

## What is behaviour?

Behaviour is the term we use to describe the way a person acts or conducts themselves, both in isolation and towards others.

It is something that we start to learn from a very early age as we begin to understand that our actions cause a reaction. Growing into a person is hard and all children will break the rules sometimes. Testing limits is how they learn about themselves and the world because if they never learn what is wrong, how will they know what is right? It is the rewards and consequences we give them that teach these important life lessons.

However, sometimes it is not always that simple and it is important to remember that there is no such thing as a 'naughty' child. Behaviour is simply a form of communication and as adults, it is our job to work out what they are trying to say. The diagram below demonstrates what issues could be causing any behaviour that we see.



## How do we manage behaviour at Shrewton?

At Shrewton, we manage behaviour by following our behaviour policy (available on our website) underpinned by our values. We expect all those associated with our community to model 'The Shrewton Way'.

*'Powered by love; we believe, achieve, grow'*

Shine showing our Values  
 Help one another  
 Respect our school environment  
 Engage with our community  
 We are kind to everyone  
 Trust each other  
 Own it  
 Never give up

This takes a positive approach to behaviour, rewarding success and good choices that result in excellent attitudes to learning. This could be in the form of certificates, Headteacher Awards, house points, parent meetings and Shrewton Superstar postcards etc.

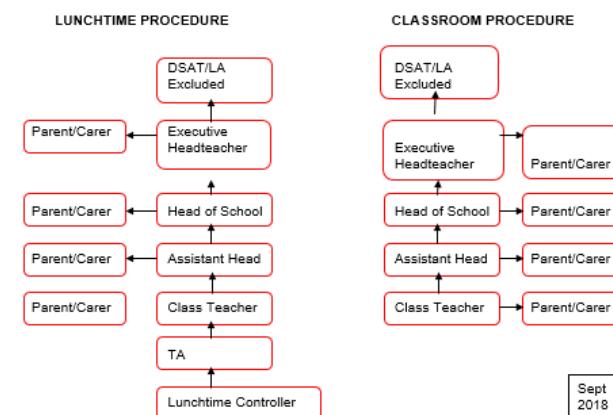
We have adopted restorative practices in school which are based around repairing harm done to relationships and people. The process

- Is a non-judgemental approach.
- Changes future behaviours.
- Allows all involved to be heard.
- Allows all involved to have their needs met.

- Allows all involved to take responsibility for their actions and to have control of outcomes.

Therefore, through forgiveness each day is a fresh start and a new slate. We are proud that as a staff we live out our vision and values and model the behaviour that we expect to see. We act with genuine care and compassion for all of our children.

## Behaviour Stepping Stones



You can CHOOSE to change the way you behave at any point in the chain, your choice of behaviour determines what happens next. As a school we are proud of all our pupils, we do however have an expectation that all children follow the school rules and show respect to others.

A **red letter** will be given for any unacceptable physical or racist behaviour. All pupils choosing to behave in this way will be sent to the Head of School and a **red letter** will be sent home. A **yellow letter** will be given out for swearing or other serious unkind language. The SLT will decide on an appropriate consequence and inform parent/carers.

Our behaviour stepping stones outline the procedure that we follow when poor choices have been made. Families are involved at every level to ensure good communication and a team approach.

When dealing with incidents, all children are given the time to calm down and are spoken to with respect and all children involved in an incident are treated fairly.



## What is self-regulation?

Through our collective worship and wellbeing sessions – we have completed a lot of work with the children around self-regulation, which is the ability to recognise and identify an emotion, what it feels like and how it looks.

	LOOKS LIKE	FEELS LIKE	I CAN TRY TO
5	Red face, angry, scowling, furrowed brows, shouting, screaming, being rude, rude behaviour, arguing	Red-faced, shouting, fidgeting, disappointed, emotional, really angry, anxious, cross, furious, heart faster, breathing faster, blood rushing, stomach flits, confused, shaking, strong, muscles feel tight	<ul style="list-style-type: none"> <li>• Walk away</li> <li>• Drink water</li> <li>• Listen to that voice inside your head</li> <li>• Breathe slowly and move away</li> <li>• Go somewhere safe on your own</li> <li>• Talk to someone or write it down</li> <li>• Calm down by counting slowly</li> </ul>
4	Annoyed, pushing friends or adults away, clenching fists, shouting out or very quiet, being mean	Feeling sick, upset, confused, anxious, problem playing on your mind. Stomach really hurts	<ul style="list-style-type: none"> <li>• Walk away and keep calm</li> <li>• Ask for some space</li> <li>• Speak to an adult</li> <li>• Be safe to others</li> <li>• Breathe slowly</li> <li>• Read or draw a picture</li> </ul>
3	My cheeks reddish, silent, frowning, impatient, running away – worried, lack of focus, disrespect to others. Tearful, anxious – unsure	Emotional, crying, pacing, impatient, dizzy, sick, quiet, worried, annoyed, lonely, lip wobble, fists tighter, sweaty or hot - Stomach hurts	<ul style="list-style-type: none"> <li>• Talk to teacher or a friend</li> <li>• Share problem or worry</li> <li>• Find someone else to play with</li> <li>• Try a different activity, read or draw</li> <li>• Ignore others</li> <li>• Be kind, apologise and shake hands</li> <li>• Use buddy bench</li> </ul>
2	Nervous behaviour, stressed, unsettled and fiddling with things	Nervous behaviour, stressed, stroppy, quiet, tearful or anxious	<ul style="list-style-type: none"> <li>• Tell someone</li> <li>• Find a quiet space</li> <li>• Share your worry with someone</li> <li>• Play and explain how you feel</li> </ul>
1	Big smile, proud, happy, having fun, grin, respecting everyone, listening to everyone, persevering, challenging yourself, trying your best	Happy, smiling, polite, content, laid back, excited, cheerful, peaceful, funny, concentrating or overjoyed	<ul style="list-style-type: none"> <li>• Be a good role model</li> <li>• Be helpful and friendly</li> <li>• A good learner</li> </ul>

*'I can show good learning behaviours'*

By using this tool, we are able to use our words to describe our emotions and causes of our behaviours but also apply strategies that can help us with and without adult support.

## Zero Tolerance

All pupils have the right to be safe therefore we have a zero tolerance acts of violence, racism, homophobia or swearing in the classroom or on the playground. Sanctions will be given in line with our behaviour policy.

## What is bullying?

In addition to our behaviour policy, we also have an anti-bullying and exclusions policy (on our website).

It is important that children and adults understand what bullying is. It can often be a term people use after a 'falling out' or a one-off incident. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

*What bullying is not:*

- single/random episodes of social rejection or dislike
- random episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

*What bullying is:*

- on-going, long term deliberate acts of nastiness
- involves an imbalance and misuse of power
- behaviour that is designed to cause harm by one or more persons

Bullying is not tolerated at our school and will be dealt with quickly in line with our policies.

# Behaviour Guidance

*An information leaflet for our whole community*

**Headteacher**  
**Mrs Emily Mullord**

**Head of School and Designated**  
**Safeguarding Lead:**  
**Mrs Alison Kay**

**Deputy Designated Safeguarding Lead:**  
**Mr Mark Halton**

*We have an open door policy – if you have any questions or concerns, please do not hesitate to come and speak to the Head of School or a member of our team. With good communication and in partnership, we can always achieve the very best for our children.*

*In the time to come,  
I hope we make mistakes,  
Both the good ones,  
And the bad ones.*

*Because without mistakes,  
There would never be anything new,  
There would just be a world,  
We already knew.*

*So let us make mistakes,  
Both me and you,  
Because there are things,  
We still need to learn and do.*

**Powered by love; we believe, achieve, grow'**