



# Sharneyford Primary School

## Behaviour Policy

Date Reviewed: May 2026

This policy will be reviewed annually and next: May 2027

## **SHARNEYFORD PRIMARY SCHOOL**

### **Positive Behaviour Policy**

At Sharneyford Primary School, the highest standards of behaviour are encouraged and achieved. We expect our older pupils to lead by example. Enforcing this behaviour policy will be brought about by the commitment of all staff, pupils, governors and parents who work together to embed high standards into school life.

#### Purpose of the Policy

To develop the best patterns of behaviour which contribute to effective learning in the classroom and around school, to encourage a harmonious atmosphere in the school and respect for self, others and property. At all times on school trips, high standards of behaviour are expected from pupils. This policy is linked to other related policy documents, e.g. health & safety policy, safeguarding policy, attendance policy, equalities policy, learning & teaching policy and anti-bully policy.

#### Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To raise children's self-esteem.
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety and
- To help children, staff and parents have a sense of direction and a feeling of common purpose.

#### Teaching Positive Behaviour

At Sharneyford, we believe that positive behaviour in children stems from learning core skills and abilities. The core skills and abilities are:

- |                                 |                               |
|---------------------------------|-------------------------------|
| • Self-image and self-esteem    | • Reflection and self-control |
| • Independence and organisation | • Attention                   |
| • Motivation                    | • Perseverance                |

- Fairness
- Cooperation with adults
- Collaboration with others
- Sociability
- Empathy
- Honesty.

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:-

- Staff modelling the skills and abilities directly.
- Setting appropriate boundaries for children's behaviour.
- Showing empathy and understanding of children.
- Listening to children.
- Showing respect and understanding to everyone in the school community.
- Providing feedback in an informative way to children.
- Using positive consequences to encourage the learning of appropriate behaviour.
- Using negative consequences to discourage the learning of inappropriate behaviour and
- Teaching the skills and abilities through PSHE lessons and assemblies.

### Responsibilities

#### **Governor responsibilities**

- To be responsible for setting general principles that inform the behaviour policy.
- To consult the Headteacher, school staff, parents and pupils when developing these principles.
- To be aware of its responsibilities under the Equality Act 2010 to promote the equality of opportunity and to reduce discrimination.

#### **Staff Responsibilities**

- To treat all children fairly and with respect.
- To help all children to develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment both physically and emotionally.
- To use positive and negative consequences clearly and consistently;
- To be a good role model.
- To form positive relationships with parents and children.
- To recognise and value the strengths of all children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy.
- Staff to record welfare incidents in class file/lunchtime books.
- Teachers to read lunchtime books and sign and inform parents and/or Headteacher where necessary.

#### **Parents' Responsibilities**

- To make children aware of appropriate behaviour.
- To ensure their child attends school.
- To encourage independence and self-discipline.

- To show an interest in all their child does in school.
- To support the school in implementing this policy and
- To be aware of the school rules.

### **Children's Responsibilities**

- To do their best.
- To contribute to their own learning.
- To treat others, their belongings and the environment with respect.
- To show consideration for others.
- To consider the effects of their actions on others.

### Acceptable and unacceptable behaviours

These are annually drawn up by the pupils as a class charter. They are discussed in assemblies and positive examples shared. They are regularly discussed in P.S.H.E lessons, R.E lessons and assemblies, and referred to in everyday situations.

Also standards are set by example.

There is a zero tolerance to bullying of any sort. Help is offered to both the victim and the aggressor if it is deemed that a form of bullying is evident.

### Positive Consequences (Rewards)

At Sharneyford, we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following positive rewards:-

- Non-verbal rewards such as a thumbs up sign or a smile.
- Praise.
- Class dojos, both individual awards and class awards
- Showing work to another teacher .
- Stickers; star charts; gems.
- Certificates.
- Head teacher's award.
- Stars of the Week
- Sharneyford Superstars wall
- Displaying work.
- Celebration assembly.
- Copies of work being sent home
- Praise cards from the head teacher

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

### Negative Consequences (Sanctions)

In order to discourage children from choosing behaviours that may not be in line with school expectations, we believe it is important to teach them positive behaviours. If a child misbehaves staff should ask the pupil to stop the behaviour and should discuss the incident with all those involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

A 3 tick system is in place. If a child has been given a verbal warning and does not change their behaviour choice then a tick is placed on the board next to the child's initial. The child can then earn the tick back. If a child reaches 3 ticks then they will be spoken to by either Mr Rothwell (deputy head teacher) or Mrs Smith (head teacher). If 3 ticks are awarded, a phone call / discussion with home is also necessary.

If behaviour is unacceptable and threatening the good order of the class/school, approaches such as these are used:-

- Non- verbal techniques such as facial expression or gesture.
- Verbal acknowledgement of unacceptable behaviour.
- Verbal reprimands, preferably on a 1:1 basis.
- Time out.
- Referral to Headteacher
- Removal of privileges.
- Payment for loss/damage to property.
- The setting of a task to do.
- In serious instances, the written recording of the incident by the head teacher. Where considered beneficial to improving behaviour, staff may instigate a meeting between the head teacher, parent and pupil to discuss the behaviour pattern and possible solutions.
- Involvement of support from external agencies, e.g. links with SEN/Inclusion agencies and/or alternative provision
- Examples of behaviour below that expected may be discussed at assemblies or in class PSHE lessons.

If pupils, staff or property are at risk and other strategies have failed:-

- A warning of intention to intervene physically will be given, followed by
- Physical intervention (restraining techniques) following school policy (Care and Control of Pupils).
- A multiagency assessment for those pupils who display continuous disruptive behaviour.

Sanctions must be proportionate, i.e. be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them. Sanctions may vary according to the age of the pupils and any other special circumstances that affect that pupil.

There may be times when the Safeguarding policy should be consulted, e.g. poor behaviour may be the result of unmet needs.

### **Sanctions – conduct outside the school gates**

At Sharneyford, we expect all pupils to behave well out of school. If non-criminal bad behaviour and bullying is reported to the school which has occurred off school premises, normal sanctions will apply and a phone call/letter to parents will follow. School may discipline when the pupil is:

- Taking part in any school-organised or school-related activity, eg orienteering, cross country or football
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

School may also discipline for misbehaviour at any time, whether or not the conditions apply, that:

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

### Exclusion

It is recognised that the majority of pupils respond positively to the discipline and control practised by staff.

The school culture fosters an environment of social inclusion irrespective of pupils' needs. However, if a pupil continues to carry out challenging, disruptive or potentially harmful behaviour, then exclusion will be the next consideration. The school's Exclusion Policy and L.E.A. guidelines will then be followed.

### Power to use reasonable force

Force will only be used either to control or restrain. All members of school staff have a legal power to use reasonable force. It also applies to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on an educational visit. An example of this would be to physically separate pupils found fighting or if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed.

### Parental Involvement

Parents will be kept informed of their child's unacceptable behaviours

- Through the Home/School Book (if applicable)
- Verbally
- By letter
- By appointment with the Headteacher
- Through School Policy reminder form (when deemed necessary)

Parents are asked to contact school immediately they have concerns about their child's behaviour or welfare.

Complaints

Our Complaints procedure can be found on the school website.

Policy Review

This policy will be reviewed annually. Updated May 2026

