result in a meeting being set up with their parents, class teacher and a member of the leadership team or SENco to discuss any additional support measures that are required (eg a behaviour support plan). There is an option for the child to also receive an internal exclusion for a full or half day (age and incident dependent).

'We' Script

When working with challenging behaviour staff use the agreed 'we' script reminding of expected behaviours and verbalising when such behaviours are noticed so as to positively recognise and enforce

I....., we expect..... thank you

(staff do not shout and avoid phrases such as 'why are you?', 'don't', 'you are...')

Behaviour Response: Stepped Approach

1. Tactically ignore poor behaviour (blue/ yellow card system, private signals perhaps, catch children being good)
2. 'We' statement
3. Clear choice: that can either go into your pocket or onto my table... then walk away
4. Follow up consequence

Sanctions: play and lunch times

This positive management behaviour system is followed through at play times. Red 'restorative' times may be taken in a variety of places (lunch hall, a bench). A reflection log will be written by the child/recorded by adult.

As a means of monitoring playtime behaviour any behaviours will be noted in an incident book. These books are monitored by the head teacher and a log of recorded incidents kept. If a child has seriously breached the code of conduct they will be sent in to discuss with/ by a member of SLT or the SENCo or Head Teacher.

Repeated or serious incidents of unacceptable playtime behaviour will lead to a loss of outdoor play, the writing of a reflective log and/or alternative provision.

Parents will be informed if playtime behaviour repeatedly or seriously breaches the code of conduct.

Dealing with serious misconduct

Serious misconduct, in or out of the classroom will be referred to the Head Teacher.

Serious misconduct includes stealing, hurting other children, swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying.

Incidents will be recorded on a star analysis form/behaviour incident report and investigated by the SENCo and/or Head Teacher. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.

Repeated incidents of behaviour which contravene the code may mean the school seeks the advice of external agencies such as the educational psychologist. A support plan may be drawn up.

Serious one off breaches or repeated breaches of the school rules may lead to a fixed term exclusion.

If property has been damaged, then school may ask parents to provide replacements.

Children who persistently breach the school rules will have individual support plans and drawn up and may follow different steps of interventions and sanctions.

Confiscation, banned item and Searching Pupils

The head teacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school.

The head teacher and teaching staff have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff will be present.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol
- drugs
- stolen items
- knives
- weapons

- cigarettes
- pornographic material
- anything else perceived to pose a threat to pupils at the school
- fireworks

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

Exclusion *see appendix D*

In cases of severe and persistent misbehaviour, the Head Teacher may exclude a child from school for either a fixed period of time or permanently. If such action is taken, the head teacher will inform the Chair of Governors and the Local Authority (the Education and Access Specialist). A committee of unnamed governors for exclusion will be put together if and when the need arises in line with statutory requirements (see Pupil Discipline Committee Constitution and procedures).

Examples of types of behaviour which may result in exclusion:

- physical assault
- bullying
- cyber bullying
- possession of drugs
- possession of weapons
- serious breaches of this behaviour policy
- in such a case as when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Monitoring

- The Head Teacher monitors the effectiveness of this policy on a regular basis. He also makes reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor and major classroom incidents where a child is giving cause for concern. The Head teacher records incidents where a child is sent to her on account of seriously bad behaviour. We keep a record of any incidents that occur at break or lunch time. Lunch time supervisors give written details of any incident in the incident books kept in their MDA bags.
- The Head teacher keeps a record of any pupil who is internally, fixed term or permanently excluded
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently

- The governing body reviews the policy every year. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016 and the requirements of the EYFS Framework 2017.

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
- for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
- for example, pornography, tobacco, alcohol
- handing items to the police
- for example, banned substances, knives and weapons, stolen items.

In this context, the school has regard to the DfE guidance “Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies”.

Consistency

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SMT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

General Approaches to behaviour management

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- **Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.**
- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child’s behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headmaster will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in in the Safeguarding Policy.

Curriculum

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies

- good behaviour
- self-discipline
- respect
- Fundamental British Values

Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Developing Positive Behaviour

Rationale

We want all children and families to feel welcome and involved at Sherborne House School. We are a hard working school and expect high standards from our pupils in terms of work and behaviour. We are strongly committed to equal opportunities and inclusion, and believe that every member of the school community has the right to be able to achieve in a safe, secure and happy environment. Every child has a right to expect support and action if their happiness or safety is threatened. Because we see education as a partnership between home and school, we have written this policy so that all of us (pupils, parents, carers, staff and governors) can work together to improve behaviour, attitudes and standards of work. Good behaviour and good discipline are essential if effective teaching and learning is to take place.

Aims for Behaviour at Sherborne House School.

- To give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
- To teach children to think about their behaviour and learn self-control.
- To teach children to be polite and fair so that they learn good social attitudes
- To teach children to respect other people, their property, beliefs and feelings - essentially to respect the difference
- To praise and reward good work, behaviour and attitudes. We will always reward improvement
- To involve parents and carers in all aspects of school life, including their children's behaviour.

All staff are expected to apply the policy fairly and consistently. Staff should not administer any punishment which may adversely affect a child's well-being. Children need to feel that they have been listened to and conflicts are resolved. The following are examples of unacceptable sanctions:

Any punishment intended to cause pain, anxiety, humiliation, deprivation of access to food or drink, enforcing eating or drinking, prevention of contact with parents/independent listener or Helpline, requirement to wear distinctive clothing as a punishment, use of or withholding medical treatment, deprivation of sleep or locking in a room or area of a building.

All sanctions imposed for serious misbehaviour are recorded in a Behavioural Log for serious misbehaviour. This includes the pupil name, year group, nature and date of the offence and sanction imposed, and parents sign the Incident sheet to say they have been informed. The record is kept centrally on school's database and monitored by the Deputy Head, this being maintained in order to identify any possible behaviour patterns.

CORPORAL PUNISHMENT MUST NOT BE USED OR THREATENED. WE EXPECT OUR CHILDREN , STAFF AND PARENTS TO UPHOLD OUR SCHOOL VISION AND VALUES:

WE EXPECT OUR CHILDREN , STAFF AND PARENTS TO UPHOLD OUR SCHOOL VISION AND VALUES:

This can be done by following the rules in class, in the dining hall and at play / lunchtimes and the values below:

Value

- To be polite to teachers, support staff, other children and visitors; and to respect the authority of the adult in charge.

- To listen to adults and each other throughout the day and to consider each other's feelings.
- To walk about the school quietly and calmly.
- To value each other's work.
- To tell the truth, to take responsibility for their own behaviour and not to make excuses
- To be able to say sorry meaningfully when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood.
- To care for the school and its equipment and to report any damage they see.

Inspire

- To take a positive role in all activities, be enthusiastic and try as hard as they can.
- To feel responsible for giving a good impression of themselves and the school both within and outside the school.

Nurture

- To wait their turn to talk to members of staff and to each other.
- To work and play cooperatively with each other.
- To accept a solution or consequence if they have done something wrong; not to argue or get angry with the person sorting it out.

Modifying and Managing Behaviour through Positive Language

Rationale

At Sherborne House school we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

Our practice

It is expected that all staff members who work at Sherborne House School will use and promote positive language with children where possible. Our behaviour management strategies at Sherborne House School are based on the following principles:

- We model expected behaviour
- We use eye contact with children
- We use our body language as well as our words
- We use specific praise to reward positive behaviour
- We ignore negative or attention seeking behaviour
- We phrase our requests in a positive manner

- We promote responsibility and independence
- We use our knowledge of each child as an individual.
- We do not make assumptions about children's understanding
- We empower children to choose the right course of action

Children can expect the staff:

- To listen to them and to hear their point of view.
- To be polite and to address them in a reasonable tone of voice.
- To value all aspects of their achievements.
- To be as fair and consistent as possible when they have misbehaved.
- To ensure their environment is safe.
- To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
- To create a positive environment in the classroom and playground.
- To be in charge and maintain order so that everyone may benefit from a positive environment.
- To supervise the playground well.
- To trust them and care about them equally.
- To treat them as individuals and to take an interest in their lives.
- To see each day as a fresh start.

Ways that parents can help:

- Read and support the Behaviour Policy. Let your child know the standard of behaviour you expect – and how hard you expect them to work.
- Make sure your child keeps the rules when they are with you in school or on an outing.
- Help your child to be on time and to remember anything they need for school
- Follow our commitment to enabling children to find successful ways of sorting out difficulties and arguments.
- Make sure your child gets a good night's sleep on 'school nights'.
- Ensure a calming down period before bedtime and relaxing activities; not TV or computer games etc.
- Make sure your child has a good breakfast before coming to school; it helps them to concentrate and learn.
- Please be fully aware of what your child is accessing on the computer and monitor television watching and computer games.
- Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your confidence and understanding. Listen to your child. Trust your child.... But bear in mind that s/he may not give you the whole story and may use emotive language.
- Try not to react to every little upset so your child learns to get things in proportion and learns how to cope.

- Be positive with your child and reward the good things they do at school. Please do not expect to leave all the discipline to the school. We do not expect to leave it all to parents. Home and school need to work together to give children high standards and to let them know what is expected of them.

Rewards and Sanctions

Whole School Strategies

Children are encouraged to raise concerns and help find solutions in a mutually supportive atmosphere. The School Council may also be used to raise behavioural issues and promote harmony.

Behaviour and discipline - Foundation Stage (Year R) guidelines

Our goals for the children's development are:

- Self-respect and self-esteem
- Pro-social behaviour including consideration and empathy for others
- The ability to guide their behaviour
- Social skills such as negotiation and problem-solving.

In order to facilitate this, we will:

- Model the behaviour we wish to see in the children
- Manage behavioural issues according to the developmental stage and individual understanding of the child
- Use the consequences of children's actions to help them learn.
- Encourage children's efforts, helping them when it is hard to do the 'right' thing.
- Show children that we have noticed their assistance to another child.
- Intervene as calm adults to stop children hurting each other or behaving in an unsafe way.

Foundation Stage (Year R) Lower School (Year 1 to 3)

Rewards

- Verbal thanks, praise, encouragement
- Positive comments in workbook
- House points can be earned through good effort, behaviour, acts of kindness and improved attainment
- Sending child to share good work/behaviour with another class, teacher or other adult
- Celebrating good work/behaviour in Celebration Assembly.
- Email or postcard home
- Work to be shared with Headmaster

Sanctions

- Before using any sanctions remember that the behaviour policy is one of positive management. Using good models and positive reminders can be very effective. Reminder of appropriate behaviour. Give children strategies to put things right.
- Warning that a repeat will result in a loss of learning and consequence will be: Time Out / Loss of Playtime.
- For poor behaviour or a lack of effort the child will receive several minutes of Time Out or Lost Playtime - under adult supervision.
- In the playground the two minute time out strategy should be used to remove children from serious situations. This should be carried out with the duty staff member. Children should not be spoken to by either other children or an adult during their time out and at the end of the time out, strategies should be agreed with the child to avoid further incidents happening. This should be reported to the class teacher.
- Deputy Head Time Out - To be used as time to think about the choices that were made and how better choices could be made in future - child to discuss this with Deputy Head at the end of the time out period. NB: If the Deputy Head is also the child's form teacher, the child should go to a different teacher.
- There may be rare occasions when the behaviour requires immediate intervention from senior staff. Very serious behaviour should be reported in the first instance to the Deputy Headteacher who may make the decision to remove the child from the playground altogether.
- Internal exclusion- either from playtime or class time dependant on the severity of the behaviour
- Report card - For continued poor behaviour a meeting will be called with the child and the Behaviour Lead (Deputy Headteacher). Targets will be set and monitored. This could take the form of a behaviour report card and will be reviewed daily. Parents should be informed at this point or if the strategies do not make effective changes or if progress is being affected. Personal Support & Behaviour Plans should always be set up for pupils who continue to make the wrong choices.
- Exclusion for a fixed term-in line with The Sherborne House School Exclusion Policy

- Permanent Exclusion-in line with The Sherborne House Exclusion Policy Throughout these stages there should be a discussion which sets strategies for the behaviour not to happen again and parents and carers should be informed.

All incidents should be recorded on incident/parent forms.

Upper School (Years 4-6)

Rewards

- Verbal thanks, praise, encouragement
- Positive comments in workbook
- House points can be earned through good effort, behaviour, acts of kindness and improved attainment
- Sending child to share good work/behaviour with another class, teacher or other adult
- Celebrating good work/behaviour in Celebration Assembly.
- Email or postcard home
- Work to be shared with Headmaster

Sanctions

- Reminder of making the right choices
- Warning that the wrong choice will result in loss of learning and that the pay back will be during breaktime if work has not been done satisfactorily (must be supervised by an adult).
- Record of an imposition to be followed up by tutor. Class teacher to take away a period of break time (Supervised)
- Time out with a member of SLT (If available) - work to be provided
- 3 x impositions or minor offence = break time detention with middle management
- 3 x break time detentions or a more serious offence = Deputy Head's detention
- Report card - For continued poor behaviour a meeting will be called with the child and the Behaviour Lead (Deputy Headteacher). Targets will be set and monitored. This could take the form of a behaviour report card and will be reviewed daily. Parents should be informed at this point or if the strategies do not make effective changes or if progress is being affected. Personal Support & Behaviour Plans should always be set up for pupils who continue to make the wrong choices.
- Action plans for persistent issues of concern created involving the pupil in question.
- Exclusion for a fixed term-in line with The Sherborne House School Exclusion Policy
- Permanent exclusion-in line with The Sherborne House School Exclusion Policy

N.B: If the incident is serious, the teacher may bypass earlier sanctions. Repeated incidents will result in parents being called in to discuss the concerns with the teacher with a view to working together to improve behaviour.

All incidents should be recorded on incident/parent forms.

Throughout these stages there should be a discussion which sets strategies for the behaviour not to happen again and parents and carers should be informed.

The House System, Rewards and Achievements

There are three Houses to which pupils are allocated from Year 1 onwards. These Houses are named after trees within the school grounds: Beeches, Oaks and Pines. Siblings will be placed in the same House and it is hoped that the House system helps to engender a spirit of friendly competition and act as a motivating factor in each child giving their best across a range of academic, sporting and creative activities in school. House competitions in sports as well as the annual Sports Day are examples of such activities. The Housepoint system also recognises not just individual achievement but also the collective achievement of pupils within each House.

Merit, Effort and Courtesy badges are awarded in House Assembly as are the school's special award badges, which mark certain levels of Housepoints being attained. Award badges and certificates are awarded as follows:

Bronze award and Certificate: 25 House points

Silver award and Certificate: 50 House points

Gold award and Certificate: 75 House points

Points accrued at the end of the term after closure of term totals are retained by the child, and added to the next term's totals, which are closed upon completion of the academic year. Housepoint totals start again from zero when the new school year commences.

Head Teacher's Award: This is awarded weekly to one pupil, per class per year group, chosen by the Form Tutor in recognition of special effort, endeavour or other particular achievement. The selected pupil will go to see the Head Teacher to discuss the work, or other reason for the award, and receive a certificate from the Head Teacher in recognition of the special effort made.

It is our intention to inform all staff, pupils and parents about these procedures and the context in which they apply. The Behaviour Policy is published on the website. We will review this policy annually as part of the Behaviour Policy Review.

Cross-references

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff in the safeguarding policy

Annex 1a: Incident Form for EYFS and KS1



SHERBORNE HOUSE SCHOOL

Incident Form for EYFS and KS1

Child's name:		Child's DOB:	
Day, Date and time of incident:	Day:	Date:	Time:
Location of incident:			
Description of incident:			
Action taken:			
Any further action taken, Yes/No* If yes give further detail below:			
Does the parent need to be informed before the child's usual collection time? Yes/No*			
Please indicate if the parent has been informed by telephone / e-mail / voice mail to contact appropriate staff.			
Date Time			

Staff signature Print Name
.....

Witness to incident

Date Time

Staff signature Print Name
.....

Member of Staff(signed) Date
.....

Member of Staff (print
name)

Parent / Guardian (Signed) Date
.....

Parent / Guardian(print
name)

*delete as appropriate



Annex 1c: Key Stage 2 Incident Form

Name(s) of Staff	
Date	
Names of Pupil(s) Involved	
Classes	

Details of Incident or repeated behaviour
Accounts by witnesses (if appropriate) - State name and class.

Signed.....

Date.....

(Investigating adult)



Sherborne House School

Parent/Teacher Meeting Form



Date of Meeting:						
Meeting called by:						
Adults Present at Meeting:						
Pupil(s) Involved:				Class:		
Strengths:						
Concerns:	Academic		Pastoral		Friendship	
PTO to continue discussions						

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<p>Action(s):</p>

<p>Follow up</p> <ul style="list-style-type: none">● By Whom:● By When:● Report back to parents due:
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Parent(s) Signature:	Date:
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Teacher Signature:	Date:
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Record of Restraint

Date of incident:

Time of incident:

Pupil Name:

D.o.B:

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used):

Outcome of incident:

Description of any injury sustained and any subsequent treatment:

Date /time parent/carer informed of incident:

By whom informed:

Outline of parent/carer response:

Signatures of staff completing report:

.....

.....

Brief description of any subsequent inquiry/complaint or action: