



Behaviour Policy

Shincliffe CE Primary School

Adopted: March 2026

Review: March 2028

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Introduction

We believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our School Vision Statement which states:

Every member of the school community is valued as a child of God, made in his image and likeness. All are welcome and are encouraged to use their gifts and talents to contribute to the happy and caring environment we strive to create. We seek to develop the highest levels of academic achievement and personal well-being within a loving Christian context. We aim to provide a stimulating learning atmosphere in which the potential of all can be realised. We recognise and cherish our role within the wider community and seek to build strong links between home, school and local community.

Our vision is rooted in Jesus' promise that he has '*come that you may have life, and have it to the full.*'

School Vision Statement

Central to this aim is the expectation that the children of Shincliffe CE Primary School will display high standards of behaviour and treat other people as they would wish to be treated themselves, showing respect for others, the environment and the school.

Our school behaviour policy is designed to support the way in which all members of our school community can live and work together. It aims to promote an environment which helps children develop into confident, well-motivated and hard-working pupils who enjoy school and have a high self-esteem, and who go on to achieve their full potential. We endeavour to achieve this in many ways, but the most important include:

- being genuinely interested and concerned for all the children and staff in our school;
- recognising and praising the many positive qualities our children can show;
- holding the belief that a child's self-image, can change in a positive way through seeing and feeling their successes;
- always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns.

Our main school rule is that we:

'Respect others, ourselves, our environment and the school'

This rule is displayed in each classroom with an explanation to our children as to what it means to them on a day-to-day basis. Members of staff regularly refer to this rule as part of our Collective Worship and PSHE/RSE programme.

We believe the key to having good behaviour is to have high expectations that are applied consistently and fairly throughout the school. An example of this is in the way we move around the school. We encourage children to walk calmly around the school and to open the doors to visitors, adults, as well as to each other. Children are also expected to come into our times of Collective Worship in the School Hall silently.

Through the implementation of this policy we aim to help children grow in a safe and secure environment, understand and nurture their needs and their worth and become positive, responsible and increasingly independent members of our school community.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it

clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Rewards and Sanctions

Our school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. Our approach is designed to promote good behaviour, rather than merely deter antisocial behaviour.

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

Teachers and teaching assistants celebrate children's work and achievements through:

- Positive verbal feedback
- Written feedback following a piece of work
- Displaying work throughout the school
- Children may be asked to show their work to another class teacher or to a curriculum coordinator or to the Headteacher, to celebrate achievements
- Children receive house points, certificates or class rewards
- At our Celebration Assembly, members of classes across the school are awarded pupil of the week certificates
- All classes have an opportunity to participate in Class Assemblies where they are able to show examples of their best work to other children, and at least termly to parents
- Giving children opportunities to succeed through responsibility, such as being members of our School Council, Junior Librarians, Playground Leaders, Class Monitors and other roles however, seemingly, small.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We use each sanction appropriately to each individual situation:

- We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them to move to a place nearer the teacher, or to sit on their own or away from certain groups of children.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task at an appropriate time
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, to help regulate their behaviour, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- Children may miss some of their break-time.

We believe it is important to involve parents as soon as possible when monitoring a child's behaviour. This may involve setting good behaviour charts, or setting behavioural targets to enable good communication between home and school. An emphasis on positive achievements provides a platform from which further success can be made. A record of events and meetings are kept up to date in the class teacher's records. Where behaviour continues to prove to be a 'stumbling block' the class teacher will liaise with the SEND Coordinator and targets are set as part of an individual support plan.

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate triggers which may cause a pupil with SEND to feel overwhelmed and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to focus and engage for longer periods of time
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

At the beginning of the school year, the class teacher works with their new class to create class rules based upon the rules outlined in this policy. Our main school rule is a regular theme in our Collective Worship programme. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of antisocial behaviour, the class teacher may discuss these with the whole class.

Children are actively encouraged to talk to an adult, such as their class teacher about being treated unfairly by other children. 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. Our anti-bullying policy outlines our approach.

Removal from the Classroom

Removal is used as a planned, proportionate response to behaviour that disrupts teaching and learning. It is not a sanction in itself but a strategy to maintain an effective learning environment.

Removal may be used when:

- A pupil's behaviour persistently disrupts learning
- A serious incident requires immediate separation
- A pupil needs time to regulate before returning to class
- A pupil refuses to follow reasonable instructions

Where pupils are removed to:

- A supervised alternative space
- A partner classroom
- A reflection or inclusion room

Pupils will always be supervised. Removal will be for the shortest time necessary. Following removal, pupils will receive a reintegration conversation, reflection time, and support to prevent recurrence. Parents will be informed of repeated removals or serious incidents.

Searching, Screening and Confiscation

In line with the DfE guidance Searching, Screening and Confiscation (2023), the school may search pupils or their possessions where there are reasonable grounds to suspect they are in possession of a prohibited item. Prohibited items include, but are not limited to; knives or weapons, alcohol, illegal drugs, stolen items, tobacco, vapes or cigarette papers, fireworks, pornographic images and any item that may be used to commit an offence, cause injury or damage property. The Headteacher and authorised staff may search a pupil without consent if a prohibited item is suspected. Screening (e.g., metal detectors) may be used as a safeguarding measure. Refusal to be screened may result in the pupil being refused entry to school. Staff may confiscate items that pose a risk, disrupt learning, or break school rules.

Confiscated items will be stored safely and returned or disposed of in line with DfE guidance. Illegal items will be handed to the police. Parents will be informed if a prohibited item is found.

Suggested Behaviour Steps

Step 1

In class strategies such as:

- Reprimand/discussion.
- Through discussion, children should be made to understand what they did, why it was wrong and what the consequences are for themselves and others.
- They may need to write an account of what happened.
- They may need to apologise, either verbally or in writing.
- They may need to make a new agreement as to what they will do in future.
- Moving child within the classroom / be separated from others for a specific period,
- Lose their break time, this must be supervised.
- Doing jobs in their own time.
- Have their position in class changed to prevent recurrence and remove temptation.

Step 2

If misbehaviour continues Step 1 is repeated and their name is placed into the Incident Log.

Step 3

Upon a second time in the Incident Log, parents will be informed, a target agreed verbally and review period set. Other adults who interact with the child in the class will be informed.

Step 4

If little progress is being made to improve the behaviour identified as targets within the time frame agreed, or if additional serious misbehaviours of concern occur, the child will be sent to the Headteacher who may implement further sanctions and contact parents/carers and invite them in for a meeting to discuss further support for their child.

Step 5

Should serious misbehaviours continue, a behaviour plan/chart will be written with parents involved. The Headteacher will be involved at this stage. Additional appropriate adults within the school will support and monitor behaviour. Guidance may be sought from other agencies and the SENCO who might provide support for the child. A meeting of all interested parties will be held and minutes of the meeting agreed.

Break Times

We aim to make our playground a stimulating area as this provides opportunities for creative play and lessens the likelihood of children becoming disengaged. Our Lunchtime Supervisory staff are encouraged to join in and play games with the children in order to promote a playful atmosphere. Y6 Playground Leaders support constructive play.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules and guidelines are adhered to in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher and involves the parents of the child. Please see the 'Suggested Behaviour Steps'.

The class teacher liaises with the Special Needs Coordinator as well as external agencies when appropriate, as necessary, to support and guide the progress of each child.

The class teacher reports to parents at the termly parents' evenings about general progress and behaviour of each child in their class. The class teacher may also contact a parent if there are more immediate concerns about the behaviour or welfare of a child.

Teaching Assistants

Our teaching assistants are valuable members of staff who are normally class based, assisting the class teacher in differentiating the curriculum, to ensure pupils can access work at their level. They help to ensure that our behaviour policy is consistently applied. Where they lead groups they refer to class rules and guidelines. Where children demonstrate difficult behaviour despite applying a range of positive strategies, the assistant will refer to the class teacher.

The Role of the Headteacher

It is the responsibility of the Headteacher 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 Headteacher to ensure the health, safety and welfare of all children in the school.

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

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

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

School Councillors

Two children from EYFS and each of our Key Stage 1 and 2 classes are nominated by their class peers as school councillors. They have an opportunity to discuss issues that are important to the children who they represent at least once every half term. Under the guidance of the class teacher and through meetings with the Deputy Headteacher or Headteacher, they may at times focus upon aspects related to our main school rule.

The Role of Parents

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We have an open door policy and actively encourage parents to come into school to clarify any issues. We aim to respond to concerns within a reasonable timeframe for both parents and teachers. We also send out questionnaires to parents to get their views on a variety of subjects.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated they should initially contact the class teacher. If the concern remains they should contact the Headteacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented to the School Governors in accordance with our complaints policy.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

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

Use of Reasonable Force

The Department of Education states that every school is required to have a behaviour policy that includes the power to use reasonable force.

Definition of Reasonable Force: Using the minimum physical force necessary to prevent harm, applied for the shortest possible time.

At Shincliffe CE Primary School reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Reasonable force must never be used as a punishment. Examples include physically guiding a pupil away from danger, blocking a pupil's path, holding a pupil to prevent them hitting someone, separating pupils who are fighting, and removing a disruptive pupil from a classroom when they refuse to leave.

Staff must not use holds that restrict breathing or circulation, apply pressure to the neck, chest, joints or abdomen, use prone or supine restraint, use force as a response to verbal refusal or non-compliance, use force as a sanction, or use mechanical restraints.

The school prioritises positive behaviour support, trauma-informed practice, early intervention, environmental adjustments, staff training in de-escalation, and individualised behaviour support plans for pupils with SEND.

If force is used this is recorded using the form provided in the School Behaviour Log. The governing body ensures oversight and accountability.

Fixed-term and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods up to the statutory amount. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher 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 pupil or extend the exclusion period made by the Headteacher.

Child-on-Child Abuse and Harmful Sexual Behaviour

The school has a zero-tolerance approach to all forms of child-on-child abuse, including; bullying and cyberbullying, physical abuse, sexual harassment or sexual violence, harmful sexual behaviour, upskirting, initiation/hazing and online abuse. All incidents are treated as safeguarding concerns and managed in line with the school's Safeguarding and Child Protection Policy. Pupils are taught how to recognise, report and challenge harmful behaviour. Staff respond promptly and sensitively to all concerns. All staff receive regular training on; behaviour expectations and routines, the behaviour curriculum, de-escalation strategies, reasonable adjustments for pupils with SEND, recording and

reporting behaviour incidents. New staff receive induction training before taking responsibility for pupils. Leaders monitor consistency through learning walks, behaviour data analysis and staff feedback.

Monitoring

The Headteacher monitors the effectiveness of this policy on a constant basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents in their Incident Log. Action taken is also recorded. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident in the incidents to class teachers and these are then recorded on the Incident Log.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Senior leaders analyse behaviour data regularly to identify; patterns or trends, pupils requiring additional support, hotspots in the school day and staff training needs. Governors receive anonymised behaviour reports as part of their monitoring role.

The school makes reasonable adjustments to ensure behaviour expectations are fair, inclusive and achievable for pupils with SEND. Adjustments may include; pre-teaching of routines, visual supports, modified instructions, additional processing time, alternative regulation strategies and adapted consequences. These adjustments are made in consultation with the SENCO and parents.

Review

The governing body reviews this policy every 2 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.

Main School Rule

Our main school rule is that we:

'Respect others, ourselves, our environment and the school'

- We shall introduce new children and staff to each other.
- We support each other in every way possible.
- We always speak politely to everyone.
 - *We say 'please', and 'thank you' and excuse me' when it is necessary.*
 - *We don't use bad language or words that harm others.*
- We will understand our worth and honour our own needs.
- In class we make it easy as possible for everyone to learn and enjoy school
 - *This means listening carefully, following instructions, helping each other and being sensible at all times.*
- We move gently and quietly around the school.
 - *This means never running, pushing or shouting, being ready to help by opening doors, standing back to let people pass and helping to carry things.*
- We are quiet whenever we are required to be.
- We keep school clean and tidy so that it is a welcoming place of which we can be proud. This means:
 - *putting all litter in bins,*
 - *keeping walls and furniture clean and unmarked*
 - *taking care of people's work and belongings and*
 - *wiping your feet before coming into school.*
- We take care of our wildlife, trees and gardens

