SPARKENHOE COMMUNITY PRIMARY SCHOOL

Behaviour policy and statement of behaviour principles

Approved by:	Governing Board	**Date:** October 2026
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SPARKENHOE COMMUNITY PRIMARY SCHOOL

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SPARKENHOE COMMUNITY PRIMARY SCHOOL

1. INTRODUCTION

Children gain high self-esteem through success at school, a supportive home life, consistent and appropriate discipline at home and at school, the presence of good role models of behaviour and the encouragement and companionship of friends. These help children to take a full and productive part in the life of the school. High standards of behaviour complement our ethos of equality of opportunity for all.

The behaviour policy, has at its core, a reward system to encourage high standards of behaviour and mutual respect at all times. This behaviour policy has been written to be applicable for ALL children aged 3 – 11 years. We acknowledge that different behaviours will be expected as children grow older.

We strive towards equality of outcomes for all associated with our school. Towards this end we:

- take positive steps to ensure equal opportunity for all
- have a mutually supportive approach
- seek to engender high self-esteem
- aim for consistency
- strive for high standards
- aim to develop good quality relationships
- celebrate the cultural diversity of our school and community
- have a clear planned approach

2. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. AIMS AND OBJECTIVES

It is our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

We teach all children to be responsible for their own actions and any consequences.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

4. DEFINITIONS

Misbehaviour is dependent on individual children's needs and can be defined as, but not restricted to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Willing non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content. This includes any use of AI for the above.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco /cigarette papers / vapes
    - Fireworks
    - Pornographic images
    - Mobile phones or any other device that can take photographs.

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. BULLYING

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

6. REWARDS AND SANCTIONS

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate and praise children and award points to children in the classroom daily to reward behaviour and effort.
- Children earn merit, bronze, silver, gold and star badges through the phase specific rewards system.
- Special awards assemblies take place each week with parents invited.

- Children are nominated from each class to be 'Pupil of the week' and are presented with this in assemblies.
- Teachers inform parents/carers about good behaviour/attitudes before or after school.
- Values postcards are sent home to highlight and reward acts of kindness, politeness, good behaviour and effort in school.
- Values postcards are awarded in assembly and sent home when a child has displayed attributes linking to the school values.
- Children have a sticker album to collect stickers of the values/rewards as they gain each postcard. When they have collected all of the values, they are awarded a cloth badge to be sewn onto their uniform. They then start collecting the values/rewards again, working towards achieving the next cloth badge.
- Sparkenhoe Spirit awards are presented to one child per class each term. These celebrate children who demonstrate exceptional Compassion, Commitment and Consistency in their school life.

The school acknowledges all the efforts and achievements of children, both in and out of school.

The school strives to ensure a safe and positive learning environment. We apply sanctions appropriately to each individual situation.

- We expect children to listen carefully and engage in lessons.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child's behaviour is a cause for concern:

- Class teacher will talk to the child
- Class teacher will talk to parents to find out if there is a home issue affecting behaviour in school
- Class teacher will talk to a DSL / SLT for advice
- DSL may talk to the child
- Class teacher may talk to phase leader / previous teacher for advice
- Class teacher may talk to the SENCo, if appropriate to get advice
- If appropriate, strategies will be introduced in the classroom

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class for a short period to the supervision of another member of staff
- Expecting work to be completed while out of the classroom, or at another time.
- Quiet contemplation with a member of staff at break or lunchtime.
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and reports the incident to a DSL, who will decide on any strategies needed. Child on child incidents are managed in accordance with the Child Protection Policy.

The class teacher discusses the school's Golden Rules with each class. These are displayed in all classrooms and other areas of the school. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and classroom staff together. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of inappropriate behaviour, the class teacher may discuss these with the whole class. If appropriate, the behaviours may be included in future PSHE lessons

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. This policy should be read alongside the school's anti-bullying policy.

Classroom staff are Team Teach trained. This trains staff to:

- Have increased understanding and awareness of behaviour as communication and develop a framework to better respond to reduce risk
- Develop a greater team dynamic in supporting individuals who are distressed with approaches that have impact and strengthen relationships
- Utilise a toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting with disruptive and distressed behaviours
- Execute simple and safe positive handling techniques including personal safety, appropriate for a low-risk environment. Techniques learnt are situated within a respectful, supportive approach to behaviour support strategies which maintains positive relationships.

In some circumstances, staff trained in TeamTeach techniques, may use their skills to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

7. ROLES AND RESPONSIBILITIES

7.a THE ROLE OF THE CHILD

Children are regularly reminded of the Golden Rules and are expected to follow them.
The Golden Rules are:

- I walk quietly through my school – I do not run.
- I will be honest and truthful – I do not lie.
- I always use good manners – I am not rude.
- I do as I am asked by adults in school – I do not argue.
- I take care of equipment and look after my school – I do not break things.
- I persevere, progress and achieve – I do not give up.
- I talk to adults to solve my problems – I do not retaliate.

Children will also:

- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7b. THE ROLE OF STAFF

It is the responsibility of all school staff to ensure that the school rules are enforced throughout the whole school and that all children behave in a responsible manner during lesson time and around the school.

All staff in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.

All staff treat each child fairly and enforce the Golden Rules consistently. Staff treat all children in all classes with respect and understanding.

If a child misbehaves repeatedly in class, or the incident is a child-on-child incident, the member of staff dealing with the incident, records it on CPOMs (a secure online monitoring tool). In the first instance, the class teacher deals with incidents following this policy. However, if misbehaviour continues, the class teacher seeks help and advice from the phase leader / SENDCo / DSL (Designated Safeguarding Lead), if this does not impact upon the child they are referred to a member of SLT. If this happens, parents will always be contacted. As outlined in the Child Protection Policy, if there are ANY concerns about a child's welfare any incidents MUST be reported to a DSL.

If referred by the SENDCo, the class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the external behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

All adults working in school should ensure that:

- Children have a clear understanding of the Golden Rules
- Children are fully aware of the rewards system and are using it consistently.
- Clear routines are established
- Expectations of behaviour can be communicated in ways other than verbally (visual timetables, PECS, social stories etc)
- Expected behaviour is highlighted and promoted
- Positive reinforcement is used.
- They are fulfilling their responsibilities (see staff code of conduct)

Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, these will be detailed in their individual support plans.

7c. THE ROLE OF the Senior Leadership Team, (SLT)

It is the responsibility of the SLT to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the SLT to ensure that this behaviour policy works alongside the school's safeguarding policies to offer pupils both sanctions and support where necessary.

The SLT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The SLT keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

7d. THE ROLE OF PARENTS/CARERS

Parents are expected to:

- Ensure that their child(ren) comes to school regularly, on time and properly equipped, with clothing and belongings labelled.
- Make the school aware of any concerns or problems that might affect their child(ren)'s work or behaviour.
- Support the school's policies and guidelines for behaviour.
- Support their child(ren) with homework and other opportunities for home-learning.
- Attend parents' evenings and discussions about their child(ren)'s progress.
- Get to know about their child(ren)'s life at school and what he/she is learning.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

The school Golden Rules are available on the school website, and we expect parents and carers to support them. The Golden Rules are shared regularly with children in class and assemblies.

We expect parents and carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to reprimand a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher followed by the phase leader then senior leaders/head teacher should the concern be unresolved. If the concern still remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Refer to the Trust's complaints policy.

7e. THE ROLE OF GOVERNORS

Governors are expected to:

- Know that the staff at Sparkenhoe are striving to create an atmosphere where every child is encouraged to achieve their full potential.
- Be fully informed of all initiatives and challenges
- Offer advice and feedback from the local community.

- Support staff at all times in maintaining a positive ethos in school.

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

8. ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place (detailed in the school's Safeguarding policy) to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our Safeguarding policy for more information.

9. OFF-SITE BEHAVIOUR

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

10. MALICIOUS ALLEGATIONS

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

11. FIXED TERM AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023)

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

We recognise the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the head teacher (or a senior member of staff acting in the absence of the head teacher)) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, they inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

12. PROHIBITED ITEMS

It is the policy of this school that no child should bring any of the items listed below to school. Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco / cigarette papers / vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Any mobile phones or items that can take photographs. (These MUST be handed to the teacher in the morning where a child has one.)

Any prohibited items listed above found in pupils' possession will be confiscated. These items will not be returned to pupils. Parents will be contacted and informed if a pupil is found with any of these items.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation, see school policy on searching, screening and confiscation.

The school will take very seriously misuse of any substances such as tobacco, vapes, drugs, glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse may be punished by a fixed-term exclusion and the police will be informed. If the offence is repeated, the child could be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance may be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head teacher.

If the offence is repeated, the child could be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child could be permanently excluded from the school. The police and social services will also be informed.

If a child needs medication during the school day, the school follows the procedures as set out in the School's Medicines policy.

13. SUPPORT FOR PUPILS

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

14. SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

15. MONITORING AND REVIEW

The head teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Records concerning serious or repeated incidents of misbehaviour are recorded on CPOMS (secure online monitoring tool) where appropriate.

The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor all exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

16. OTHER DOCUMENTS TO BE CONSIDERED ALONGSIDE THIS POLICY

Safeguarding Policy
SEN Code of Practice
SEN policy
Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
Anti-bullying policy
Searching, screening and confiscation policy (Trust policy)
Whistle Blowing Policy (Trust policy)

This policy was approved by the Governing Body November 2026

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APPENDIX 1 -Behaviour Policy

GUIDANCE NOTES FOR STAFF

The Rewards System

This system is designed to give all pupils short and long-term rewards and incentives. It is essential that children know why they are receiving an award and what they have to do to achieve more awards.

1. Pupils of the week
- Senior Leaders hold weekly achievement assemblies.
- Each teacher, with input from other staff members, nominates one or two children each week to receive 'pupil of the week' awards in assembly, written on a "window" postcard.
2. Phase rewards
3. Daily rewards in the classrooms are recorded by the awarding of class dojos. These dojo points are totalled weekly and used to award weekly points.
- Children earn the weekly points throughout the year towards star badge awards.
- The star badges are merit – 30 points; bronze – 60 points; silver – 90 points; gold – 120 points; star – 170 points.
- Badges are presented in front of the child's parents/carers in fortnightly assemblies and pinned to the child's achievement lanyard.
- It is expected that pupils who demonstrate consistent good behaviour will achieve at least their gold award.
- Daily / weekly points can be achieved for very good work, sustained politeness and good behaviour, completing homework, good contributions to class discussion and at other times at the discretion of the class teacher.

Values Awards
There are 10 school values:
At Sparkenhoe we

- are kind, tolerant and respectful
- are independent
- are responsible
- challenge ourselves
- work together as a team
- try and fail rather than fail to try
- learn from mistakes
- recognise and celebrate hidden talents
- help and support each other
- learn from different experiences

When children demonstrate one of these behaviours to a member of staff, they can be awarded a certificate in an assembly and collect a sticker for their sticker chart.
Teachers discuss the values with children and encourage them to consider what behaviours they need to demonstrate to be awarded each value.

Street view postcards can be awarded for anything not covered by the vales / window card.

When completed, sticker albums are presented in front of the child's parents/carers in the fortnightly assemblies. Cloth, sew on badges are awarded for each sticker album completed (white / yellow/ green….)

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House points

- All children are allocated to a house.
- Children earn points for their house when they receive awards.
- Children earn points for their houses by taking part in inter-house competitions.
- All children in the winning house take part in an end of year treat.

End of Year Awards

Children are awarded certificates matched to the school values awards. Each class awards 10 values certificates at the end of the school year to the children who have demonstrated consistent behaviours that exemplify these values.

Each class also awards 4 star awards to children in the class. Children can achieve a value award and a star award in the same year.

Parents are the children receiving any of these awards are invited to an awards ceremony.

Sparkenhoe Spirit Awards

- Sparkenhoe Spirit awards are presented to one child per class each term. These celebrate children who demonstrate exceptional Compassion, Commitment and Consistency in their school life.
- Members of SLT may also nominate a child to receive one of these awards

Instances of anti-social behaviour

All instances of anti-social behaviour need to be first dealt with by whichever member of staff is present.

That staff member should pass information to the class teacher, or a teacher who knows the child well, for them to deal with the situation.

Serious incidents that happen at lunchtime should be relayed to the class teacher/SLT as soon as possible.

In most cases the class teacher will deal with instances of inappropriate behaviour.

This could include:

- A quiet reminder.
- An invitation for the child to sit slightly apart from group but at all times the child must still be involved in the lesson and must always have a full view of the teacher/board etc.
- Keeping the child in for completion of work or to do a task useful to the school community (A member of staff must always supervise this).
- If extra work is to be set, National Curriculum subjects should not be set as a punishment.
- Withdrawal of privileges may include extra-curricular activities, but not National Curriculum subjects as they are compulsory (The exception to this could be physical activities such a swimming where it is felt there is a danger involved).

It is the adult's responsibility to ensure that the child is aware of why they have been given a punishment, the extent and the consequence of any punishment. Teachers must always make it clear that it is the behaviour that they are displeased/disappointed with – not the child. The child should be given realistic opportunities to modify their behaviour and should be set clear targets.

Teachers also need to consider: -

- Does each child have the appropriate level of work?
- Does each child understand what s/he has to do?
- Is it possible to sit with the child causing disruption (or ask any additional adult to do so).
- Can they see the appropriate children to keep a check on behaviour?
- Can children be moved away from each other if appropriate?
- What can I do to alter this behaviour? Reward system (individual or group), reinforcement of positive behaviour etc.
- Is there something happening in the child's life that is affecting their behaviour? Have we spoken to parents?
- Is there a past trauma that is effecting behaviour?

Special Educational Needs

Some children may be on the SEN register and have a Support Plan with reference to behavioural issues. All children repeatedly showing behavioural difficulties should be on the SEN register where their Support Plan will specify behavioural targets. These will be incorporated into the school's overall approach but effective, individual rewards and consequences may be specified.

Note that consequences need to be consistent and fair across the school and be appropriate to the age and needs of the individual child.

When faced with difficult situations:

- Remain calm.
- Deal with each pupil separately, not in a group.
- Avoid confrontation by providing a reasoning adult role model.
- Send another child to find another member of staff to help you if necessary.
- Avoid physical contact whenever possible. If restraint does become necessary, perhaps to prevent a child hitting another or to stop then 'running wild', exercise extreme caution and use appropriate Team Teach techniques.
- *For your own protection* do not deal with difficult instances in a closed room or obscured corner unless you have another adult with you.
- Occasionally a child may leave the classroom without permission. Send another adult to locate him/her. Should a child actually leave the building, send a message to the head, deputy or senior teacher (e.g. in Gopsall building) immediately- DO NOT CHASE AFTER THE CHILD. An adult should monitor the child from a distance that does not cause the child to run.

Lunchtime Supervision

At lunchtimes the following sequence should be followed:

1. A warning or reminder about behaviour should be given.
2. Name of child and note of incident should be passed to the class teacher.
3. More serious incidents, i.e. anything that could cause physical injury or damage to property should be reported immediately to the member of staff on dinner duty or a senior teacher.
4. Consistent poor behaviour at lunchtime could result in the child:
    - being kept inside.
    - being sent to a senior member of staff.
    - being asked to go home at lunchtimes for one day the first time, two the second and so on. (This would be recorded as a lunchtime exclusion and exclusion procedures followed).