



# 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 2023
Annual review	July 2024
Head of School (Interim)	Neil Richards

## **Introduction**

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2022 and the requirements of the EYFS Framework 2023, as well as Keeping Children Safe in Education 2023, 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.

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The ethos of 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 Citizenship 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
- Know and understand the approach to 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 forums/councils 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
- 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' consultations 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, 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

### **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 Schools, July 2023*. A full record of all such searches are kept in the main school or in the Archers Lodge search folder in the case of boarding searches.

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

As part of this process the school ensures that within the curriculum provision (including assemblies and tutor meetings) appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- good behaviour
- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline
- Fundamental British Values
- consent;
- stereotyping, equality;

- protected characteristics
- appreciating differences between people
- 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 (p9).

### **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

## **Sherfield School's Approach to Behaviour Management**

### **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, positive behaviour or citizenship. Teachers recognise that praise and positive reinforcement are fundamental principles in good classroom and behaviour management.

### **Junior 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.

### **Behaviour Management**

Our approach is built on the following fundamental principles that every member of our community is:

- **Ready** to learn or be ready to facilitate learning
- **Respectful** of our school, each other (and each other's values) and our visitors
- **Safe** – we all behave in a safe way, keep each other safe and report/refer unsafe behaviour

### **Rationale**

Our approach is one which is based on the knowledge that **relationships** start as a child walks into or is dropped off at school each morning and is then further cemented in the classroom (teachers are the key). All adults in school will take an approach of modelling **visible consistency** and **visible kindness**.

### **Key questions when dealing with behaviour:**

- What factors may be influencing the poor behaviour?
- When dealing with it (behaviour), am I applying different strategies to get the needed outcome?
- Do I know what outcome I want to achieve?
- Am I looking for enough opportunities to praise and celebrate each child?
- Are we being consistent? Am I challenging/questioning my own and colleague inconsistency?
- Does the child truly believe I have not given up on them?

**Behaviour management starts with the classroom teacher (all classroom teachers are managers):**

<b>Classroom Teacher</b>	<ul style="list-style-type: none"> <li>• Builds and nurtures a positive relationship with the child</li> <li>• Establishes and consistently applies boundaries and expectations in their classroom</li> <li>• Deals with behaviour as it happens (and also if on duty)</li> <li>• Challenges harmful behaviour in the classroom including misogyny, sexism, racism and homophobia (as with all behaviour incidents, these must be logged on ISAMS)</li> <li>• Has meaningful dialogue with pupils regarding their behaviour in the classroom</li> <li>• Liaises with parents and tutor (phone over email) - communication should be logged on ISAMS</li> <li>• Records actions on ISAMS</li> <li>• Seeks further guidance and assistance from HOD/HOP in cases where behaviour is not corrected in class</li> </ul>
<b>Head of Department</b>	<ul style="list-style-type: none"> <li>• Supports the classroom teacher at all levels of behaviour management but provides further assistance when behaviour is not corrected</li> <li>• Has meaningful dialogue with pupils regarding their behaviour in the classroom</li> <li>• Liaises with parents and tutor (phone over email)</li> <li>• Records actions on ISAMS</li> <li>• Works closely with Tutor and HOP/HOH as required (causes for concern and celebration)</li> </ul>
<b>Tutor/Prep Class Teacher</b>	<ul style="list-style-type: none"> <li>• Builds and nurtures a positive relationship with the child</li> <li>• Supports the teaching staff while strongly advocating for the child</li> <li>• Supports the child in looking at ways to correct their behaviour and explores the reasons for poor choices and behaviour</li> <li>• Liaises with parents and teachers</li> <li>• Monitors patterns of behaviour and updates Heads of Phase in Prep and Heads of House in Seniors on behaviour concerns and causes for celebration</li> <li>• Records actions on ISAMS</li> </ul>
<b>Head of House (Years 9-11)</b>	<ul style="list-style-type: none"> <li>• Builds and nurtures positive relationships with the house as a whole, encouraging positive outcomes</li> <li>• Supports the tutors in advocating for the pupils</li> <li>• Supports the child and tutor in looking at ways to correct behaviour and explores the reasons for poor choices and behaviour</li> <li>• Liaises with parents and teachers</li> <li>• Updates HOP on behaviour concerns and causes for celebration</li> </ul>

	<ul style="list-style-type: none"> <li>Records actions on ISAMS</li> </ul>
<b>Head of Phase/Year</b>	<ul style="list-style-type: none"> <li>Builds and develops relationship with all pupils in phase</li> <li>Looks at patterns of behaviour and meets pupils to establish reasons and patterns</li> <li>Looks for ways to help child improve and grow in concert with tutor/class teacher</li> <li>Develops action plans to help improve choices and behaviour</li> <li>Helps manage restorative conversations</li> <li>Liaises with parents (phone over email) and tutors</li> <li>Records actions on ISAMS</li> </ul>
<b>School Leadership (DHM and HM)</b>	<ul style="list-style-type: none"> <li>Kept up to date and apprised of behaviour issues and causes for concern by HOPs</li> <li>Kept apprised of action plans</li> <li>Kept apprised of harmful and risky behaviours and patterns of this</li> </ul>

**A restorative not punitive approach** – restorative conversations will not be formalised but guidance on the types of questions to ask will be provided (these should happen as part of ‘repair’ at all levels).

**Dept or Head of House Support plans** should be used by all levels to encourage good behaviour and positive choices – this will also allow improved behaviour to be reported home effectively.

**A general approach to class/pupil management (equally applies to breaks etc.):**

<b>Reminder</b>	Private reminder about three rules – ready, respectful and safe
<b>Last Chance</b>	Final privately delivered opportunity to engage – add ‘stay behind for two minutes at end’ – non-negotiable
<b>Time Out</b>	Short time outside room, side of field, calming down/thinking/composure time
<b>Repair</b>	Could be a quick chat or more formal meeting (soon after event)

**NB:** Safeguarding and safety is paramount and if this may make removal of lessons more urgent than the suggested sequence above.

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 focused, 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.

**Dress Code** (further guidance is included in the handbooks available on the school website)

#### 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.

Pupils wearing inappropriate make-up are required to remove it.

### **Mobile phones and other electronic items**

Mobile phones and other electronic items are not permitted in school for pupils in Years 11 and below. Should a pupil require a phone in school time (e.g. for safety when walking home) parents should make the Head of Phase/Year aware and the device should be handed in to reception each day and collected at the end of the day. If a pupil is found to be using a phone in school without authorisation it will be confiscated and parents will be asked to collect it from reception.

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 disposed of carelessly causes significant damage and takes time to remove. Therefore, 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.

### **Alcohol, aerosols, cigarettes, e-cigarettes/vapes, drugs and dangerous/illegal items**

Pupils must not use any sort of aerosol spray in school (roll on deodorants may be used). Alcohol, drugs, cigarettes, e-cigarettes/vapes, dangerous/illegal, distracting or anti-social items (e.g. laser pens) must not be brought on to the premises (including boarding) or on school trips under any circumstances. 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.

The school aims to support pupils who are facing challenges such as addiction to vaping but also has to take a strong line with regard to e-cigarettes, drugs, alcohol and other such substances due to the significant safeguarding issues these present. This could lead to a fixed-term or permanent exclusion from school.

### **Additional Strategies**

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working. The school would, in the first instance, always engage the parents or guardian to meet to discuss and agree a way forward (e.g. Team Around the Pupil\*, mentoring strategies, meetings with trusted adults). Further advice would also be sought from the 'Bellevue - Modifying Pupil Behaviour - Guidance' document.

\* 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, School Nurse, House Master, Head of House, 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.

### **Managing Pupils' Transition**

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, tutors and Heads of Phase
- pupils'/boarders' handbook
- 'meet the teacher' and new parent/ pupil events
- buddy systems
- liaison with senior schools, including participation in induction events

### **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.

### **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 malicious allegations against staff in the safeguarding policy
- dealing with incidents of stereotyping and prejudice in the Equal Opportunities Policy