

Behaviour Policy



SHERIFF HUTTON PRIMARY SCHOOL

Date of Policy Review: January 2026

Approved by the Governing Body: January 2026

To be reviewed: January 2027

Responsibility: Headteacher

‘All Behaviour is Communication’

At Sheriff Hutton Primary School, we aim for all of our children to be the best they can be within a positive school climate. Our children’s safety and their engagement in their learning is always our primary aim. Steps are taken, with care and consideration, considering individual needs where necessary.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This is summarised in our ‘Be Brave’ approach, highlighted on our Sheriff Shield. Our behaviour policy echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

Rationale: The rationale that underpins all of our work in managing behaviour is our shared understanding that all behaviour is communication. We firmly believe that both academic and personal outcomes for children are maximised when they form positive relationships with staff and each other and see school as a place where they are listened to, understood and feel safe. To cultivate consistently excellent behaviour and attitudes, we recognise the importance of understanding what motivates each individual pupil and how best to support them across a range of situations, we do not believe in a generic approach for all.

PURPOSE AND SCOPE

This Behaviour Policy sets out the expectations, structures, and procedures that guide conduct within our school community. It applies to all pupils, staff, governors, volunteers, and visitors. The policy promotes a nurturing environment that prioritises children’s safety, wellbeing, and learning. Our ‘Be Brave’ principles underpin all behaviour expectations and form the foundation of our school culture.

CORE AIMS

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To help pupils take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote resilience.
- To ensure that excellent behaviour is a minimum expectation for all.

Nurture:

To support children’s emotional development through relational, attuned, and compassionate practice.

Children’s Safety:

To ensure that every child feels physically and emotionally safe, with clear routines and consistently applied boundaries.

Learning:

To sustain an environment where behaviour enables high-quality teaching and learning and supports children’s academic and personal growth.

‘Be Brave’ Principles:

Our behaviour curriculum is built upon five core principles that children are taught explicitly and are expected to demonstrate consistently:

- **Be Kind**
- **Respect Others**

- Always Pay Attention
- Value Friendships
- Engage in Learning

GUIDING PRINCIPLES

- Behaviour is taught, modelled, and reinforced in alignment with the 'Be Brave' principles.
- All pupils have the right to feel respected, listened to, and safe.
- Staff use relational, restorative, and trauma-informed approaches.
- Positive behaviour is recognised and celebrated regularly.
- Consequences aim to support reflection, repair, and regulation rather than punish.

'BE BRAVE' PRINCIPLES

The 'Be Brave' principles define the behaviours we expect across all school contexts.

For children	For adults
<ul style="list-style-type: none"> ▪ Demonstrating bravery supports positive behaviour by helping children make constructive choices even when situations feel challenging. ▪ Being brave empowers children to act with integrity, reinforcing positive behaviour and strong decision-making. ▪ Courage enables children to try new strategies, resolve conflicts appropriately, and maintain positive behaviour. ▪ When children show bravery, they are better able to manage difficulties calmly and choose behaviours that reflect our expectations. 	<ul style="list-style-type: none"> ▪ We recognise that children themselves must be brave, especially when learning new behaviours, managing challenges, or making positive choices. ▪ We understand that positive behaviour often requires children to show bravery as they navigate unfamiliar or demanding situations. ▪ We acknowledge that positive behaviour often requires children to show both bravery and resilience, and we create safe environments that empower them to take these healthy risks. ▪ We recognise that fostering positive behaviour involves supporting children as they develop the courage to do the right thing, even when it is difficult.

BE KIND

- Use kind words and actions.
- Offer help to others.
- Treat property and shared spaces with care.

RESPECT OTHERS

- Listen when others are speaking.
- Follow adult instructions promptly.
- Celebrate difference and show tolerance.

ALWAYS PAY ATTENTION

- Stay focused during teaching and learning.
- Follow classroom routines and signals.
- Be ready to listen, think, and participate.

VALUE FRIENDSHIPS

- Include others in games and discussions.
- Respond to disagreement with empathy.
- Seek adult help when friendships need support.

ENGAGE IN LEARNING

- Show enthusiasm and effort.
- Ask questions and contribute positively.
- Demonstrate perseverance and bravery when learning is challenging.

NURTURING APPROACHES

EMOTIONAL WELLBEING

- Staff use emotion coaching, attuned responses, and calm language.
 - Children experiencing dysregulation may access safe spaces to restore readiness to learn.
-

RELATIONAL PRACTICE

- Strong, trusting relationships are prioritised.
 - Staff model the “Be Brave” principles in all interactions.
-

INDIVIDUAL SUPPORT

- Adaptations for SEND and social, emotional, or behavioural needs are provided.
 - Support plans are developed for children requiring targeted intervention.
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SCHOOL PRACTICE

SUPPORTING SELF-REGULATION

When children are finding it challenging to uphold our values or struggling to regulate themselves, we have a number of strategies that are used to support them.

CLASSROOM DISPLAYS

Every classroom has our behaviour principles prominently displayed so that staff can quickly remind children of our expectations. The emphasis is on finding out why a child is behaving like they are and then solving the root of the problem rather than meaningless punishments which often have very limited and short-term effects.

INTERVENTION

We recognise that not all children find self-regulation easy to manage and may require extra support outside of the curriculum for this. This may be in the form of sensory time, teaching calming, relaxation and de-escalation techniques, developing vocabulary to express emotions and feelings, receiving nurture time to develop strong trusting relationships or developing social skills and turn taking etc.

CURRICULUM

Our PSHE curriculum teaches all children about different feelings and emotions and how to deal with them. It also teaches them acceptance and tolerance of those who may not find this as easy as others.

PERSONAL DEVELOPMENT

Our wider work on personal development to support behaviour is done through our personal development curriculum and pupil offer. This is done through collective worship where our school values are regularly revisited and children learn about the rule of law through their work on Modern British Values. Staff carefully model what we expect through all of their interactions with pupils showing mutual respect, understanding and fairness in a calm and controlled manner.

WORKING WITH PARENTS AND RECORDING/TRACKING BEHAVIOUR

We believe that strong relationships with parents is essential and a powerful tool to help children regulate their behaviour and access support to improve behaviour when it falls short of our expectations. We also believe that recording behaviour can help us to identify patterns and trends which can help us to support regulation and know when extra supervision, support or intervention may be needed. To enable this, we keep records of behaviour and have a clear and consistent protocol as to when parents should be informed and what should be recorded centrally

THE IMPORTANCE OF CONSISTENCY

Consistency will ensure 'certainty' in the classroom with all staff taking responsibility for behaviour. Staff will use consistent positive reinforcement with clear routines for supporting, encouraging and celebrating appropriate behaviour.

- The adults are consistent with simple expectations clearly communicated to all children
- The adults are consistent in their respect to all children even on the rare occasion that a child is disrespectful to them
- The adults model consistent levels of emotional control and emotional restraint
- Adults acting as consistent role models enables our children to see good behaviour and are therefore able to learn from this example
- Adults are consistent in their understanding that part of learning good behaviour involves making mistakes
- Adults will consistently reinforce routines for behaviour in the classrooms and around the school site

Our school expects children to be well-behaved, well-mannered and attentive.

Examples of such behaviours are:

- Children address adults using their names (Mr/Miss/Mrs/Ms ...)
- Children say "Please" and "Thank you"
- Children hold doors open for each other and say "Thank you"
- Children hold doors open for adults and say "After you"
- Children walk in lines, with kind hands, quietly and respectfully around school
- Children wear the correct school uniform
- Children are expected to be punctual

SAFEGUARDING

SAFE ROUTINES

- Clear expectations are set for movement around school, transitions, and unstructured times.
- Adults maintain high presence and vigilance at all times.

RESPONDING TO CONCERNS

- Behaviour raising safeguarding concerns is passed immediately to the DSL.
- Bullying, harassment, and discriminatory conduct are not tolerated and are addressed promptly.

USE OF PHYSICAL INTERVENTION (SEE REASONABLE FORCE SECTION BELOW)

- Used only when necessary to prevent harm.
- Fully recorded and communicated with parents.

By law, members of staff and visitors authorised by the Headteacher have the power to use reasonable force to prevent pupils:

- committing an offence
- injuring themselves or others
- damaging property
- to maintain good order and discipline in the classroom.

Our school has safe spaces where children can be taken when incidents of this kind have taken place (see Positive Handling Policy).

A Positive Handling Incident entry is completed on CPOMs and the situation discussed with the Headteacher who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies.

All incidents of positive handling are reported to parents at the first opportunity.

BEHAVIOUR EXPECTATIONS IN PRACTICE

ACROSS SCHOOL

All behaviour expectations link directly to the "Be Brave" principles. Examples include:

- Speaking politely (Be Kind).
- Walking safely (Respect Others).
- Listening during instructions (Always Pay Attention).
- Playing cooperatively (Value Friendships).
- Trying new learning tasks (Engage in Learning).

CLASSROOMS

Teachers establish routines that support children to:

- Enter and exit calmly.
- Follow visual prompts and schedules.
- Maintain focus and readiness to learn.

PLAYTIMES AND LUNCHTIMES

- Inclusive and safe play is expected.
- Children are taught to resolve conflict using restorative language.
- Equipment is used responsibly.

PROMOTING POSITIVE BEHAVIOUR

RECOGNITION SYSTEMS

- Verbal praise linked to specific "Be Brave" principles.
- Class dojos, stickers, or certificates.

- Celebration assemblies and positive communication with parents.

TEACHING SELF-REGULATION

- Lessons and activities support development of emotional literacy and coping strategies.
- Tools such as Zones of Regulation are used consistently.
- Engagement in the 'My Happy Mind' programme.

REWARDS

Our policy is based on a positive approach which incentivises children to make good choices. Rewards will be applied consistently across the school with clear criteria communicated to children so they understand how to earn recognition. Staff will receive regular training on positive reinforcement techniques to ensure equity and fairness.

Children are rewarded in the following ways:

- Good news texts or phone calls
- Verbal praise
- Dojo points
- Stickers
- Certificates
- Headteacher awards
- Work being displayed

This list is not exhaustive.

RESPONDING TO BEHAVIOUR CONCERNS

GRADUATED APPROACH

Our approach to behaviour management is based on a graduated framework that ensures responses to behaviour are consistent, proportionate, and supportive. We focus on early intervention and the promotion of positive behaviour, with most needs addressed through high-quality classroom practice and clear expectations. Where behaviour persists or escalates, additional support is introduced in stages, involving pastoral staff, parents, and, where appropriate, external agencies. This graduated approach enables us to meet individual needs effectively while maintaining a safe, inclusive, and purposeful learning environment for all pupils.

A graduated approach to supporting self-regulation	
Step 1 Reminder	Non-confrontational prompt referencing a "Be Brave" principle.
Step 2a Reframe	The emphasis at this stage must be on the child taking responsibility for their actions and attempting to achieve self-regulation from the support offered. A reminder of the expectations 'Being BRAVE' delivered privately, wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
Step 2b Re-engage (Time in)	Offer of support to self-regulate – most appropriate help to be decided by the adult – time in, move seats, talking to an adult, staying close to an adult so they can be monitored more closely.
Step 2c Relocate (Time out)	Give the pupil a chance to reflect away from others. Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so.

Step 3a Formal support	If step 2 is not successful and the behaviours continue, then a senior member of staff should be called for support. The support should be short and effective in helping the child self-regulate, not a telling off or an ineffective sanction. The type of support should be decided upon by the member of staff and aim to make sure the child misses as little learning/social time as possible and that other children are disrupted/affected as little as possible. This could be supporting the child in class or on the playground to settle and then checking on them regularly. Talking to the child to try to find out why we are seeing this behaviour, reminding them of the values, helping them to practice a skill such as walking in the corridor, or playing nicely without being rough. This may be recorded briefly on CPOMs by the person who delivered the support.
Step 3b Repair	Use of Restorative Practice questions to repair the situation.
Step 4 Parents	<p>If step 3 happens 3 times in a half term, parents to be invited for a meeting to discuss:</p> <ul style="list-style-type: none"> • What we have tried so far • What our expectations are • What the next step will be <p>There will be a monitoring period of 2 weeks and an action plan will be put in place to be reviewed after two weeks. This should be recorded on CPOMs by the senior leader who leads the meeting and a record of the meeting recorded on CPOMs and a copy home to parents.</p>
Step 5 Formal action	If the action plan is not successful over the monitoring period, more formal procedures will begin, these could be; a referral to an outside agency, internal or fixed term exclusions.

RESTORATIVE PRACTICE

Staff guide conversations (post incident learning) using questions such as:

- What happened?
- How were you feeling?
- What needs to happen to put this right?
- What could you do the next time you feel that way?

CONSEQUENCES

Consequences are:

- Fair, proportionate, and consistent.
- Designed to repair harm or restore relationships.
- Communicated clearly to the child and, if needed, their parents.

SERIOUS OR PERSISTENT INCIDENTS

Examples include repeated disruption, aggression, bullying, discriminatory speech, or unsafe behaviours. Actions may involve:

- Behaviour support plan and increased monitoring.
 - Involvement of external professionals.
 - Safety or risk assessments.
 - Regular review meetings with parents.
- Exclusion is used only as a last resort or where safety is at risk.

SERIOUS INCIDENTS

Records of serious incidents should be reported to the DSL or DDSL immediately. These must be logged on CPOMS and the parents contacted the same day, where possible, to be made aware of the incident. A record of this contact and resulting actions will be uploaded to CPOMS. If three serious incidents are recorded in a half term the exclusion process may be triggered.

CONTINUOUS SERIOUS BEHAVIOUR

If three serious incidents are recorded on CPOMS within a half term and behaviour continues to be of an unacceptable standard, then an exclusion will be considered. If one single serious incident is deemed serious enough an exclusion may also be considered at the discretion of the Headteacher.

THE EXCLUSION PROCESS

This may be an internal exclusion where the child works in isolation from their class mates for a set period of time and loses privileges such as playtime and any class trips or special activities.

An external exclusion may also be issued where the child is not allowed to come to school for a set number of days. This decision can only be made by the Headteacher.

PERMANENT EXCLUSION

This will only happen in the most extreme of circumstances where every other avenue has been explored and multi-agency intervention has failed to support the child and their family in improving behaviour sufficiently so that it is consistently of an acceptable level to allow the child and others to learn.

Exclusion Process at a glance

Stage 1	Parents informed that 3 serious incidents have been logged on CPOMS or there has been one incident that is serious enough to warrant an exclusion and are invited to meet with the Head teacher and the class teacher. The child is placed on report for a fixed period of time. At the end of each lesson and break they must report to the Headteacher to have their report card checked. They may have to miss all or part of break times. If things do not improve the child will move to stage 2.
Stage 2	At this stage the child will be placed on internal exclusion for a fixed number of days. The parents will be invited to a meeting to inform them of the decision. Internal exclusion means that the child will not be allowed to work with their class and will instead work in isolation in the office under the supervision of the Headteacher or a senior member of staff. The child will have separate playtimes and lunchtimes and will not join in with any class events. If behaviour does not improve at this stage the child will move to stage 3 and external support/advice may be sought. This might include: Referral to the educational psychologist/behaviour support teacher. Completion of an Early Help Assessment with parental permission by the Headteacher. An individual behaviour plan may also be written by the class teacher to support improvement in behaviour and a risk assessment if require.
Stage 3	If none of these sanctions are effective and the child continues to disturb the education of others within the school then the Head teacher will begin a process of a fixed- term exclusion. The parents will receive an exclusion letter and the local education authority will be informed via e-

	mail. The fixed term exclusion can start at anything up to 5 days and will be for a longer period of time every time it is issued. The length is determined by the Headteacher depending on the severity of the incident (s). After a period of a 5 day fixed-term exclusion, a member of the Governing Body and the Local Authority will be involved in meeting with the child's parents and Headteacher to discuss the next course of action and a permanent managed move to another school or pupil behaviour unit.
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USE OF REASONABLE FORCE

The DFE Use of Reasonable Force Advice for Headteachers, Staff and Governing Bodies July 2013, states that:

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

THEY DEFINE REASONABLE FORCE AS

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

IT STATES THAT REASONABLE FORCE CAN BE USED AT THE FOLLOWING TIMES

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 2 Section 93, Education and Inspections Act 2006 5
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

SCHOOLS CAN USE REASONABLE FORCE TO

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

- restrain a pupil at risk of harming themselves through physical outbursts.

SCHOOLS CANNOT

- use force as a punishment – it is always unlawful to use force as a punishment.

SEARCHING AND CONFISCATION

We expect children to leave all toys and other items not conducive to learning at home, unless they have specific permission from the class teacher. A teacher may confiscate an item, keep it safe and then return it to the child at the end of the school day. Items include

- Toys
- Mobile phones
- Electronic devices such as tablets, hand held consoles
- Sharp items
- Sweets and chewing gum

If an item is dangerous, illegal, harmful to others or themselves, the child's parents or carers will be informed. Likewise, teachers may search a pupil if they are concerned that a pupil has an item which is dangerous, illegal, harmful or inappropriate to themselves or others. 'Prohibited items' include a knife or weapon, alcohol, illegal drugs or stolen items.

In line with the Department for Education guidance 'Mobile phones in schools' (February 2024), the school does not permit pupils to have their mobile phone with them during the school day. School leaders are able to exercise their legal power to confiscate mobile phones or similar devices for a length of time they deem appropriate. If a child requires access to a mobile phone due to exceptional circumstances (travel, emergency family contact), permission may be granted by the headteacher or a member of the senior leadership team following discussion with parents/carers.

BULLYING – LINKED TO THE ANTI-BULLYING POLICY:

The school does not tolerate bullying of any kind towards adults or children.

Definition: Bullying is an action taken by an individual or group which hurts another physically or emotionally. It is done intentionally, it is repeated over time and it is unprovoked. Bullying is often difficult to stop without help, with the victim feeling that they cannot defend him or herself, because of an imbalance of power. Victims of bullying experience fear, pain, anxiety and distress.

It is important for all members of our school community to understand that bullying is not: An occasional falling out of friends, name-calling, arguing or physical encounter. Bullying is when such a behaviour takes place several times on purpose (STOP). All children fall out or say things when they are upset. This is a natural response and learning how to mend friendships is an important part of growing up and developing social skills. It is important to acknowledge that it is natural for occasional problems of this type to occur and that these are not classed as bullying.

EQUALITY ACT 2010:

In line with the Equality Act 2010 school will deal with, record and report to Governors any one off or ongoing negative comments or slurs based on the following characteristics which are protected by law: age, race, religion or belief, sex, sexual orientation, disability or gender reassignment.

TYPES OF BULLYING

Emotional: being unkind, excluding, tormenting, ridiculing, humiliation.

Verbal (Direct or indirect): name-calling, teasing, making threats, spreading malicious stories.

Physical: hitting, kicking, pinching, throwing things at someone, taking or hiding someone's belongings.

Racial: racial taunts, graffiti, gestures, ridiculing culture or religion.

Sexual: unwanted physical contact, or sexually abusive or sexist comments.

Homophobic, bi-phobic or transphobic: because of or focusing on sexual orientation

Cyber: using technology to cause offense, e.g. sending offensive text messages or misusing Internet chat rooms.

Disability-related: negative remarks, gestures or actions made to someone relating to their disability or special educational need. This is not an exhaustive list.

Please see the separate Anti-Bullying Policy for further guidance.

MULTI-AGENCY MEETINGS

Where children reach the level of a fixed-term exclusion it is likely that they fall into the category of having a high-level of need and could be categorised as SEMH. At this point (or before) it might be appropriate to call a multi-agency meeting to discuss alternative strategies that might be used. The people who may be called to this meeting include:

- The head teacher/SENCO
- The class teacher
- TA if involved with the child
- A member of the relevant external agencies (e.g. C&F worker, children's social care, Ed. Psychologist)
- A representative from the Local Authority
- Parents/Carers

The outcome of this meeting should be discussed by the Head teacher, with the parent of the child and the child themselves. A review date should also be set.

PUPILS WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES (SEMH)

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the standard procedures used may have little effect upon the child. In these cases, different approaches may be necessary and 'personalised' according to the needs of the child. These adaptations are the responsibility of the class teacher. Options for supporting children who fall into this category could include:

- Involvement in social groups
- Support from an individual TA.
- Adapting the curriculum
- Individually adapted reward systems
- Mentoring
- Giving the child responsibilities
- Having lunch at home for an agreed period
- Pastoral support
- Temporary part-time timetables

It is also crucial to remember and understand that for some of these children:

- Friendships and relationships are crucial
- A chaotic home life may be being experienced
- They may find it difficult to accept praise
- Actions are not easily linked with consequence
- Feeling 'cornered' may result in extreme reactions

HARMFUL SEXUAL BEHAVIOURS

Our school has a zero-tolerance approach to any harmful sexual behaviour involving children and acknowledges that it could be occurring at school. The school is proactive in our approach to assessing prevalence, responding to incidents and challenging and changing behaviour.

School has a statutory duty to safeguarding the children in their setting. We work together to foster an environment that creates healthy relationships for children.

Our approach encourages healthy relationships and works to prevent harmful sexual behaviour. We provide high quality education within the curriculum to reduce the likelihood of the situations occurring.

We recognise that harmful sexual behaviour is harmful to both the child/children affected by the behaviours and the child/children who displayed the behaviour and provide ongoing support for all involved.

Our approach is to treat everything as a safeguarding incident in the first instance - we distinguish between behaviours that are exploratory and part of healthy age and ability appropriate development and those that may be harmful.

As a school, we provide regular opportunities for school staff to understand what harmful sexual behaviours might look like and what they should do in the event of a report. We do this by providing training and regular updates where possible and using the NSPCC Traffic Light tool:

Responding to children who display sexualised behaviour ([nspcc.org.uk](https://www.nspcc.org.uk))

We also use the RSHE/PSHE curriculum to help educate pupils about these issues as well as regularly reminding and promoting the reporting routes within our school to ensure they know what to do should an incident occur.

In addition to the above, further information is available from the North Yorkshire Safeguarding Children Partnership:

<https://www.safeguardingchildren.co.uk/professionals/procedures-practice-guidance-and-one-minute-guides/children-and-young-people-who-display-sexualised-behaviour/>

ROLES AND RESPONSIBILITIES

PUPILS

- Demonstrate the “Be Brave” principles in all contexts.
- Seek help when struggling with behaviour or relationships.

STAFF

- Teach, model, and reinforce the “Be Brave” principles.
- Apply the policy consistently and communicate with families appropriately.

PARENTS AND CARERS

- Support behaviour expectations at home.
- Work collaboratively with the school when concerns arise.

SENIOR LEADERSHIP

- Ensure training, consistency, and monitoring.

- Oversee behaviour data and ensure equitable practice.
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TRAINING AND PROFESSIONAL DEVELOPMENT

Staff receive training on:

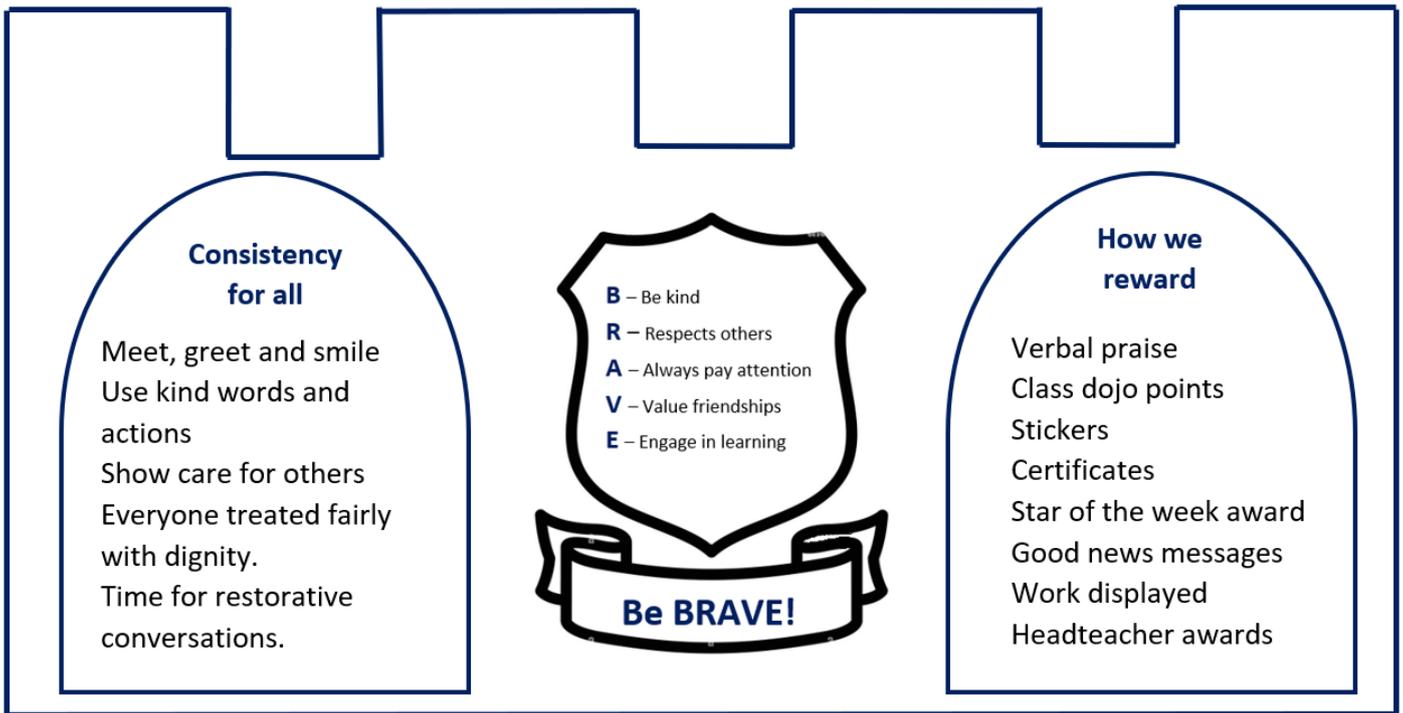
- Nurture and relational models.
 - Safeguarding and child protection.
 - De-escalation, regulation support, and conflict resolution.
 - Inclusive practice for children with additional needs.
-

MONITORING AND REVIEW

- Behaviour data and trends are monitored regularly.
 - The policy is reviewed annually with input from staff, pupils, governors, and parents (where appropriate).
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Sheriff Castle of Conduct

At our school, we believe that positive behaviour grows from strong relationships, clear expectations, and consistent support. Our behaviour approach is rooted in nurture, children's safety, and high-quality learning.



Reminder for graduated approach



Sheriff Hutton Home School Agreement



School will

- Provide high quality teaching and support by means of a broad and balanced curriculum which considers children's individual needs in line with our school vision and values, in a positive and stimulating learning environment.
- Celebrate children's academic and personal achievements.
- Care for children's safety and both their physical and emotional well-being
- Encourage children to become an active members of our community and help them to see that they can have an impact on the world around them.
- Regularly meet to communicate the progress of the children, celebrating their strengths and explaining how we can support them in their areas for development.
- Provide information about our school, including relevant policies, meetings, activities, information evenings, and celebration assemblies.
- Set high expectations by encouraging children to do their best at all times, both academically and socially.
- Teach the children to develop a positive attitude towards everyone regardless of their differences.

Signed:

Sheriff Hutton Primary School



Parents / Carers will

- Be committed to good school attendance by ensuring the children attend regularly. The children should be in school and ready to learn by 9.00am.
- Inform the school of any absences.
- Ensure the children are collected on time or are booked into Wraparound care.
- Encourage the children to show kindness, respect, and positive attitudes to learning.
- Support the school with our uniform expectations, including PE kits and
- Take an active role in supporting home learning activities, including reading and phonics tasks.
- Support the school policies and guidelines regarding behaviour.
- Attend parent / carer consultation and other school meetings in order to discuss children's progress and to support their learning.
- Conduct discussions with staff in a respectful manner, raising any worries or concerns directly with the school rather than via social media.
- Ensure that access to online devices and games is monitored at home and that the children only have access to age appropriate material.
- Keep school informed of any contact changes.

Signed _____

Date _____



Children will

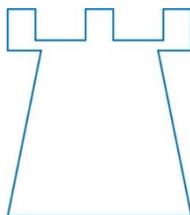
- Always try their best and to keep going when learning feels challenging.
- Follow the school behaviour principles:
 - Be Kind
 - Respect Others
 - Always Pay Attention
 - Value Friendships
 - Engage in Learning
- Take responsibility for their own learning and bring a positive attitude to school every day.
- Share and talk about any problems they have and ask for help when they need it.
- Go to bed at a sensible time during the week to ensure they have enough sleep to be ready to learn the next day.
- Follow the rules about using electronic devices in school safely - iPads and Chromebooks. Leave all other devices at home, including smart watches and mobile phones.
- Engage in home learning activities, including reading at home and bringing reading records into school every day.
- Help to make the school a safe and happy place for everyone.

Signed _____

Date _____

Sheriff Hutton Behaviour Policy

Policy At A Glance



At our school, we believe that positive behaviour grows from strong relationships, clear expectations, and consistent support.

Our behaviour approach is rooted in nurture, children's safety, and high-quality learning.



<p>What is the school doing to encourage good behaviour?</p>	<ul style="list-style-type: none"> ▪ Making the school a happy and welcoming place to be. ▪ Recognising good behaviour and celebrating this through assemblies and rewards. ▪ Involving parents / carers through regular communication about their child's behaviour. ▪ Teaching self-regulation strategies to help children manage their emotions. ▪ Building positive relationships with the children and creating a respectful, calm classroom environment. ▪ Having clear, consistent routines alongside regular reminders. ▪ Modelling good behaviour, politeness and clear expectations. ▪ Teaching personal development and social skills through PSHE lessons and My Happy Mind. ▪ Implementing restorative practice and a positive reinforcement approach.
<p>How does my child know about the school's behaviour principles?</p>	<p>Our expectations are actively communicated through curriculum lessons, restorative conversations and whole school assemblies. Classroom culture is linked to our Sheriff Shield promoting consistent routines and respectful behaviour.</p>
<p>What can I, as a parent /carer, do to help?</p>	<p>As a parent, you play a critical role in reinforcing our school's behaviour principles. The most effective support is consistent, practical, and collaborative.</p> <ul style="list-style-type: none"> ▪ Understand the school's behaviour policy. ▪ Model the behaviour for your child, establishing clear routines and boundaries. ▪ Communicate regularly with the school. ▪ Promote respect for learning. ▪ Work with us constructively if there are any behaviour concerns.
<p>Who can I talk to if I am worried about my child's behaviour?</p>	<p>We have an open-door policy and we are all here to help. If you have any concerns, please contact your child's teacher, the school administrator or the headteacher. Communication via email is the best most</p>
<p>What happens if my child says they are being bullied?</p>	<p>We have a zero-tolerance approach to bullying. If a child is being bullied, we take it seriously, investigate promptly, and take appropriate action in line with our behaviour and anti-bullying policies.</p> <p>We support the child involved, work with all parties, and keep parents/carers informed throughout the process.</p>
<p>What happens if my child displays poor behaviour at school?</p>	<p>Poor behaviour is managed in a graduated and supportive way. Our teachers are experienced and well trained to address any issues that arise; they ensure a calm, safe learning environment with minimal disruption and a priority on safeguarding all the children. The focus is always on teaching positive behaviour, supporting the child, and working in partnership with parents/carers.</p>