



## Shepeau Stow Primary School

### Behaviour Policy

Respect      Responsibility      Wisdom      Service      Perseverance

Our vision is to foster a community of lifelong learners who are confident, resilient, and equipped with the necessary skills to thrive in an ever-changing world. We believe in the importance of inclusivity, respect, and mutual understanding, ensuring that our community feels a sense of belonging.

The aim of this policy is to;

- ◆ To develop in children a sense of self discipline and an acceptance of responsibility for their own actions, using wisdom from what they have learnt previously and thus ensuring all members of our school community are demonstrating respect for others and school property.

These are achieved in the framework of an environment of purposeful well planned learning, in which children are encouraged and supported to give their best across all areas of school life and are stimulated to fulfil their potential.

It is expected that everyone in the Federation will follow and adhere to the Federation behaviour policy. All adults staff will be role models of the behaviour we expect from children.

#### Guidance for All Staff

1. Positive re-enforcement of good behaviour is more effective than negative punishments.
2. A well-managed, well-planned environment facilitates the positive behaviour expected and decreases potential for problems.
3. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated fairly and sensitively to maintain their self-esteem. Criticism should never damage self-esteem; censure should focus on the behaviour not the child.
4. We need to teach behaviour as we teach other aspects of the curriculum. Children need to be shown that they have are able to make choices and that all choices have consequences; some choices lead to good behaviour and positively affect others.



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5. Every effort should be made to diffuse potential problems before they arise through discussion, good organisation, consultation etc.
6. Bullying, rudeness, fighting, swearing is never acceptable and should always be dealt with when encountered.
7. Executive Headteacher/Head of School reserves the right to inform parents of unacceptable behaviour, which may in future lead to suspension. The decision to suspend remains with the Executive Headteacher. Parents have the right to appeal this through the governing body.
8. All classes to have reward systems that have been agreed with SLT to ensure all staff are able to follow the same processes in all areas of the school. Reward systems will be agreed with SLT and be consistent across the Federation to ensure commonality of practice.

### **Guidance for the playground**

1. Positive re-enforcement of good behaviour is more effective than negative punishments.
2. Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.
3. School rules should be applied consistently and children reminded of them regularly.
4. If a child continues to misbehave after a warning from lunchtime supervisors, the lunchtime supervisor will remove a privilege - ie a warning, time out in the moment, or and the loss of break time the following day. This should then be reported to the class teacher. If behaviour persists, the child will be referred to a teacher immediately. All serious incidents will be recorded on the blue forms.

### **Rewarding Good Behaviour**

Using our values continually to reinforce e.g. That was a wise decision... You acted responsibly then. You are showing respect through your actions today followed by why do you think I have said that to you?

Quiet word, smile and acknowledgement

Merits

Written comment on pupil's work

Stickers

Jobs of responsibility



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Praise in front of class group  
Visit to another member of staff  
Written comment, card or phone call from teacher to parent informing them of good work, positive attitudes or behaviour  
Certificates from SLT during Celebration Assemblies  
Whole class reward systems. Classes across the federation will have a common way of earning a whole class reward (pasta in a jar). The class can then decide on their reward from a pre-agreed list.

### **What to do when behaviour is unacceptable**

Using our values continually to discuss poor choices when the child is ready e.g. Was that a wise decision? Is that acting responsibly.? Do you feel that was a respectful thing to do.? We should always hear the child's voice - modelling respect as a two-way process.

Immediate verbal or non-verbal check of misbehaviour:

- Warning
- Loss of play time
- Extra work where work is clearly below expectations, to be done during break time, or (in agreement with the parent) sent home
- Loss of break time due to poor behaviour during lesson time or miss a special activity
- Time out
- Referral to Mrs Beale
- Parental involvement - parental consultation required to agree a strategy of support for child, including a communication card for behaviour.
- Referral to outside agencies.
- Temporary and permanent suspension from school remains an option as a last resort.

If behaviour is serious i.e. of a serious physical or abusive nature, then the child may will be referred immediately to Mrs Buddle.

**\*\* See Appendix B for further our ladder of escalation for poor behaviour\*\***

### **Pastoral Care**

This is the responsibility of all staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding of and relationship with the child. It should also provide an awareness of any underlying problems the child may have.

All staff have the support of Mrs Buddle and Mrs Beale in matters of pastoral care and also have as well as access to the SENCo and external agencies: Pastoral Support Team, BOSS and other Local Health Authority professional support services where needed.



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### **Damage to property**

Damage to school property through misbehaviour, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate they will be asked to make good the damage caused or there will be a request for a voluntary contribution towards the cost of repair or replacement.

### **Bullying- Guidance to staff**

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression. Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action. Bullying is behaviour which is intended to hurt another person, and results in pain and distress to the victim. Please refer to the anti-bullying policy for further information

#### **Guidance to staff:**

##### **If you come across bullying, what must you do?**

- ◆ Remain calm, you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
- ◆ Ensure the victim is safe.
- ◆ Take the incident seriously.
- ◆ Take action as quickly as possible.
- ◆ Think hard about whether your action needs to be private or public; who are the pupils's involved?
- ◆ Reassure the victim; don't make them feel inadequate or foolish.
- ◆ Offer concrete help, advice and support to the victim(s).
- ◆ Make it plain to the bully that you disapprove.
- ◆ If appropriate, support the victim in telling the bully how she/he has been made to feel.
- ◆ Encourage the bully to see the victim's point of view.
- ◆ Help the bully to identify an appropriate act of reparation.
- ◆ Punish the bully if you have to, but be careful HOW you do this. Reacting aggressively gives the message that it is right to bully, if you have the power.
- ◆ Explain clearly the punishment and why it is being given.

#### **Involve Others:**

- ◆ Inform senior staff.
- ◆ Inform colleagues if the incident arose out of a situation where everyone needs to be vigilant.



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- ◆ Refer to Mrs Buddle/Mrs Beale who will, if necessary, inform both sets of parents of the incident and reassure them that the incident will be dealt with appropriately.

Ensure that incidents of bullying do not live on through reminders from you.  
All incidents of bullying must be recorded on a 'Pupil Incident Record Sheet' and/or in the bullying log.

For further information please refer to the school Anti-Bullying Policy.

### **Non-negotiables**

An adult must be available to supervise those children who have lost break time. This could be in the form of remaining in class with their teacher or a teaching assistant who is not on duty, staying with the adult at break time or in the library with the first aider.

Staff will not implement their own behaviour management systems in class.

All staff will model the good behaviours that we expect of the children around school

**Signed:**.....

**Date: November 2025**



### Appendix B Ladder of Escalation

Level 1	Level 2	Level 3
Fidgeting / fiddling Telling tales Dropping litter Noisy eg talking/shouting Failing to keep on task Unkind remarks Time wasting Telling lies Running in school Pushing in line Borrowing without permission Leaving work area untidy  <b>Any persistence of low level behaviours would move into Level 2</b>	Persistently: <ul style="list-style-type: none"> <li>shouting out</li> <li>Distracting others</li> <li>Poor effort</li> <li>Unprepared for work</li> </ul> Bad language Disregarding supervisors Threatening/aggressive behaviour Refusal to co operate Vandalism - graffiti etc <b>Repeated incidence of these behaviours would move in to Level 3 (3 blue forms with a similar incident)</b>	Rough play Fighting Serious assault Vandalism eg extreme damage to school property/toilets Serious physical/verbal threats made to staff Racism Bullying Drugs/solvents Violent outbursts-verbal/physical Leaving school without permission Stealing Forms of discrimination
Low Level	Moderate Level	Serious Level
Frown Verbal Withdrawing attention Repeat activity properly Sit alone/stand out Reward others Warning Related sanction e.g. completing work, cleaning up mess	Sit alone desk Loss of break time/ lunchtime Extra work Buddy system Reflect and write Loss of privileges Referred to Assistant HT Behaviour timetable Class teacher to notify parents - notify Head of School/Exec HT before following this course of action.	Isolation from peers for the rest of the session Headteacher meeting with parents Removal of position of responsibility where held Involve SENCO Education Plan/PSP Weekly behaviour report Involve outside agency Suspension - either fixed term or permanent Referred to Exec Headteacher



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