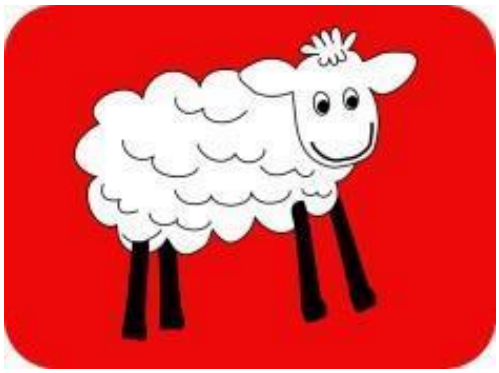
Working together as a family for all to flourish



Sheepy Magna Church of England Primary School

Pupil Behaviour Policy

Headteacher: Alison Field

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Chair of Governors: David Wright

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Last Reviewed – September 2025

Next Review Date – September 2026

Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We incorporate our Christian Values in our behaviour policy: forgiveness, respect, truthfulness and peace are at the heart of the policy, with a firm belief that every child should be given the chance to improve and every day is a fresh opportunity to make the right choices. We try to teach children that although sometimes hard to do, harmony can be restored and relationships can be rebuilt and often result in a stronger bond. '**And when you stand praying, if you hold anything against anyone, forgive him, so that your Father in heaven may forgive you your sins.' (Mark 11:25)**

The school expects every member of the school community to behave in a considerate way towards others and we treat all children fairly and apply this policy in a consistent way. This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school recognises that child on child abuse includes: bullying, physical assaults, sexual violence / harassment and sexting. These acts can bring forth safeguarding issues. Staff are made aware of these types of abuse and informed about the school's policies and procedures in line with the updated KCSIE 2024. For more information, please see our child protection policy 2024 2025.

Measures taken to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying are as follows:
Education and lessons for all pupils
Vigilance on behalf of staff
Use of worry wallets to report any concern

Measures taken to guard against these through the use of social media platforms and networks:
E-safety lessons
Life Education Bus and trips to the Warning Zone
Filtering and monitoring of our systems

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The school recognises that sometimes a blanket approach is not appropriate for some pupils we need to make reasonable adjustments to support them; these can take the form of adjusting our behaviour system and adapting the sanction system.

How we should behave as a whole school:

- Speak politely to everyone
- Include everyone in our games
- Be patient and take turns
- Help to keep the school clean and tidy
- Keep our hands and feet to ourselves
- Share the equipment
- Respect everyone in school
- Have fun



How we should behave when we are in class (our golden rules):

Each class teacher and their pupils have written a list of rules for them to abide by:

- We are gentle
- We are kind and polite
- We listen
- We are honest
- We work hard
- We look after property



How we should behave at lunchtimes and playtimes:

- We are gentle when we play, especially with our younger friends
- We are kind and helpful towards others
- We respect everyone's games
- We look after the playground and equipment
- We listen to keep to the rules
- We are honest with everyone

Respect

Through whole school discussion we have created an acronym to help us to remember what respect means at Sheepy School and this is displayed in the hall. **'So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.' (Matthew 7:12)**



Recognise how to behave
Everyone deserves a chance
Share with our friends
Pay attention when someone is speaking
Everyone is important and valued
Care for others
Treat everyone as you would wish to be treated yourself

We actively encourage the children to be **truthful** to one another and also with their parents and the staff. We teach them that by telling the truth they are being respectful towards the other person and their feelings. We talk to them about the importance of being truthful and that is often less hurtful to tell the truth about something they have done wrong that trying to cover it up. We use Bible stores so that they can begin to understand how it feels to be lied to. '**Sanctify them in the truth; your word is truth.' (John 17;17)**

Positive Reinforcement

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children for positive behaviour and for showing our Christian Values through the use of stickers, certificates and verbal praise.
- Every week teachers nominate children to receive a certificate in **Achievement Assembly**; either for consistent good work or behaviour, or to acknowledge sporting achievements, or demonstration of our school values.
- We have a buddy system where we partner older pupils with the little ones so they have a friendly face and someone to help them in their play.

Our Bee Behaviour System

Each class has a chart on display.

Each pupil has an image of a bee with their name on.





When pupils are working well and making good choices, their bee is stuck into the blue area of the chart. This is where we expect the majority of pupils to be for the majority of the day.

When we see that pupils are going the extra mile and making excellent choices, they may be rewarded by their bee being moved to the honey pot. This shows that they are being a good role model for others.

If a pupil is struggling to maintain behaviour, they will get a warning and after this, they will be moved from the blue onto the edge. Staff will let them know that they should think about how they can make better choices. Once a pupil has corrected their behaviour, they will be moved back into the blue sky, to show that we know they are doing their best once again.

Should a pupil continue to make poor choices and not rectify their behaviour, their bee will be placed onto the teacher's desk. This alerts the teacher to know that the pupil will need some time to reflect on their behaviour. This means that they will receive a sanction such as missing 15 minutes of playtime / dinnertime play.

Language used in school

Reflect on your behaviour

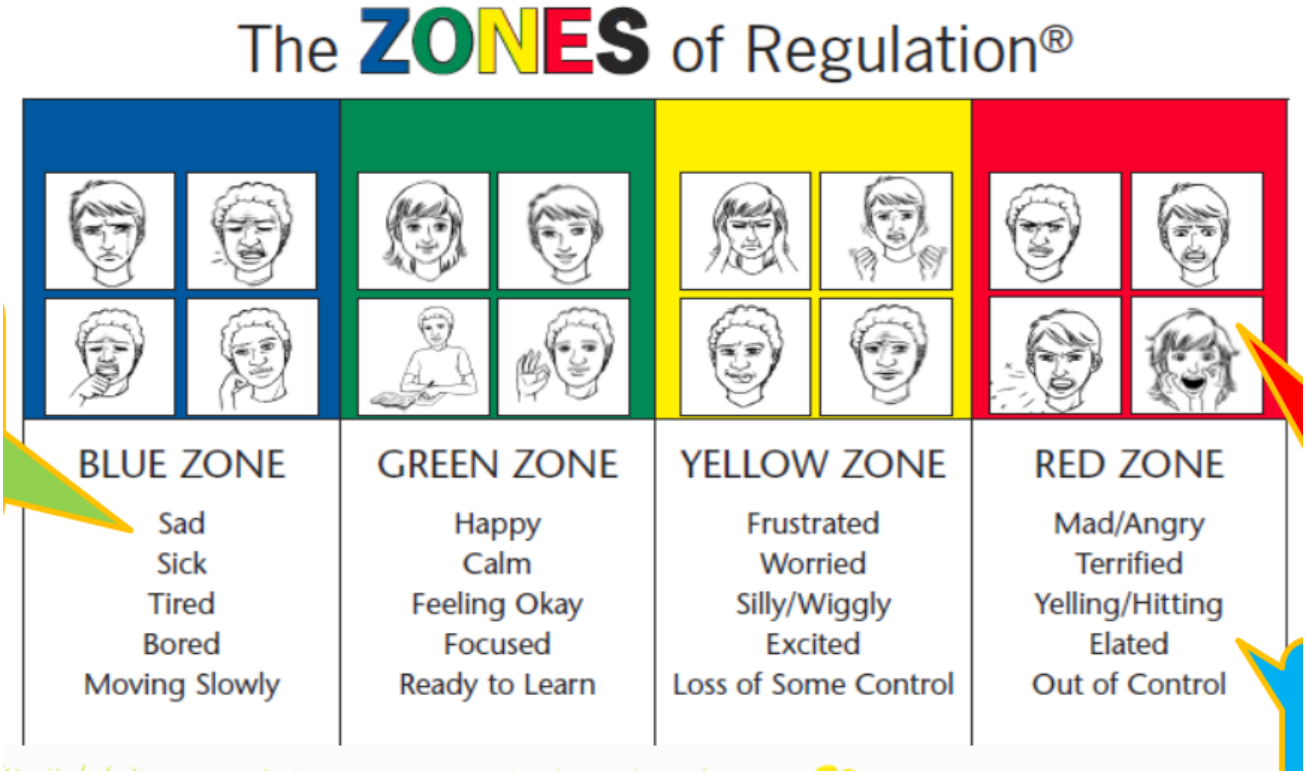
Make better choices

Doing / Beeing your best

Being a role model

Zones of Regulation

The Zones of Regulation is a conceptual framework used to help children with self-regulation and self-control. This type of system categorises complex feelings into 4 colours and helps children (and adults!) to improve their ability to recognise and communicate how they're feeling in a safe, non-judgmental way.



Zones of regulation teaches pupils

- Vocabulary of emotional terms
- How to recognise their own emotions
- How to detect the emotions of others (read others' facial expressions)
- What may trigger certain emotions
- How others may interpret their behaviour
- Problem solving skills

How staff help pupils with the zones:
Identify our own feelings using Zones language ("I'm frustrated, I am in the yellow zone")
Provide positive reinforcement when child is in the Green Zone and if they make efforts to stay in the Green Zone. ("I can see you are working really hard to stay in the Green Zone by…")
Talk about what tool to use to be in the appropriate Zone ("I'm going to go for a walk, I need to get to the green zone")
Label what zones the child is in throughout the day ("You look sleepy, are you in the blue zone?")
Teach children which Zones tools they can use

Sanctions

We employ sanctions appropriately to each individual situation, for example missing a playtime.

- We expect children to listen carefully to instructions and teaching, we may move them in order to help those that struggle to do this.
- We expect work to be done to a child's best ability; we may request work is done again if we feel that it is not.
- We expect children to behave and not to disrupt lessons, we may isolate the pupil from the rest of class in order to help them become calm and be able to do their work.
- We expect children to act in a safe manner for their sake and that of the other pupils and staff. We may stop an activity and prevent a child taking part if we feel the safety of anyone is endangered.
- We expect children to treat all other children with respect. If a child threatens, hurts or bullies another pupil, the child will be withdrawn from the activity. If a child repeatedly acts in a way that disrupts or upsets other, the teacher or other responsible adult informs the Head teacher, who will speak to the child concerned, if the situation does not improve, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences and parental involvement is sought at the earliest opportunity. We have a logbook to record any incidents of intimidation and bullying, this is kept in the school office in a locked cupboard, staff are aware that if an incident occurs, it needs to be reported to the Head teacher, who will log it and deal with the situation. Please refer to our Anti-Bullying policy for more information.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFES Circular 10/98, relating to section 550A of the Education Act 1996: the Use of Force to Control or Restrain Pupils. Teachers or responsible adults in our school do not hit, push or slap children. Staff only intervene physically to restrain children or prevent injury to a child, or if a child in in danger of hurting him/herself. The actions we take are in line with government guidelines on the restraint of children.

The role of the class teacher

- It is the responsibility of the class teacher to ensure that the School Code of Behaviour and the Class Code are adhered to and that their class behave in a sensible manner during lesson time.
- The class teachers have high expectations in terms of behaviour and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- All class teachers use the traffic light system and deal with minor incidents accordingly. However, if misbehaviour continues, the class teacher seeks help and advice from the Head teacher.
- The class teacher reports to parents on a regular basis about the behaviour of their child in their class.

The role of the Head teacher

- It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors on its effectiveness. It is also the responsibility of the Head teacher to ensure the health, safety and wellbeing of all the children in school.
- The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in its implementation.
- The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Both these actions can only be taken after consultation with governors.

The role of the parents

- The school collaboratively with parents and carers so children receive consistent messages about how to behave at home and at school.
- We expect parents to be supportive of their children's learning, and to co-operate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between home and school and we inform parents promptly if we have concerns about their child's behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way their child has been treated, they should initially speak to the class teacher. If the concern remains, they should speak to the Head teacher. If the issue remains unresolved, school's complaints procedure should be followed.

The role of the governors

- The governing body has the responsibility ensuring that guidelines on behaviour management are in place and correctly implemented. They should also regularly monitor its effectiveness and review this policy annually.
- The Head teacher has the day to day authority to implement this policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

- Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period.
- If the Head teacher excludes a child parents must be informed, giving reasons for and the length of the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.
- A decision to exclude a pupil permanently should only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Head teacher must inform the Local Authority about any permanent exclusion and any fixed-term exclusions beyond five days in any one term. Where a permanently excluded child is living in a different county, the Head teacher must inform the child's home authority.
- Should a governor's appeal panel meet to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority and consider whether the pupil should be reinstated. If the governor's appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

Monitoring

The Head teacher monitors the effectiveness of this policy through discussions with staff, children and parents. Incidents of poor behaviour and how they are dealt with are logged and reported termly to governors through the Head teacher's report. Records of any exclusion are kept and reported to governors in the same way. One governor is responsible for ensuring that this policy is adhered to and they report its effectiveness annually.

Our Behaviour Policy is implemented in line with our equality and safeguarding statements and is used in conjunction with DfE recommended guidelines for exclusion in maintained schools.

Through our behaviour policy, we aim to bring peace and harmony to our school; we are developing our spirituality and finding times in the day to reflect and find the peace within ourselves. **'Peace I leave with you; my peace I give to you. Not as the world gives do I give to you. Let not your hearts be troubled, neither let them be afraid.' (John 14:27)**

Sheepy School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Anybody working in school will be asked to complete an enhanced DBS check.

Discrimination on the basis of colour, culture, origin, sex, faith or ability is unacceptable in our school and every child, member of staff and other members of the school community will endeavour to further this objective by personally contributing towards a happy and caring environment and by practising a policy of equality of opportunities.
We aim to educate, develop and prepare all of our pupils, whatever their sex, culture, origin, faith or ability for life in modern Britain.