



# Sherborne House

*Enquiring Minds, Extraordinary Stories.*

## **Behaviour Policy**

This Policy Applies to Sherborne House School and Early Years Setting

Reviewed: 31st July 2025

Next Review: July 2026

## **Introduction**

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016, the National Minimum Standards for boarding and the requirements of the EYFS Framework 2025, as well as Keeping Children Safe in Education 2025, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2025, the OFSTED Review of sexual abuse in schools and colleges (June 2021).

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.

At Sherborne House staff and students work together to create an inclusive and enjoyable community in which our students and staff are able to achieve their potential.

Sherborne House is made up of a diverse and vibrant community of staff and students, where individuals work together, socialise, learn and develop in a safe, mutually supportive environment. We foster an atmosphere of mutual respect developing a creative and supportive learning environment in which students can thrive.

We therefore ask that everyone acts as responsible, active citizens and demonstrates a positive attitude towards all aspects of the school day. All members of staff act as role models to students and support positive student behaviour by setting high standards and expectations. Staff recognise and reward positive behaviours with praise, supporting the development of students' self-esteem and self discipline. We also expect all staff to challenge negative behaviours, in order to maintain a positive and pleasant learning environment for all.

## **Purpose**

This policy is aligned to the values of Sherborne House:

- Our pupils are at the heart of all we do; we ensure our decisions and actions focus on our students and their attainment
- Respect for all; we celebrate diversity creating an inclusive and enjoyable environment - Aim to be aspirational in all we do; we are reflective, innovative and always learning - Our staff are our role models; we value their expertise and invest in them - We work closely with our community

The underlying aim at Sherborne House is to create a climate in which its pupils can become aware of themselves as valued, autonomous and responsible individuals who take ownership of their learning and behaviour. Such a climate is based on high expectations of pupils and staff, and it permeates through all activities within school. At Sherborne House, this is recognised through four visible consistencies.

## **Visible consistencies at Sherborne House:**

Four Ws:

- We are courteous
- We are kind
- We are diligent
- We take pride in ourselves

“I can see that you are ready for learning” - lining up on the playground, looking smart, ready to listen in lessons

“I can tell that you are listening carefully”

“Thank you for being kind”

Sherborne House 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/ SLT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as “just banter” or “having a laugh”.

This guidance has been designed to inform teachers, parents and volunteers about why children behave in the way they do. The guidance also offers strategies to enable children's behaviour to be effectively transformed so that they can reach their full potential in education and for the future.

### **Why do children misbehave?**

- All Children are social beings whose primary motivation is to belong
- Every action is purposeful towards social integration

*“The direction in which a person moves, the goals which they have set for themselves, present the only access to an understanding of the total personality. Behaviour is movement towards a goal which the person pursues, and it implies action for a specific purpose. It is impossible to understand a person correctly unless one recognises the purpose of his behaviour.” (Dreikurs 1962)*

From an early age children will seek to find ways which will gain recognition. A feeling of importance and a sense of belonging. To the child it is not necessary for the behaviours to be constructive or socially acceptable-the only criteria, which determines if a particular behaviour will persist is whether it satisfies the child's need to belong. When teachers and parents say they don't understand why a child is behaving in a certain way, what they are saying is that they are not aware of the purpose or goal of the child's behaviour.

One of the ways in which teachers can determine these goals is by analysing their own feelings and reactions to the pupil's behaviour. Teacher's reactions can often sustain and strengthen undesired behaviour. They should try not to follow their initial impulse. If children cannot find their place through constructive, co-operative behaviours they will often seek to achieve their aim by pursuing 'mistaken goals', for example:

- attention seeking
- demonstrating power
- seeking revenge
- escape by withdrawal

### **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

- o for example, pornography, tobacco, alcohol
- handing items to the police
  - o 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”](#) 2022.

### **Consistency**

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

- Staff training, support and development
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### **Supporting Appropriate Behaviour; Curriculum and General Approaches**

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. This policy, along with the Equal Opportunities Policy recognises the need for a behavioural approach to reinforce a culture where prejudice, harassment and online abuse, including sexual abuse and harassment are not tolerated.

As part of this process schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline
- Fundamental British Values
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

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 Headteacher 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 the Safeguarding Policy (p19).

### **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

### **Reward System at Sherborne House**

Tier <b>Option</b>
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### 1 Tier 1 Rewards

*We use these rewards to recognise and reinforce positive behaviour, effort and success in and around the classroom*

- Verbal praise
- Displays of work
  - Housepoints
- Email or telephone call to parents
- Visual recognition of 'Learner of the Day'/'Star of the Day'

### 2 Tier 2 Rewards

These recognise extra effort, responsibility taken and behaviour above and beyond Tier 1  
These rewards may also recognise consistent Tier 1 rewards.

- Postcard or certificate home
  - Email/phone call/face to face contact from HoD/HoLS/HoUS/member of SLT
- Letter or postcard from form tutor or subject teacher
- Postcard or recognition from Senior Prefects

### 3 Tier 3 Rewards

These recognise an exceptional contribution to the school, an outstanding achievement or services to the wider community. Tier 3 rewards may also be awarded to those who consistently demonstrate Tier 2 behaviours.

- Social media recognition
- Letter or postcard from the Head
- Senior prefect responsibility
- Headteacher's commendation

## Tiered Behaviours and Sanctions

Tier	Option
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**1 Responsibility: Teacher/member of staff. Specialists or cover teachers should communicate behaviour to the form tutor via email. Teacher may choose to record the behaviour and sanction on CPOMs depending on circumstances, or a repetition of behaviour. Behaviour may be referred to HoLS/HoUS and reviewed by HoLS/ HoUS. HoLS/ HoUS to review action.**

*Behaviour: chatting; not working; not focusing on the task set; sitting doing nothing; uniform incorrect; rolling eyes at teachers or other impolite gestures or behaviours; lack of task completion or homework; calling out; demanding attention without regard for other students' needs; refusing or delaying activity via an argument.*

Sanction: warning initially given, if behaviour persists: movement of seat/ group, teacher discussion with children involved, restorative conversations followed by reflection time at break or lunch time.

Once reviewed: **Mark as resolved or move to Tier 2 Sanctions and Behaviours**

**2 Responsibility: Teacher should deal with the behaviour in the first instance but must also refer to HoLS/ HoUS and Pastoral Lead. Teacher to record behaviour and sanction on CPOMs. HoLS/HoUP will contact parents at the earliest opportunity via phone or in person. HoLS/ HoUS and Pastoral Lead to review action.**

*Behaviour: an escalation or continuation of Tier 1 behaviour, threatening behaviour (verbal or physical); prejudicial remarks or comments; deliberate damage to property*

Sanction: restorative conversations followed by reflection time at break or lunch time, letter/face to face/card of apology (as age appropriate), teacher conference with child and/ or parent, mediation, confiscation of prohibited items, in class timeout.

Once reviewed by HoLS/ HoUS and Pastoral Lead and parent has been informed: **Mark as resolved or move to Tier 3 Sanctions and Behaviours**

**3 Responsibility: Pastoral Lead or Deputy Head. Pastoral Lead or Deputy Head to record behaviour and sanction on CPOMs. Refer to the Headteacher. Deputy Head to contact parents via phone or face to face. SLT to review action.**

*Behaviour: Tier 1 or 2 behaviours are repeated, are of a more serious nature or have not been resolved, bullying, physical aggression to another person, inappropriate sexual contact*

Sanction: child to be removed from classroom (or rest of class removed if necessary to ensure safety), letter of apology, teacher conference with child and/ or parent, mediation, confiscation of prohibited items, restorative conversation followed by reflection time at break or lunch time, ABCC doc, Individual behaviour Plan (IBP), in-school suspension, exclusion (1-3 days)

Once reviewed by SLT and parent has been informed: **Mark as resolved**



### **Additional Strategies**

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.

- marbles/objects in a jar as a reward system for supporting positive behaviour
- Positive behaviour charts
- ABCC charts
- Action Plan - these are reviewed by the Pastoral Lead (alongside relevant members of staff) and copies are provided to parents
- Individual Behaviour Plan (IBP) - a formalised document with specific objectives shared and discussed with parents and reviewed each half term/term

### **Managing Pupils' Transition**

Sherborne House School is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues. These include:

- trial days/induction days for new pupils
- 'moving up' days for current pupils
- handover meetings between class teachers
- new pupils' handbook
- 'meet the teacher' and new parent/ pupil events
- buddy systems
- liaison with senior schools, including participation in induction events

### **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 Employment Manual
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with malicious allegations against staff in the safeguarding policy
- dealing with incidents of stereotyping and prejudice in the Equal Opportunities Policy

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