



SHERFIELD SCHOOL

Behaviour Policy Including the EYFS

This policy applies all pupils in the school, including in the EYFS

Created	July 2014
Date Reviewed	July 2021
Annual review	July 2022
Bellevue Safeguarding Governor	Gregg Davies

Introduction

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, as well as Keeping Children Safe in Education 2021, Sexual Violence and Sexual Harassment between Children in Schools and Colleges, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2020, 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.

The ethos Sherfield School is such that the highest standards of personal behaviour are expected at all times. Our core values of Leading through Learning; Innovation; Pursuing Excellence; Growing by Learning and Global Citizen allow our pupils to live, learn and flourish in a safe and happy environment without fear of intimidation of any type and without deliberate interruption to their learning. We aim to promote a positive and happy learning atmosphere where all members of the school community are treated with respect and consideration.

We believe that pupils at Sherfield School should:

- Feel safe
- Feel listened to
- Be happy
- Be treated with respect and consideration
- Be valued as members of the School community
- Be able to work and learn to the best of their ability
- Ensure that every individual makes progress

Poor behaviour can affect the safety and welfare of members of our community, the ability of pupils to learn and teachers to teach and can therefore not be tolerated. Low level disruption, such as talking and shouting out, detracts from good learning and similarly will not be tolerated due to its unfairness on other learners. Behaviour management is a whole school responsibility and all members of the school community have a part to play in ensuring this policy is put into practice, so that all can learn happily.

pupils should:

- Know, understand and follow the school expectations and the Home-School agreement
- Know and understand the Rewards and Sanctions as described in this policy
- Take responsibility for their own behaviour and learning
- Demonstrate responsibility to allow others to learn
- Maintain good conduct around the school site and whilst travelling to and from school
- Try to learn from their mistakes so that they can develop and take their place as responsible adults in society
- Review behaviour as part of the pupil Council on behalf of the pupils

Staff should:

- Be aware of the policy and apply it in a consistent way and in keeping with the ethos of the school
- Model the standards of behaviour that is expected of the pupils

- Manage the behaviour in their classroom so that effective teaching and learning can take place
- Employ high level strategies to manage low level classroom issues
- Reward and sanction the pupils appropriately
- Have and maintain high expectations of all pupils Page 5 of 19 Behaviour for Learning Policy: V5-10/18
- Establish an atmosphere of praise, encouragement and reconciliation between all members of the community
- Create a safe environment in which all can learn
- Inform parents when pupils are behaving well in addition to when behaviour is unacceptable

Parents should:

- Familiarise themselves with the school ethos and policies
- Work in partnership with the school to promote and reinforce positive behaviour by supporting staff in respect to their behaviour management. If this fails to happen, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order
- Inform the school of any change in circumstances that may affect a child's behaviour or learning
- Show an interest in all that their child does at school
- Encourage self-discipline and accept and support any sanctions applied by the school. Failure to do so may lead to the exclusion of the child and the matter referred to the School Governors with a view to the removal of the child from the school if the parents/carers continue to refuse to uphold and enforce this policy.
- Attend Parents' meetings and other appropriate events to support their child's learning

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.

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.

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.

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.

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, 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

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".

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 recognises the need for a behavioural approach to reinforce a culture where sexual harassment and online sexual abuse 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 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 the Safeguarding Policy.

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

Additional Strategies

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

Managing Pupils' Transition

Schools should add detail to personalise this section, as relevant, to provide an illustration of the school's strategies.

The 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

- taster days/induction days for new pupils
- 'moving up' days for current pupils
- handover meetings between class teachers
- new pupils'/boarders' 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 safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision, exclusion policies and the acceptable use policy.
- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff 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
- personal responsibility
- mutual trust, respect and support
- Fundamental British Values
- appreciating differences between people
- the importance of avoiding prejudice-based language

The school aims to guide children to become good citizens who are:

1. Respectful and inclusive, celebrating diversity
2. Aspirational and inspirational in pursuit of excellence
3. Committed to the well-being of people and of the environment
4. Open-minded, creative, resilient and reflective
5. Passionate and determined in embracing and driving positive change
6. Ethical in action and accountable for them

Sherfield School Pupil Expectations

Be proud of your school and help to make it a happy place in which to work.

Work hard and always try your best.

Be kind, patient and reliable always treating others with respect and consideration.

Be honest and tell the truth. Look after your own possessions and never borrow anyone else's without their permission.

Have fun with others. Laugh with them not at them.

Be polite, and helpful. Smiling and remembering to say, 'please', 'thank you' and 'good morning', makes people feel good.

Respect your environment. Keep the school clean, tidy and litter free.

Tell someone if you are unhappy or worried so that we can help you.

Be neat and tidy. Wear your uniform with pride.

Move around the school quietly and on the left hand side of corridors and stairs in single file. Hold doors open for people.

The Role of the Form Tutor

The tutor is the first point of contact for pupils and parents. The tutor should ensure that morning registration is used productively, enabling pupils to be focussed, dressed in accordance with the uniform policy and ready for learning before they leave for lessons following registration.

The tutor is expected to deal with issues constructively and positively.

If the pupil requires intervention and support, a '**Team Around The Pupil**' (TAP) is formed. The TAP may include the Head of Seniors/ Head of Phase/Deputy Head/Head of Prep; Form Tutor, Parent and Pupil and if appropriate a member of the Learning Support team. A Support Plan is devised/updated in order to ensure that the pupil is supported and able to move forwards positively. Reviews are arranged until the pupil no longer requires support.

Dress Code

Jewellery

Pupils up to Year 3 may not wear any jewellery during the school day. Pupils from Year 4 may wear watches. Pupils from Year 7 may wear one discrete stud ear-ring in the lobe of the ear. No other piercings are allowed and if worn to school, we may ask them to be removed or covered.

Uniform

Pupils are required to wear the prescribed school uniform (including sportswear and hair accessories). The tutor is responsible for ensuring that pupils are in the correct uniform during registration.

Blazers must be worn to and from school (unless a special dispensation is given), between lessons, for assemblies and formal occasions. Teachers may allow pupils to remove blazers in class.

Hair must be neat and tidy and tied back with navy or black hair ties if long. Extreme fashion styles/cuts/ 'obvious' use of hair products/hair dye are not allowed.

No coloured nail varnish or false nails.

Shoes must be clean, black and of traditional design. Shoes up to Y6 all should be flat. Traditional navy or black school sandals and white socks may be worn in summer. Navy tights or school socks must be worn up to the end of Year 11. Sixth form pupils may use discrete make-up. Pupils wearing inappropriate make-up are required to remove it.

Mobile phones and other electronic items

Mobile phones and other electronic items are not to be used at any time on the school premises unless required for a specific lesson under the supervision of a teacher and at the pupil's own risk. Outside of this specific purpose, they should not be seen in use around school and may be confiscated if pupils do not adhere to this rule.

Internet/electronic communication

Pupils must not post negative comments about the school or members of the community on the internet/social networking.

Pupils must not send/post derogatory texts/emails/photographs/electronic communications or engage in any form of cyberbullying.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Chewing gum

Gum is not allowed in school, including at the end of the school day and during after-school activities.

Food and drink

Pupils are not allowed to bring food or drink from home. Personal water bottles may be filled from drinking water stations.

Aerosols, cigarettes, e-cigarettes, drugs and dangerous items

Pupils must not use any sort of aerosol spray in school (roll on deodorants may be used). Drugs, cigarettes, e-cigarettes, dangerous, distracting or anti-social items must not be brought on to the premises. Any medicines must be given to the school nurse. Inhalers and other medicines approved by the Nurse and in agreement with the Headteacher may be carried by named pupils.

Strategies to Promote Good Behaviour

Verbal and Written

Verbal praise from an adult is important for good behaviour and work.

Written feedback must also indicate achievement, effort and ways of improvement/next steps.

Pre-Prep

Stickers are used up to Year 2 to acknowledge effort and achievement. A symbol or note in the marking indicates that a pupil can choose a sticker to go under the relevant piece of work or in their planner. Pupils who have earned golden time are allowed to choose from a range of activities/play opportunities.

House Points

Every child is allocated to one of the following Houses: Buckfield; Loddon; Lydney; Wynstow. House points are awarded for individual and group competitions, for good work or behaviour.

Managing Behaviour

The following stepped approach is designed to promote a consistency of response. Examples of inappropriate behaviour are given a score and linked to possible sanctions. This is a **guide** and every incident must be judged and assessed on the basis of professional judgement, according to circumstances and appropriate action taken.

Behaviour requiring intervention should be recorded on the school information management system. The form tutor must be informed. Action should take into account any sensitive or confidential issues. Dependent on context, referral may be required to the Head of Year/Phase and for very serious incidents, a member of the SLT. Form tutors and Heads of Department should keep parents informed using their professional judgement, avoiding micro-reporting and ensuring parents are aware of developing issues in a timely fashion.

Searching a Pupil (including boarder's accommodation and possessions)

Any search (and subsequent confiscation of items) of a pupil or boarder's accommodation is conducted following consultation with the Head Master and in accordance with the DfE guidance document, *Searching, screening and confiscation, Advice for head teachers, school staff and governing bodies, January 2018*. A full record of all such searches are kept in the pupil files in the main school or in the Archers Lodge search folder in the case of boarding searches.

Behaviour and Rewards chart

Level	Achievement Level Chart Examples of success	Examples of school response
0	Good quality work in class, Supporting in class or acting as an ambassador. Helping others outside of the classroom	Recognised and celebrated by the teacher in class.

1	<p>Outstanding or repeated achievement or effort; this can be for either curricular or non-curricular areas.</p> <p>Speaking publicly</p> <p>Success at non-school activity.</p> <p>Individual and group competitions;</p> <p>a particularly good piece of work or positive behaviour.</p> <p>Supporting another year group,</p> <p>Acting as a guide</p> <p>100% attendance within a half term.</p> <p>50-100 house points collected for allocated house across a half term.</p>	<p>Recorded in iSAMS</p> <p>Public recognition (celebration in assembly);</p> <p>School Certificate of achievement issued and handed out in assembly.</p> <p>Postcard/subject certificate sent home from teacher/ HoD.</p> <p>Recognition on website.</p> <p>Individual house points awarded according to pupil's house.</p>
2	<p>Consistent positive achievement;</p> <p>Exceptional effort and/or</p> <p>Progress over a period of time</p> <p>Outstanding improvement in test or grades</p> <p>Consistent positive attitude,</p> <p>Excellent organisational skills;</p> <p>thoughtfulness to peers etc.,</p> <p>100% attendance across a term</p> <p>150-200 House points for allocated House</p>	<p>Postcard sent home to celebrate achievement (Head of Phase);</p> <p>Celebration assembly nomination</p> <p>Prize giving nomination</p> <p>House breakfast invitation by Head of House.</p> <p>Time in the student rewards room.</p>
3	<p>Representing the school publicly</p> <p>Instigating a Community Action Project</p> <p>Making a significant positive difference to life at School</p> <p>100% attendance across the year</p>	<p>Headline promotion on school Website,</p> <p>Press coverage</p> <p>Celebration assembly nomination</p> <p>Prize giving nomination</p> <p>Commendation meeting with the headteacher.</p>
Level	Behaviour Level Chart	<input type="checkbox"/> Examples of Action and/or Sanctions
0	<p>Low level negative behaviour.</p> <p>lateness; incorrect uniform;</p> <p>equipment; talking-out-of turn;</p> <p>off task.</p> <p>poor effort in class or incomplete or missing homework.</p>	<p>Managed by the teacher – verbal warning;</p> <p>teacher lead sanction,</p> <p>Repetition to be referred to Head of Department; and form tutor</p>
1	<p>repeated level 1 behaviour;</p> <p>defiant behaviour - challenging teacher – un co-operative;</p> <p>chewing gum; disruptive in lessons, refusing to move when asked (first time);</p>	<p>Repetition to be referred to Head of Department; and form tutor</p> <p>Lunch or after school detention</p> <p>Community Service</p> <p>Target setting meeting held by the teacher and HoD.</p> <p>Department Report set by HoD and Tutor.</p>

	Unauthorised of mobile-phone.	Attendance report set by HoD Letter to parents from Head of phase Consider Friday detention 4.30 - 6.00 Community Service
2	Repetition of level 2 behaviour Missed after school detention Very disruptive in lessons: swearing; truanting; vandalism/graffiti; verbal/physical bullying; in possession of cigarettes/e- cigarettes. sexual harassment;	Pastoral Report set by HoY. Friday detention 4.30 - 6.00 SLT to attend class; meeting with parents TAP/Support Plan; Community Service; Not allowed on trip; Referred to Head Internal suspension Fixed Term Exclusion;
3	theft; possession of drugs/alcohol/ weapons; sexual abuse abusive behaviour towards a member of staff; violence; bullying; fighting; racist abuse; damage to property; persistent disruptive behaviour; parental behaviour. Malicious accusations against staff	Head involvement Fixed term or permanent exclusion. A pupil(s) making a malicious accusation against a member of staff is considered a serious breach of school discipline. In such events the Chair of Governors will be notified immediately and an agreed protocol will be followed.

Consequences of undesired classroom behaviour

If a pupil does not keep to the pupil expectations in the classroom, the following actions will be taken. Staff will bring their own professional judgement into play when applying these consequences

1. School behaviour expectation reminder
2. Second opportunity to correct behaviour, timeout (2 minutes outside of the classroom to reflect and re-set)
3. Repetitive or further undesired behaviour (low level disruption or persistent failure to bring appropriate equipment to class) will result in a short detention at an appropriate time will be given by the class teacher to discuss the behaviour and set targets for future behaviour. Parents should be informed by the class teacher.
4. Further poor behaviour will be referred to the Head of Department or other allocated member of staff. This will be recorded in iSAMS and result in a short detention at an appropriate time given by the Head of Department and the class teacher. Parents should be contacted by the Head of Department.

Serious incident – a member of SLT or senior member of staff is called to the classroom by use of the on-call button. This will be recorded in iSAMS and will be used by the class teacher for a serious incident or by the Head of Department or other allocated member of staff after steps 1 – 3 have failed.

Parents will be contacted by a member of SLT and a letter sent home. A meeting with parents and the pupil will usually be appropriate. A serious incident could be: (This list is not exhaustive. Again staff will use their professional judgement.)

- Bullying (persistent over time)
- Homophobia
- Racism
- Refusal to move when directed by the Head of Department or other allocated member of staff (defiance).
- Verbal/physical assault of a pupil
- Verbal/physical assault of a member of staff
- Walking out of the lesson

Letter Home

This may be authorised by the Phase leaders and is used for pupils who consistently fail to meet expectations, or for a one-off incident that is considered to be serious.

Parental Consultation

Meetings with parents are arranged as part of the TAP.

Friday After School Detention

A letter to parents should give at least 24 hours' notice and 48 hours' notice is desirable. Detentions take place on Fridays from 16:30 – 18:00 and are supervised by a member of senior staff. During the detention pupils are expected to explain their behaviour and to write about how they will improve in the future. Work may be set for detentions involving missed homework or work not completed to a satisfactory standard.

Community Service

Community Service should be organised by the tutor and the Head of Seniors, Prep or Sixth Form. The appropriate staff must be informed and appropriate arrangements made.

Fixed Term/Permanent Exclusion

The Head has the power to exclude a pupil from school. A pupil may be excluded for one or more fixed periods, for up to 45 days in any one school year. A pupil may also be excluded permanently. A fixed-term exclusion may be converted into a permanent exclusion, if the circumstances warrant this. Parents have the right of appeal to the Head.

Parents should be informed that it is now a criminal offence, punishable by fixed penalty fine or prosecution of the parents, if a child is seen in a public place during normal school hours without reasonable justification, during the first five days of exclusion from **state** school. Pupils excluded from an independent school may be apprehended as it would not be evident to a police officer that the child is not from a state school.