

Westcountry Schools Trust (WeST)

BEHAVIOUR POLICY

Mission Statement

WeST holds a deep seated belief in education and lifelong learning. Effective collaboration, mutual support and professional challenge will underpin our quest to ensure that all of the children and adults we serve are given every opportunity to fulfil their potential and succeed in life.

Sherford Vale School & Nursery



Key information	
Governor responsible for SEND:	Tom Brassil
Headteacher:	Susie Evans
SENDCo:	Peter Grafton
Agreed by Governors	November 2022
Reviewed: September 2022	Next Review date: October 2023

Rationale

We believe that every member of the school community has the right to feel safe in school and that children will maximise their achievement in a calm and ordered learning environment where there is mutual respect between adult and child and between each other.

At Sherford Vale School, children are expected to behave in a considerate and responsible manner and it is our aim that children grow up to be co-operative, fair minded, courteous, respectful and responsible people. We encourage children to consider their own rights and the rights of others and to recognise that with these rights, come responsibilities

All adults working in the school have a collective responsibility for ensuring that our children are exposed to an engaging and challenging learning environment. Staff will be consistent, firm and fair in promoting high expectations of positive behaviours throughout the school. We know that effective working relationships are based upon clear expectations, mutual respect and continuous positive praise.

We believe that the home/school partnership is vital in achieving high expectations of positive behaviours.

This policy has been agreed by the governors of Sherford Vale School with the understanding that it, and its associated appendices, are constantly under review.

Intent

At Sherford Vale School, we aim to enable children to:

- develop responsibility for their own behaviour, and encourage and foster 'Positive Learning Habits'
- develop a deep understanding of the characteristics of 'Good Learning'.
- develop a robust, consistent approach to all aspects of behaviour (both positive and negative)
- to fulfil their commitment to being a '**STARS**' pupil.

Implementation

Through Oracy and Emotional Logic, we encourage and teach children to talk, listen and to explore feelings.

All staff will:

- use praise to reinforce positive learning habits. We aim to develop self-esteem and enable children to notice the appropriate behaviours of all adults and peers.
- invest time listening and talking with children, modelling good behaviour and encouraging all children to understand they 'Own their own behaviour'.
- dedicate teaching time to supporting positive relationships and empathy towards differing viewpoints.

We enable this by:

- consistently modelling high standards of behaviour linked directly to positive learning habits.
- consistently noticing and praising our children when positive elements observed/heard.
- following an agreed format of rewards and consequences.

As a '**STARS**' pupil, children will:

Safe: Play safely, and behave safely at all times.

Team: Always work as part of a team.

Accept responsibility: For the things that I do, my school work and homework and taking letters home.

Respect others: Be kind and speak politely to all in school, respect the environment- take good care of the school buildings, equipment and grounds.

Shine: Try my best in all I do, taking risks in learning and asking for help when I need it.

Individual Behaviour Care Plans

Occasionally children may have Individual Behaviour Care Plans which help to manage personal and specific difficulties. Behaviour Care Plans are written by the SENDCo in consultation with the teacher, head teacher, assistant head teacher and parents. Additional professional advice is also sought from a variety of appropriate agencies when necessary.

House Rewards and Rewards

Houses:

Each child (and any sibling), is assigned to one of the following Houses:

Dart- **Green**

Yealm- **Yellow**

Erme- **Red**

Plym- **Blue**

Children can be awarded House Points via Class dojo for academic achievement, effort, good manners, helpfulness or any reasons that warrants rewarding positive behaviour. House points are collated each week and read out by the House Captains, during Celebration Assembly.

Stars of the week:

One child per week from each class will be awarded 'Star of the Week'. These STARS are celebrated each week during our Celebration Assembly and receive a certificate to take home.

Sanctions

At Sherford Vale School we believe that children should be encouraged and praised for good behaviour rather than have a focus on negative behaviour. However, there is a need for sanctions which highlight that there are clear consequences for unacceptable behaviour. These sanctions help to develop children's responsibility for their behaviour choices and helps reinforce their understanding of right and wrong. As a school we use a restorative approach.

Step 1: REMINDER:

Gain a child's attention privately by praising a nearby child for being on task and demonstrating good learning habits, therefore reinforcing desired behaviour.

Step 2: WARNING:

A private conversation needed.

Step 3: LAST CHANCE:

A reminder, followed by a further private conversation, if appropriate.

Step 4: REFLECTION TIME:

Child to take time out of setting. (This may be in a partner class or time out from play/lunch.)

Step 5: REPAIR AND RESTORE:

Child and adult to repair and restore Positive Learning habits.

Step 6:

If positive learning habits cannot be restored within the same session, or if a child displays a 'fast track' behaviour such as violence, swearing, destruction of school property and refusal of

instructions, the child will be sent to an appropriate member of the SLT team. These are also known as 'Zero Tolerance Behaviours'.

An SLT Restorative approach will be completed with the child. This will be followed up by the end of the school day with a phone call to the child's parent/s/carer. A full explanation will be provided and any further sanctions discussed. This behaviour will be recorded on CPOMS.

Sanctions should

1. Make it clear that unacceptable behaviour affects others as well as the perpetrator and is taken seriously.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

The School Rules apply to the whole school site including the building and the play spaces, as well as any off site visits and activities.

Suspension for a fixed period (see the Exclusions Guidance link below)

We use this extremely rarely. A Pastoral Support Programme (PSP) or Behaviour Care Plan (BCP) is drawn up in conjunction with parents/carers, if a child is excluded for a fixed term or is in imminent danger of being permanently excluded.

Permanent Exclusion (see the Exclusions Guidance link below)

A pupil may be excluded if he/she has become a danger to him/herself or to others in the school. It may also be necessary if previous strategies have not been effective and/or the child has needs we, as a school, cannot meet.

Sherford Vale School complies with current DfE exclusion guidance (2022)

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps electronic records of incidents through the CPOMS programme.

Review

The governing body reviews this policy annually. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

For further information regarding exclusion please see:

[DfE Suspension & Permanent Exclusion](#)

Signed:..... Date:.....
Headteacher

