SHERFORD VALE SCHOOL AND NURSERY

Positive Behaviour Policy 2026 - 2027

Key information	
Headteacher:	Laurie Archer
Senior Leadership Team:	Lisa Booth, Karin Rhodes, Beccy Broadway, Beki Jenkins
Reviewed:	September 2026
Next Review Date:	September 2027

Rationale

Sherford Vale School and Nursery aims to provide a calm, safe and purposeful setting in which positive behaviour supports successful learning. All members of the school community are expected to show high standards of conduct, take responsibility for their actions and help others to do the same. Strong, respectful relationships underpin our approach, and every member of staff plays a part in creating the conditions in which children can feel secure, learn effectively and flourish.

This policy reflects the WeST Behaviour for Learning Framework 2026 and should be considered alongside the Trust's policies for safeguarding, attendance, SEND, suspension and exclusion, restrictive intervention and inclusion.

Purpose

This policy sets out how we establish a safe, respectful and ready-to-learn community in which children can develop academically, socially and emotionally. We combine trusting relationships, clearly taught expectations and graduated support so that each child has the best possible opportunity to succeed. In line with the WeST Behaviour for Learning Framework, our approach is consistent and fair while remaining inclusive and responsive to individual needs.

- Identify and teach expected behaviours.
- Model expected behaviours.
- Create conditions for success.
- Recognise and celebrate positive behaviour.
- Support children to understand the impact of their choices.
- Provide fair and proportionate consequences when expectations are not met.
- Ensure reasonable adjustments are considered and implemented where required.
- Promote strong relationships between school, home and child.

Attendance and Behaviour

Regular attendance, positive behaviour, wellbeing and achievement are closely connected. Children are better placed to make academic, social and emotional progress when they attend consistently and experience a genuine sense of belonging at school.

As part of our graduated response, attendance concerns are reviewed alongside information about behaviour, safeguarding, SEND and wellbeing. If patterns begin to cause concern, we work with the child, parents or carers and, where helpful, external professionals to understand barriers and put timely support in place.

Our systems therefore seek to strengthen connection, participation and engagement, so that every child feels known, valued and prepared to learn.

School Expectations

All children…	All staff, every day…
• Are safe • Are respectful • Are ready	• Model and teach the expectations • Coach children to be safe, respectful and ready • Positively notice
Senior leaders…	**Recognition…**
• Support staff and children • Positively notice • Visibly present to monitor behaviour • Implement and monitor the behaviour graduated approach	• Positive praise and Dojo points • Stickers • Positive language • Positive message to parents for 'over and above' • Weekly stars of the week • Class Dojo Rewards • End of Autumn, Spring and Summer Headteacher awards

Behaviour Curriculum

We teach behaviour deliberately, just as we teach curriculum knowledge and skills. Adults explain and demonstrate expectations, give children opportunities to practise them and return to them regularly throughout the day.

Children are routinely taught:

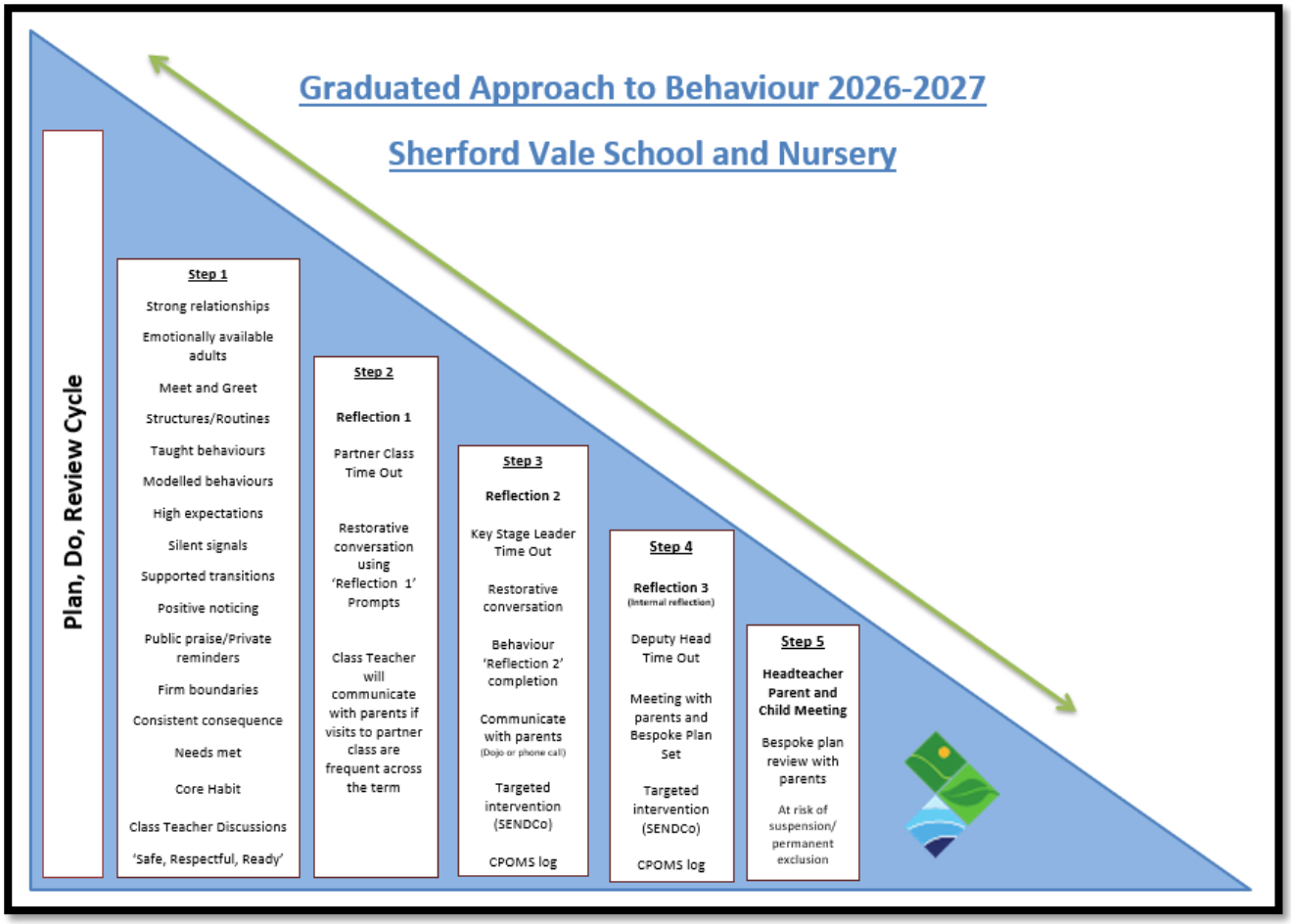
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- Safe, respectful and ready-to-learn behaviours.
- Classroom entry and exit procedures.
- Transition routines.
- Playground expectations.
- Assembly expectations.
- Listening and attention routines.
- Positive conduct during trips and educational visits.
- Safe use of technology and online behaviour.
- Respectful relationships and communication.

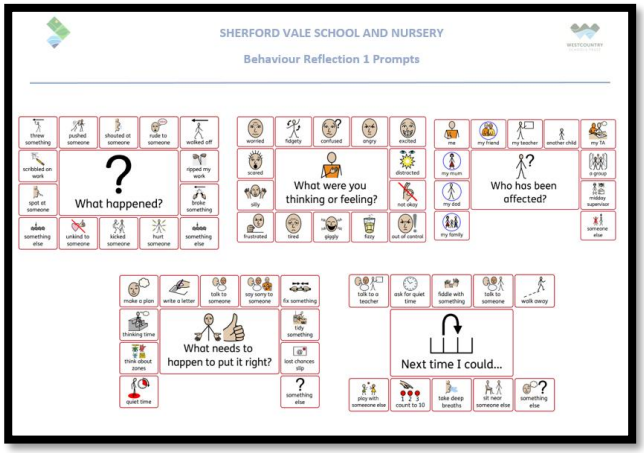
These routines and expectations are introduced explicitly at the beginning of each academic year, reinforced in everyday practice and retaught whenever children need further guidance. Our emphasis is on proactive teaching rather than waiting for difficulties to arise.

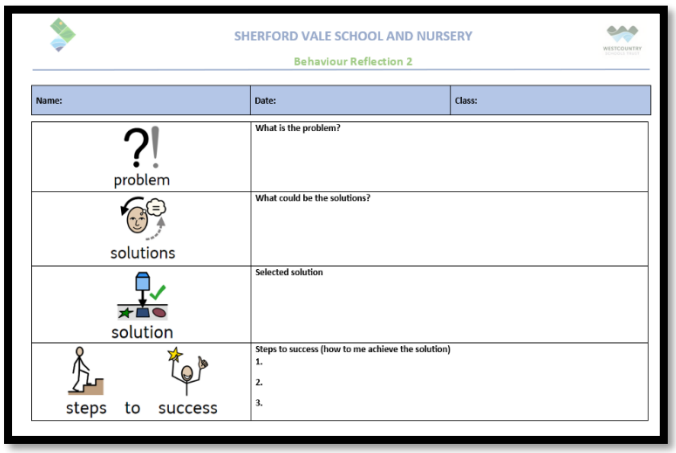


Graduated Approach to Behaviour

Our graduated approach provides a clear, staged response to behaviour, beginning with consistent whole-school expectations and increasing support when a child needs more help. At each stage, staff seek to understand the reasons for the behaviour, put appropriate teaching, support and reasonable adjustments in place, and review their impact with the child and family. Responses are proportionate, restorative and focused on helping the child regulate, repair relationships and return successfully to learning.







All Staff

- Welcome children warmly and invest time in knowing each child as an individual.
- Create calm, predictable routines that help children feel safe, included and ready.
- Teach, model and practise what 'safe, respectful and ready' looks and sounds like in different situations.
- Notice effort, kindness, improvement and positive choices, using specific and sincere recognition.
- Respond to behaviour calmly and with curiosity, considering what the child may be communicating and any support or adjustment they need.
- Use coaching and restorative conversations to help children reflect, repair relationships and make a successful return to learning.
- Follow through consistently and sensitively, recognising that every interaction can strengthen trust and teach a better way forward.
- Step in when a child needs help; no child should be ignored or left unsupported.
- Share relevant information with families, colleagues and leaders so that support is joined-up, respectful and timely.
- Use visuals in class to support all learners.

Senior Leaders

- Be visible, approachable and relational, creating regular opportunities to listen to children, families and staff.
- Build a shared culture in which adults use consistent language, warm boundaries and high expectations.
- Coach and support colleagues to respond confidently, proportionately and restoratively to behaviour.
- Recognise and share examples of children and adults strengthening the school community through their choices and relationships.
- Review patterns of behaviour and provision, ensuring that needs are identified early and reasonable adjustments are in place.
- Coordinate timely support for children whose behaviour shows distress, unmet need or a risk to themselves or others.
- Ensure incidents are followed up, relationships are repaired and children are supported to reconnect successfully with learning.
- Keep communication between school, families, the SENCO, safeguarding leads and external professionals clear and purposeful.

Headteacher

- Set the strategic direction for a relationship-centred behaviour culture and ensure this policy is understood and applied across the school.
- Create the conditions in which children and adults feel safe, respected, listened to and able to succeed.
- Ensure staff receive the training, guidance and support needed to use consistent, inclusive and restorative practice.

- Oversee serious or repeated incidents, making decisions that balance individual need, accountability and the safety of the wider community.
- Maintain appropriate records and take responsibility for suspensions and permanent exclusions in line with statutory guidance and Trust procedures.
- Report to the Trust and West Community Council on the impact, fairness and effectiveness of the school's behaviour approach.

West Community Council (WCC)

- Provide constructive challenge and support so the school's behaviour approach remains safe, inclusive, relationship-centred and aligned with Trust expectations.
- Review evidence about the policy's impact, including the experiences and outcomes of vulnerable groups.
- Hold leaders to account for consistent implementation while recognising the need for reasonable adjustments and individualised support.

Parents

- Build a trusting partnership with school, sharing information that helps staff understand and support their child.
- Reinforce the shared expectations of being safe, respectful and ready through calm, positive conversations at home.
- Work with staff to understand concerns, celebrate progress and agree supportive next steps.
- Support proportionate consequences and restorative actions that help their child learn, repair harm and move forward successfully.
- Raise concerns first with the class teacher and, if they remain unresolved, with the Headteacher, so they can be addressed openly and respectfully.

Classroom Removal

Every child is entitled to learn in a calm and focused classroom. If significant disruption continues after appropriate teaching, support and reasonable adjustments have been offered, a child may be asked to work for a short time in another supervised space. This is used to protect learning, help the child regulate and reflect, and prepare for a supported and successful return to class. This forms part of our Graduated Approach.

Communication with Parents

We communicate with parents and carers in a balanced, constructive and timely way. Families will hear about progress, positive choices and achievements, as well as being contacted when a child reaches a defined point in the graduated behaviour response.

The purpose of contact is to recognise success, build shared understanding and agree what will help next. Positive news may be sent through Class Dojo, while communication about a stage of the graduated approach will come directly from an appropriate member of staff and will explain the concern, support already provided and proposed next steps.

Reasonable Adjustments and Trauma-Informed Practice

We want every child to access learning, relationships and school life within a safe and inclusive environment. Some children will need additional support, adaptations or reasonable adjustments to engage successfully with the behaviour curriculum and demonstrate the shared expectations.

Our core expectations of being safe, respectful and ready are common to all; however, the route to meeting them may differ. Children with SEND, disabilities, medical needs or social, emotional and mental health needs may require a personalised approach, without lowering our commitment to safety, dignity and learning. Adjustments are identified through observation, discussion with the child and family, review of available assessment and support plans, and consultation with the SENCO, designated safeguarding lead or other professionals where appropriate. Staff consider communication, sensory, medical, safeguarding and regulation needs before deciding how to respond to behaviour.

Consequences are not used for behaviour that a child cannot reasonably control because of disability or another identified need. Where behaviour may arise from such a need, adults first consider barriers, the support already available and any changes required to help the child regulate, communicate and participate.

Depending on the child and the context, reasonable adjustments may include:

- Adapted timetables or curriculum provision.
- Movement or sensory breaks.
- Alternative workspace arrangements.
- Additional adult support.
- Visual supports and communication aids.
- Individual behaviour support plans.
- Targeted pastoral, wellbeing or nurture support.
- Adaptations to routines, transitions or learning environments.
- Personalised rewards and recognition systems.
- Referrals to specialist services and external agencies.

Wherever possible, adjustments are planned in advance with the child, parents or carers and relevant professionals. They are recorded clearly, shared with the staff who need to know and reviewed in light of the child's progress, changing needs and the impact on access, safety and learning.
When a child needs more sustained help, the school uses a graduated cycle of assessment, planning, intervention and review. This may involve targeted provision, an Individual Behaviour Support Plan, a risk assessment, specialist advice or coordinated work with external agencies.

Our practice is trauma informed. We recognise that experiences of adversity, loss, disrupted attachment or ongoing stress can affect a child's sense of safety, trust, attention and ability to regulate. Adults therefore respond with calmness, curiosity and compassion, asking what may be driving the behaviour while maintaining clear, predictable and respectful boundaries.

A trauma-informed response does not remove accountability or excuse unsafe behaviour. It helps adults choose approaches that reduce shame and escalation, protect relationships and support recovery. This may include consistent routines, advance preparation for change, access to a trusted adult or regulated space, co-regulation, restorative repair and a gradual return to learning.

If behaviour presents an immediate risk of harm, trained staff may use reasonable force only as a lawful, necessary and proportionate last resort. Restrictive intervention is never a punishment; each incident is recorded, reviewed and discussed with parents or carers in accordance with school and Trust procedures.

Information Sharing and Transition Planning

Appropriate information sharing helps us safeguard children, sustain effective support and promote positive behaviour when circumstances or settings change.
When a child transfers between classes, year groups, schools or provisions, relevant details are shared securely with those who need them. This may include successful behaviour strategies, SEND provision, safeguarding or attendance information, risk assessments and agreed adjustments.

Transition support is matched to the individual and may involve extra visits, meetings with key adults, the child's views, parental involvement and coordinated planning between professionals.

Existing Behaviour Support Plans, risk assessments and reasonable adjustments are reviewed before transition and communicated to relevant staff so that helpful practice continues without unnecessary interruption. Safeguarding information is transferred through secure processes and in line with statutory guidance, school procedures and data-protection requirements.

Child-on-Child Abuse, Online Behaviour and Serious Incidents

A behaviour incident may also indicate a safeguarding concern. In such cases, staff follow the school's behaviour process and safeguarding procedures together, ensuring that safety, evidence and the needs of those involved are considered.

This includes, but is not limited to:

- Child-on-child abuse
- Harmful sexual behaviour
- Bullying
- Discriminatory behaviour
- Serious violence
- Online abuse
- Social media misuse
- Artificial intelligence misuse
- Sharing inappropriate images

Sherford Vale School and Nursery does not tolerate bullying in any form. Concerns about bullying are taken seriously, recorded and responded to promptly. Further information about prevention, reporting and the support available can be found in the school's Anti-Bullying Policy.

Concerns are recorded without delay, and staff seek guidance from the Designated Safeguarding Lead whenever an incident may have a safeguarding dimension or further advice is needed.

Behaviour Outside School

The school's expectations remain relevant when pupils represent Sherford Vale School and Nursery or when conduct beyond the site affects the school community. This can include educational visits, travel to and from

school, online activity and other incidents with implications for safety, wellbeing or the school's reputation. Where appropriate, the school will investigate and respond under this policy.

Searching, Screening and Confiscation

To protect the safety and wellbeing of the community, authorised staff may search, screen or confiscate items when there are lawful, reasonable and proportionate grounds to do so. This includes circumstances in which an item is prohibited by law or school rules, or may place safety, learning or wellbeing at risk.

Items that interfere with learning, breach school rules or create a safety concern may also be removed. Examples include mobile phones, electronic devices, toys and other unsuitable items brought onto the premises.
Searches and confiscation are carried out in line with current statutory guidance and Trust procedures. Parents or carers are informed when appropriate, and the school may seek help from external agencies, including the police, if the circumstances require it.

Incidents involving prohibited or unsafe items are documented and followed up through the school's behaviour, safeguarding and child-protection arrangements.

Serious Behaviour Incidents

Every child has a right to physical and emotional safety. Although we view behaviour as communication and seek to understand its context, actions that cause, or are intended to cause, serious physical or emotional harm are treated as serious incidents.

The school responds promptly and proportionately, with clarity about safety and accountability. Children are helped to reflect, understand the effect on others, repair harm where possible and learn alternative ways to respond; suitable consequences are applied alongside that support.

A serious incident may require measures outside the usual graduated sequence, including an internal suspension. For the most serious situations, or when substantial support has not led to sufficient change, the Headteacher may consider suspension or permanent exclusion in accordance with statutory guidance and Trust procedures. Parents and carers are contacted as soon as reasonably practicable and included in planning support, consequences, reintegration and any required risk management. Where beneficial, the school will work with external agencies to promote sustained change and protect the wellbeing of everyone involved.
When suspension or permanent exclusion is used, the school meets all statutory duties for notification, educational provision and reporting to the Trust, Local Authority and governing body.
Further information about suspensions and exclusions can be found in our Trust policy - WeST Suspension Exclusion Policy 2026-2027 FINAL - Approved July 2026

Monitoring and Evaluation

The Headteacher, senior leadership team and West Community Council review how well the policy is working, with particular attention to consistency, fairness, inclusion and outcomes for children.
Information is examined regularly to identify what is working well, emerging patterns, areas of concern and children or groups who may need earlier or additional help. The evidence considered may include:

- Behaviour incidents and patterns of behaviour.
- Positive recognition and rewards.

- Internal suspensions.
- Suspensions and permanent exclusions.
- Bullying incidents.
- Attendance and persistent absence.
- Restrictive intervention incidents.
- Behaviour data relating to vulnerable groups, including children with SEND, disadvantaged children and those with safeguarding concerns.

Leaders use this evidence to judge the effectiveness and equity of the behaviour approach, spot disproportionate outcomes and check whether reasonable adjustments and interventions are timely and effective.

Behaviour, attendance, safeguarding and SEND information may be considered together so that support is coordinated through the school's graduated approach. Key findings are reported to the WCC and the Trust as required.

<u>Summary</u>

A positive behaviour culture depends on strong relationships, explicitly taught routines, ambitious expectations and calm, dependable adult responses. By working together, staff, children and families make Sherford Vale School and Nursery a safe, purposeful and inclusive place where every child is supported to thrive.

