



# BEHAVIOUR POLICY

## Mission Statement

Structure, routines, positive norms, taught behaviour, high expectations and consistent consequences are fundamental to a successful behaviour culture. The leadership of behaviour in schools is paramount and its techniques create calm and orderly environments. Through dedication, persistence, and consistency of all staff, we are able to embed techniques successfully.

## Sherford Vale School & Nursery



Key information	
Headteacher:	Laurie Archer
Wider Leadership Team:	Yasmin Atkinson, Lisa Booth, Karin Rhodes
Reviewed: January 2026	Next Review date: September 2026

## Rationale

At Sherford Vale Primary and Nursery, we are committed to creating a respectful, safe environment where everyone is ready for, and has a positive attitude and approach towards learning. 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 which is **Ready, Respectful and Safe (see 1.1)**.

**Ready:** being ready to learn means that we are prepared and focused on our learning.

**Respectful:** being respectful through our actions and reactions, showing kindness and consideration.

**Safe:** being safe and keeping ourselves and others protected from harm.

This approach will ensure and support our ethos where 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.

## Intent

We aim to:

- Work together to ensure that everyone feels respected, happy and safe.
- Everyone is treated equally and fairly.
- Use relational approaches to build and promote a positive outlook.
- Provide a safe and nurturing learning environment, whereby children can flourish within a broad, balanced and sequential curriculum.
- Adopt a calm and consistent approach based on 'notice, 'reflect' and 'restore'.
- See each day as a 'new day', resetting and returning to stage 1 of the graduated approach **(see 1.2)**.
- Ensure language is consistent **(see 1.3)** and that all stakeholders model expected behaviours.

## Implementation

Through a reflective and restorative approach, we encourage and teach children to talk, listen and to explore their feelings in order to be **Ready, Respectful and Safe**.

### **Ready, Respectful, Safe – pupils should:**

#### **Ready**

- Be at school in a timely manner, with the correct equipment.

- Listen and follow instructions carefully.
- No hands up approach – hands on shoulder and ready to respond to talk.
- Be ready to learn within the classroom environment, and wider school community.

### **Respectful**

- Listen to and track the speaker.
- Speak clearly and fluently, in an appropriate manner.
- Follow instructions and agreed rules.
- Take responsibility for self and belongings.
- Consider the safety of those around you.

### **Safe**

- Transition between environments and learning in an appropriate manner (calm, quiet and walking on the left).
- Use equipment correctly and safely.
- Respect the personal space of others.
- Keep learning environments tidy and as you found them.

### **Relentless Routines**

Well-rehearsed and organised routines will allow children to engage in learning as quickly and efficiently as possible, promoting a calm and purposeful environment.

Staff should:

- Establish a routine for transitions and learning (1, 2, 3).
- Have materials and equipment in place, readily accessible to pupils at the start of the lesson.
- Establish a routine for the start of a lesson (WALT, retrieval, direct instruction) and the end of a lesson (review and exit).
- Use and adopt the graduated approach, restoring and resetting, using 'plan, do, review' (**see 1.2**).

### **Meet & Greet**

To establish a positive rapport with students and families each day, it is vital that all teaching staff actively engage with them by greeting at the classroom door. This should happen each morning and should signal a 'fresh start' for children. 'Meet & Greet' allows for minor issues around routines to be addressed.

### **A Positive Culture**

We believe that children should be encouraged and praised for positive behaviour rather than have a focus on negative behaviour. To promote positive relationships and behaviour we focus on the excellent conduct of children with genuine praise.

**'Deliberate botheredness'** – staff should actively seek opportunities to positively praise young people for exhibiting positive conduct and values in school (HEART). Behaviour which is not in line with 'ready', 'respectful', 'safe' is challenged – what we ignore, we accept.

### **Praise in Public, Remind in Private (PIP – RIP)**

To continue to develop a positive relationship around behaviour, we should aim to praise children appropriately in public, while seeking to challenge those who are not behaving appropriately in private.

### **Positive Rewards**

Regular positive praise may look like:

- Dojo messages home.
- Phone calls home.
- Praise postcards.
- Positive comments in exercise books in line with current learning.

- Stickers and reward jars.
- Verbal praise and recognition.

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

Dart- **Green**

Yealm- **Yellow**

Erme- **Red**

Plym- **Blue**

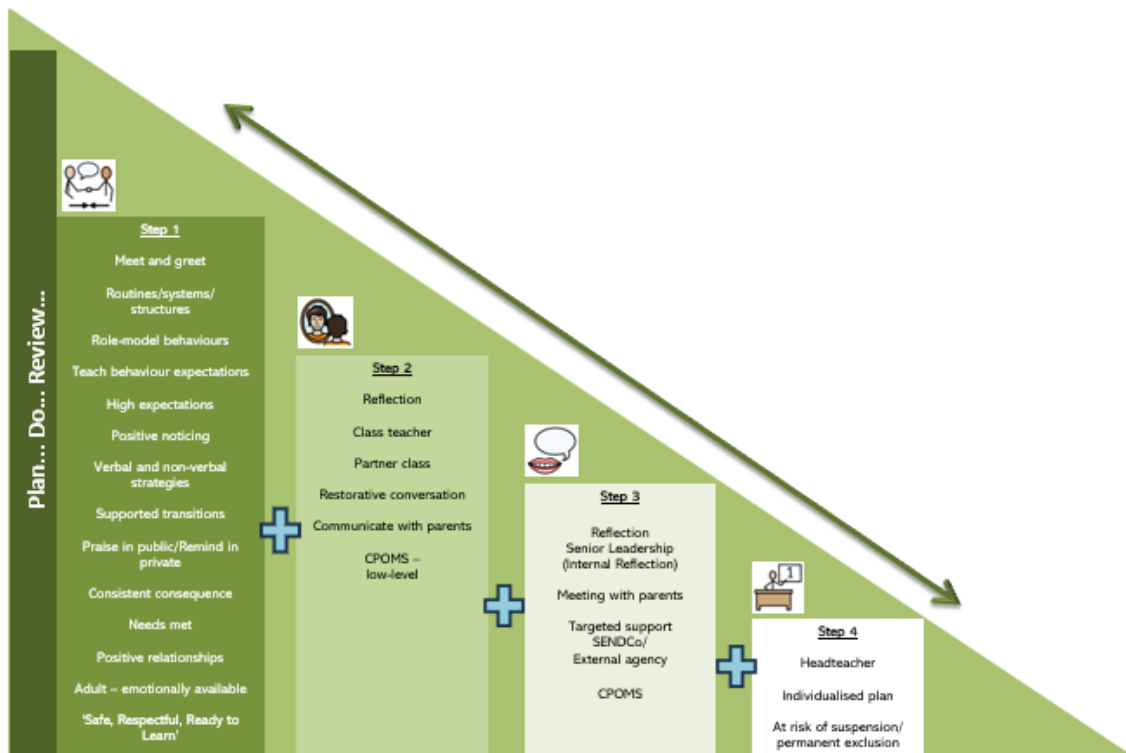
Children can be awarded House Points via Class Dojo for demonstrating being ready, respectful and safe, as well as, our HEART. House points are collated each week and read out by the House Captains, during our Celebration Assembly. At the end of a term, the winning house will come together to celebrate the success of their work.

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 align with our HEART values. Each child will take this certificate of recognition home to celebrate, building a home-school culture of positivity.

### Sanctions

Sanctions highlight that there are clear consequences for unacceptable behaviour. These sanctions help to develop children's self-reflection and regulation for their choices and helps reinforce their understanding of right and wrong. The following graduated approach is followed:



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

An individualised plan and Risk Assessment are 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). For further information regarding exclusion please see: [DfE Suspension & Permanent Exclusion](#)

### Reasonable Adjustments

Taking account of individual student needs, the school recognises its legal duties under the Equality Act 2010, and those in respect of safeguarding and supporting students with special educational needs (SEN). As a school, we are keen to ensure that we do not discriminate against students whose apparent inappropriate behaviour and conduct may be a function of their SEND, racial and/or cultural background. Therefore, when intervening with apparent inappropriate or unacceptable behaviour, all staff must understand that there will be circumstances in which some students may have some form of 'reasonable adjustments' applied from others and are expected to take account of those individual student needs when applying the 'plan, do review' cycle. With this in mind, it is essential that staff know students' learning needs as identified in their learning plans (if applicable, written by SENCO/SLT, parent/carer and teacher).

### 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

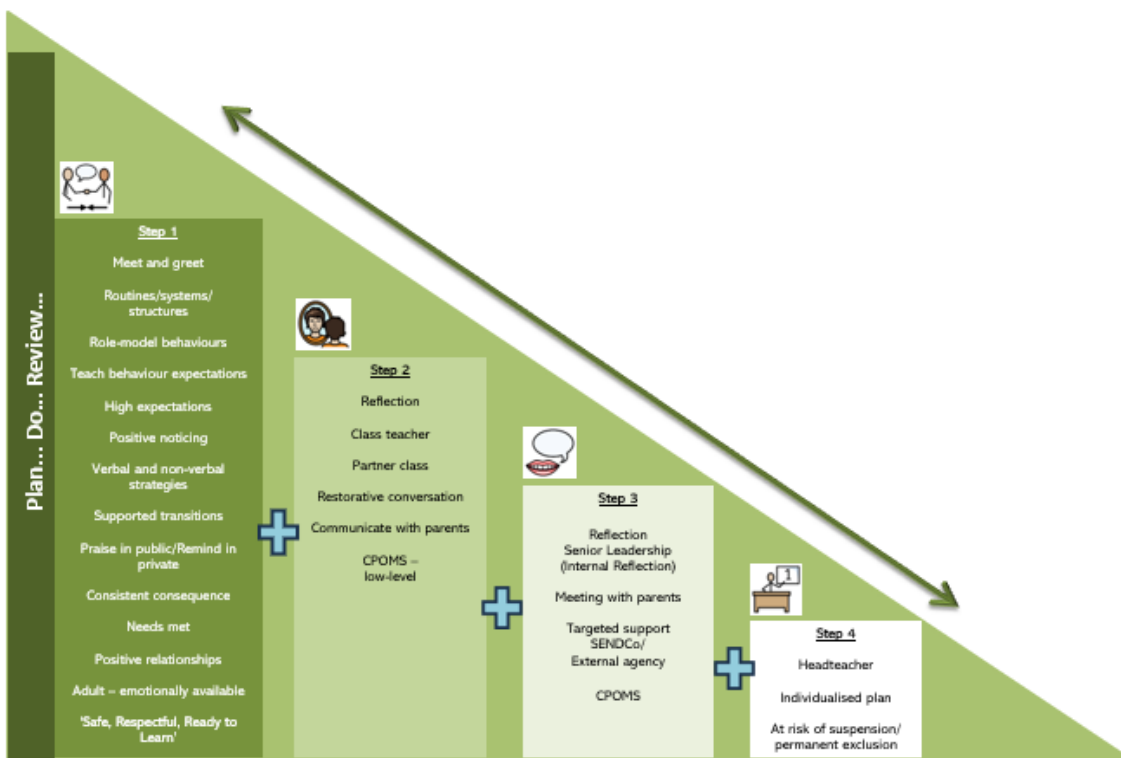
This policy is reviewed annually, however, this may take place earlier than this, if it is deemed appropriate.

## Appendices

### 1.1

		
Ready	Respectful	Safe

## 1.2



## 1.3

### Reflect and Restore Talking Frame

#### Notice:

- I have noticed... (highlight behaviour and how to improve)
- Do you remember when you did (highlight positive behaviour)
- I need you to... thank you
- Are you showing that you are ready/respectful/safe?

#### Reflect:

- Tell me/explain what has happened?
- How can we improve this moving forward?
- Is there anything you need to do to make things 'right'?

#### Restore:

- Thank you for...
- I've noticed that you...
- You have demonstrated being...

