



Sheldwich Primary School



Behaviour Policy

2025/2026

The aim of this policy is to ensure that all children, parents and staff are aware of the behaviour expectations and discipline procedures within our school.

At Sheldwich we place an emphasis on praising good behaviour as well as promoting high academic achievement and developing social skills. We aim to provide a safe, calm and caring environment where all children can learn without disruption. We appreciate our children as individuals and value their contributions towards society and the school.

Our behaviour policy is written with a positive approach to the effective management of behaviour.

Aims of the behaviour policy.

- To have a consistent and fair approach to behaviour throughout the school
- To create an environment where children feel valued, secure and have high self-esteem
- To provide a structure where pupils are accountable for their own behaviour, where they have a clear framework of right and wrong
- To enable our children to develop social skills and moral values in the context of the school and the wider community
- For our children to show respect and tolerance for others even if they do not share their views and see an example of this set by those who care for them
- For classrooms to be calm and purposeful

School Expectations of Behaviour

- We will treat all members of the school community with respect.
- We will behave in a way that ensures successful learning.
- We will act with courtesy and with consideration at all times, whether at school or on school trips and events.
- We will speak politely to all other people.
- We will be honest and truthful.
- We will respect the property of others.
- We will take responsibility for keeping the school environment clean and tidy.
- We will not leave the school premises without permission.
- Sheldwich Primary School does not advocate children aged 11 years or under having mobile phones or using apps and social media sites inappropriate for their age (see Appendix 1). Parents are responsible for the child's use of digital and social media; incidents of poor behaviour within these contexts should be resolved outside of school between the parties involved. The school will not investigate these unless it impacts the well-being of the pupil is affected and is an E-Safety concern (see anti-bullying and E-Safety Policy).
- Smart watches should not be worn including anything which can record or video.

Classrooms

At Sheldwich we believe that encouraging positive behaviour is an essential strategy in creating a positive and caring environment. We will praise good work and behaviour, be enthusiastic and use humour to create a positive atmosphere. As a staff, we will plan and organise our classrooms and lessons to hold pupils' interest. The children, in collaboration with the class teacher, will discuss and agree class rules. These will be used to foster a safe and successful time at school.

Playtime Expectations

Playtime is for the enjoyment of all. We will try to be aware of possible frictions and ensure children are not left isolated at playtime. Adults on duty will encourage and support suitable play activities and be available to deal with any worries or problems that children have. Playground Buddies have received training and will be available to support all children.

During lunchtimes there will be a Class Teacher on duty who will support Midday supervisors with inappropriate behaviour incidents. Midday supervisors will pass on any relevant information from that day to a child's class teacher immediately after lunch break. More serious playground incidents will be dealt with by the class teacher who will record the incident in the class behaviour log which, in turn, will be seen by a member of the Senior Leadership Team and dealt with immediately. A serious incident will result in a pupil's 'peg' being moved by the Midday supervisor at the end of lunchtime and the respective class teacher informing parents if this is their second peg move at the end of the day.

At the end of lunchtime the Senior Midday Supervisor will blow a whistle/ring the bell at 12.55pm for the children to line up in their classes. All classes will be collected from the playground by a member of staff and walked to their classroom for afternoon activities.

Moving Around the School

It is expected that pupils will move around the school sensibly by walking whilst inside and will be capable of behaving in an appropriate manner when unaccompanied in the cloakroom or toilets etc.

Rewards

All staff are encouraged to praise good behaviour and work at every opportunity. Rewards can take many forms and be tailored to meet the needs of individuals, groups, classes, and the whole school (see Appendix 2). Examples of positive rewards include:

- verbal private/public praise
- written comments in books
- stickers/certificates/stamps
- 'marbles in jar'
- class charts
- displaying work
- star of the week in class
- work shown or good behaviour highlighted in celebration assembly
- informing parents of good behaviour in front of child
- sent to Headteacher for verbal praise/sticker/certificate
- raffle tickets
- peg move up to the 'stars' symbol

The house point system will be used to foster good learning behaviours and attitudes to others. There will be a maximum of 3 house points awarded in a single instance. Mr Burns will organise the collection of the house points weekly on a Friday.

Raffle tickets will be rewarded for students who show the School Values.

Children on a specific behaviour program will have rewards negotiated between the class teacher and the child and therefore tailored to meet their needs.

Social Skills

Some children need to participate in a planned programme of social skills in addition to the class sessions of Circle Time and PSHE/RSE. These are organised by the SENCO to support children in developing positive behaviours.

Unacceptable Behaviour and Sanctions

As a school we are aware that positive behaviour strategies will not work in every situation and behaviour that does not meet the school, classroom and playtime expectations will require appropriate sanctions to deter the unacceptable behaviour from happening again. The severity of the incident will determine the level of sanctions to be used.

Incidents of low-level inappropriate behaviour:

- All pupils begin the school day on Sheldwich 'sunshine' visual sign. Inappropriate behaviour will result in:
- Verbal warning clearly stating child's behaviour and stating consequence ensuring the child understands.
- Second verbal warning and the pupil's peg is moved onto the 'Sun moving behind the cloud' symbol.
- A third warning will result in the pupil's peg moved to the 'Grey Cloud': 'Time out' will then be issued either with the child being moved or sat on a chair/the floor near class teacher for 5 minutes.
- If behaviour continues the pupil's peg is moved to the 'Black' cloud and escorted by another child or adult to the Key Stage 1 & 2 Manager (Class 5 pupils will be escorted to the Class 6 teacher) stating behaviour and how long they need to be there (10 minutes max) along with a task to do. The class teacher will record this on the behaviour form.
- At the discretion of the class teacher the parent will be informed at the end of the day if a pupil has been moved onto the 'sun behind the cloud'.
- Pupil peg movement will be recorded on a behaviour log and placed in the pigeonhole labelled 'Behaviour Reports' at the end of each week and this will form part of Key Stage meetings and be fed back to SLT before Pupil Progress meetings.
- If a pupil has had two peg moves in a week, the class teacher **will** inform the parents of this. If a third peg move follows, parents will be informed that their child has a detention.
- If a Key Stage 2 pupil is moved from the Sunshine symbol 3 times in a week they will attend a lunchtime detention on Friday lunchtime. If the third peg move occurs on the Friday, the detention will be given on the following Monday. The detention will take the form of the pupil being supervised by the relevant Key Stage manager from 12 noon to 12:30, followed by then eating their lunch in the hall.



- If a Key Stage 1 pupil's behaviour is inappropriate they will require immediate sanctions so they understand what the inappropriate behaviour has been. Therefore if a Key Stage 1 pupil receives three peg moves they will have an immediate detention in the form of missing part of a playtime. Their parents will be informed by telephone.
- Staff will be made aware of pupils attending detention during Wednesday Staff Meetings and Monday morning briefing meetings.
- If the same pupil has their peg moved 3 times for a second week the class teacher will arrange to meet the parents with the Key Stage Manager and a further detention period will be attended.
- If the same pupil has their peg moved 3 times for a third week then the parents will be asked to meet the Assistant Headteacher and a behaviour chart will be employed; a further detention period will be attended.
- A small number of pupils may need a specific behaviour plan to meet their particular needs. This will be arranged by the SENCO in liaison with the class teacher and parents.
- A few pupils have their peg moved once or twice on a weekly basis but therefore avoid detention. Key Stage Manager will inform class teachers of these pupils and pupils will receive an end of term detention. The class teacher will feed back their behaviour to parents. For pupils where a detention has been given, their end of term report will record their behaviour as 'area of improvement'.
- For a serious incident there may be an automatic detention given.

Playtime behaviour steps:

- Inappropriate behaviour or language/swearing will result in time taken away from playtime or lunchtime. Vulgarity or blaspheming will be actively discouraged by all members of staff and a verbal warning will be given for persistent inappropriate use of vocabulary and peg moves issued if blatant disrespect of adult discouragement of blaspheming and vulgarity.
- Staff on duty will inform the class teachers of any behaviour incidents and the class teacher will record these events in their behaviour log which will be reviewed weekly by the Key Stage Managers.
- Regular documentation of behaviour incidents will be discussed at Key Stage meetings and pupil progress meetings - see repeated incidents of low-level inappropriate behaviour:

Repeated incidents of low-level inappropriate behaviour:

The initial sanction will be informing the parents and outlining the incidents which have occurred and asking the parents to support the schools approach by speaking to their child about their behaviour. A behaviour chart to be started (see Assistant Headteacher for chart) with appropriate rewards and sanctions agreed (parents must be informed of the behaviour chart). The SENCO is available to meet with the class teacher to discuss appropriate intervention for children whose behaviour is an ongoing concern. A weekly meeting with parents will need to be arranged to review the behaviour chart.

Guidance for teachers

You must inform the Key Stage Manager of intended meetings with parents so they can support actions required. You must record inappropriate behaviour/meeting with parents in your daybook with a date and time it occurred. This will provide evidence for the SENCO for meetings with outside agencies/parents etc.

Serious behaviour incidents:

Incidents of any of the behaviours listed below are deemed serious enough to be dealt with directly by the Headteacher or Assistant Headteacher and may result in an instant peg move without a verbal warning or an instant detention.

- Fighting/physically aggressive behaviour
- Verbally aggressive behaviour
- Disrespectful language/attitude to staff
- Failure to comply as directed
- Deliberate damage to property
- Absconding
- Incidents of bullying
- Racial, sexual or homophobic incidents

Children should be escorted to the office and the Headteacher/Assistant Headteacher will deal with as necessary.

Exclusions

In the case of extreme behaviour there may be a need to exclude a child for a period of time. If a child is excluded, Sheldwich Primary School will follow *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2022 (applies from 1 September 2022)* as determined by the DfE.

Emergencies

If any teacher has an emergency situation where they are unable to leave their class, they should send their ID badge to the office with a child. The Headteacher will immediately come to that class to deal with the problem. The midday supervisors and SENCO should also use their ID badges in this way. Please refer to Critical Incident Policy for further guidance.

Anti-Bullying

At Sheldwich School we accept that bullying is deliberate and hurtful behaviour towards others and is often repeated over a period of time. Bullying can be physical (hitting, kicking, taking belongings), verbal (name-calling, insulting) or indirect (spreading nasty stories, excluding from groups, either at school or on social media).

When bullying has been observed or reported the following steps are followed:

Step 1	Interview with the child or children involved	A senior member of staff will establish whether an incident of bullying has occurred by talking to the child(ren) about what has happened and how this had made them feel.
Step 2	Convene a meeting with those involved	The senior member of staff will talk to the child or children who have been cited as bullying to establish their viewpoint. This may include some bystanders or colluders who joined in but did not initiate any activity.
Step 3	Interview with any witnesses	The senior member of staff will check whether the bullying was observed by any witnesses and take account of what has occurred.

Step 4	Share responsibility and agree next steps	The child or children cited as bullying are encouraged to consider a way in which the other child(ren) could be helped to feel happier. The senior member of staff ends the meeting by agreeing a set of next steps and helping the child(ren) to take responsibility to solve the problem.
Step 5	Meeting with Class Teacher and Parents	The Class Teacher(s) contacts with the relevant parents to explain the events, outcomes and next steps.
Step 6	Review	The senior member of staff monitors the next steps and meets again with all parties to see how things are progressing.

Equal Opportunities

Any incidents of racial or sexual harassment are taken seriously. Our Single Equality Scheme details how such incidents will be dealt with.

Parents

We place great value on a shared partnership between home and school. When parents choose to place their child in the school the importance of good behaviour is emphasised. We also ask parents to share any circumstances that may cause their child to behave inappropriately. If we have concerns at school we invite parents in to make them aware of the situation and work together to resolve the situation.

Early Years

Little Hedgehogs promote good behaviour and positive interactions with verbal praise.

The Headteacher will, celebrate individual achievements such as good social skills, sitting nicely at lunchtime, playing kindly, tidying up together, picture of the week and taking turns.

Little Hedgehogs follows the Pre-School Positive Behaviour Policy.

***Reviewed by SLT & Staff: July 2025
To be reviewed: July 2026***

Appendix 1

App/Social Media Site	Type	Age Restrictions
ASKfm	Social networking site where users can ask each other questions	13+
Facebook	Popular social network with over a billion users	13+
Fortnite	Popular strategy survival game for PlayStation 4, Xbox One, Windows, and Mac. It combines Minecraft resource collecting and building with team based survival shooting games. Although the game isn't rating for profanity, its online nature could expose younger players to offensive language from random strangers via the voice or on-screen text chat	In the UK the Video Standards council rate Fortnite as PEGI 12 for frequent scenes of mild violence. It is not suitable for persons under 13 years of age
Google+	Social network that is linked in with Google's other services such as YouTube, Gmail and search	18+
Instagram	Photo and video sharing app that is popular with teens. People on Instagram can connect with one another through comments, captions and hashtags on photos and videos	13+
Kik	Messaging app available on most smartphones whereby users can send each other text messages, images, videos or gifs	13+ - must have parental permission
Minecraft	PEGI 7 rated game for violence that lacks any apparent harm or injury to fantasy or mythical creatures and beings, as well as scenes likely to be scary to young children.	10+ (ESRB rating)
Moshi Monsters	Online social game popular with 6-12 year olds that allows children to choose, customise and nurture a pet monster	No age restrictions, aimed at children aged 6 – 12
MovieStarPlanet	Online game with a social networking aspect, which is popular with 8-13 year olds; social networking aspect of the game allows users to use chat rooms to make contact with other users	No minimum age, aimed at children 8 – 15
TikTok (formerly Musical.ly)	Social media platform that allows users to express themselves through singing, dancing, lip syncing and comedy in 15 second – 3 minute videos that can be shared with others in the TikTok community. On TikTok there is also the ability to livestream via LiveMe – Live Video Chat (age restriction 18+) where users can directly interact with online audiences through chat and live video	13+ Some content restricted to 18+
Oovoo	Video chat and messaging app that allows you to speak to up to 12 people at a time; is similar to Skype and Tango, as it lets you make video calls, voice calls and send texts to family and friends	13+
Periscope	Periscope is an app designed by the creators of Twitter, that lets you share and experience live video streams from your mobile or tablet device	16+
Roblox	Game aimed at 10-18 year olds, although there are no age restrictions meaning both adults and children can play and communicate with each other. Includes a written chat feature, which is visible to players within each individual game. Users can also make and receive friend requests during gameplay and this means that they can chat to each other outside of the game	10+
Skype	An app that has instant messaging, file transfer, debit-based calls to landline and mobile telephones, and other features	13+
Snapchat	Ephemeral messaging app that is popular with teenagers which allows them to share user-generated photos, texts and videos, ie 'snaps'	13+ 18+ for certain features
Tango	Messaging app, similar to WhatsApp and Kik, however Tango allows users to make money from livestreaming	13+
Tumblr	Blogging, photo sharing and social networking site owned by Yahoo	16+
Twitter	Social networking and microblogging site	13+
WhatsApp	Mobile messaging app which allows users to send and receive messages, images and videos to their existing phone contacts	16+
YouTube	Video-sharing website that is owned by Google	No minimum age to watch videos, must be 13+ to have a YouTube account

Information obtained from <https://www.saferinternet.org.uk/> and correct at time of printing. See website for further information if required. Please see <https://www.gov.uk/guidance/child-online-safety-data-protection-and-privacy> for more information about child online safety and the Age Appropriate Design Code Principles to keep children safe online.

Promoting Positive Behaviour, Attitudes and Good Work

Positive use of language	The school expects pupils to speak politely to all other people. Adults select the language used to promote what they expect to occur rather than what they do not want.
Raffle Tickets 	Pupil can earn raffle tickets from all members of staff. They are given for attaining the School Values. Five prize winners are picked randomly at Celebration Assembly on Fridays.
House Points	Between one and three house points at a time can be rewarded by any member of staff and volunteer helpers for any positive behaviour, politeness, helpfulness, good listening, good work in books, etc.
Sharing good work with other adults	Pupils can visit the Headteacher, Assistant Headteacher and other teachers to show good work (at 12 noon on any day for HT/AHT).
Class rewards	Classes have their own reward system agreed at the start of each year with the teacher and pupils (class-based only).
Headteacher Awards	Every week, class teachers identify two pupils in their class who have shown a good attitude to learning or produced some exceptional work. They receive a certificate and small prize presented during Celebration Assembly.
 Pen Licence	Children whose handwriting has consistently reached a high enough standard are awarded a Pen Licence. They show their work to the Headteacher who then presents them with a certificate, badge and their first handwriting pen. Parents are informed of their achievement by letter.
Mathematics Award	Each week, class teachers identify one pupil in their class who has shown a good attitude to Mathematics. They will receive a certificate during Celebration Assembly.
Class attendance of the week	The class with the highest attendance that week.
Pupil of the week	This awarded to a pupil who has excelled in class
Extended Schools Award	Awarded by the extended schools team for pupils who achieve any of the school values.
Lunchtime Award	Awarded by the midday supervisors for pupils who achieve any of the school values.
Presentation of the week	A pupils can be awarded this for either their physical presentation or the school work.
Citizen of the Week	This award is given to the pupil who has been identified as helping their school community.
Class of the Week	Awarded to the class who have