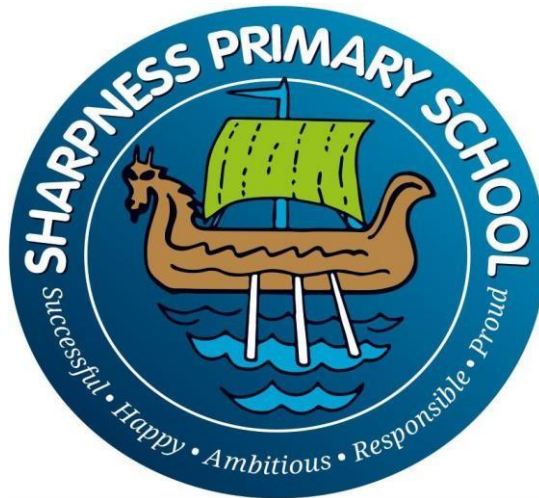


SHARPNESS PRIMARY SCHOOL

BEHAVIOUR POLICY



Approved by:	Miss H Buckingham, Headteacher Mrs Sara Matthews, Chair of Governors	Date: March 2026
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Last reviewed in:	March 2024
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Next review by:	March 2027
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Introduction

Behaviour is the way we act and respond to people and to situations we find ourselves in. At Sharpness Primary School, staff will ensure that pupils will be treated fairly, and proactively encouraged to develop strategies to deal with their own behaviour by adopting a positive approach. This policy is a statement of the agreed aims, practices and ideals of all staff in our school. It has been agreed in co-operation with the governors and staff. The policy is also underpinned by the Governors Written Statement of Behaviour Principles (Appendix 2).

Aims

The primary aim of the behaviour policy is to:

- Create a positive school environment where everyone can be **SHARP** (Successful, Happy, Ambitious, Responsible, Proud).
- Make the boundaries of acceptable behaviour transparent and clear and to ensure the safety of everyone.
- Promote good relationships so that people can work together with the common purpose of helping everyone to learn, through a consistent school-wide approach to behaviour management.
- Create a positive atmosphere based on a sense of community where children understand that they should take responsibility for their own behaviour, and that actions have consequences both positive and negative.
- Provide good communication between parents, staff, children and governors.

General Principles

At Sharpness Primary School, we believe an effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline based on a culture of respect, where expectations for children's behaviour are high. Consequently, good discipline arises from good relationships and from setting, and modelling, expectations of good behavior.

We believe that self-esteem affects all thinking and behaviour, and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Sharpness Primary School are that:

- The safety and pastoral care of our children is imperative
- Behaviour can change and every child can be successful
- Praise and rewards are more likely to change behaviour than blaming and punishing
- Using a positive system of rewards will increase children's self-esteem and help them to achieve more
- Celebrating success helps children to achieve more
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way
- Reinforcing good behaviour helps our children feel good about themselves

We believe that children should be expected to:

- Treat everyone with respect
- Speak politely
- Be gentle and not hurt anyone
- Be honest and not tell lies
- Work hard and not waste their time or other peoples' time
- Listen when others are speaking and not interrupt
- Look after property and not damage anything
- Move around the school sensibly at all times

The staff at Sharpness Primary School encourage good behaviour by:

- Setting good examples of behaviour at all times in line with our SHARP values
- Demonstrating good classroom organisation
- Recognising and acknowledging good behaviour
- Ensuring a good match of child and curriculum
- Retaining a sense of enjoyment and fun
- Building strong relationships with children around school
- Valuing the work and effort of every child
- Involving the child in the whole school
- Rewarding correct standards of behaviour and celebrating those in class and assemblies
- Avoiding confrontation and escalation
- Always listening to the child and establish the facts
- Being non-judgmental
- Addressing the behaviour, not the child
- Teaching values and morals through everyday interactions with children and also through the teaching of RE and PSHE, as well as in assemblies
- Pupil involvement in setting and agreeing class and playtime rules
- Providing opportunities for children to take on responsibility through school and sports council or librarian

Roles and Responsibilities

Governors

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Review this behaviour policy in conjunction with the Headteacher
- Monitor the policy's effectiveness
- Holding the Headteacher to account for its implementation

Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with staff and the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix one).
- Ensure that the school environment encourages positive behaviour
- Ensure that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behaviour culture
- Identifying and providing training where necessary
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring data from the behaviour log is reviewed regularly to make sure that no groups of pupils are being disproportionately impacted by this policy

School staff

All staff contribute to building and maintaining a positive ethos and promote the well-being of all children. We believe that it is vital that all adults model appropriate and respectful behaviour at all times. Staff must behave fairly; implementing all policies accurately and consistently. Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards of behaviour to pupils
- Modelling expected behaviour and positive relationships
- Recording behaviour incidents promptly

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy
- Support their child in adhering to the behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's class teacher promptly

Children

Children should:

- Use the school's values and class rules to ensure positive behaviour at all times
- Try their best in all lessons and allow others to do the same
- Treat everyone with respect and politeness
- Take care of their own, others' and school property

Behaviour Management

Strategies put in place to manage behaviour may include sanctions, but positive rewards are more appropriate and usually more successful. Sanctions must be chosen with care as ineffective sanctions may make the situation worse. Sanctions need to suit the child and must be appropriate to all the circumstances of the situation. Where sanctions have been put in place, the SLT needs to be kept informed so that they can support the teacher informally and are prepared for any contact from parents regarding a child's behaviour.

Staff are encouraged to:

- Keep calm
- Be positive
- Respond to good behaviour
- Explore incidents of poor behaviour – what has triggered it?
- Impose and enforce agreed sanctions
- Involve other staff members in managing behaviour where appropriate
- Discuss behaviour with a parent as appropriate
- Inform the Headteacher of any behaviour issues that may necessitate her involvement with parents
- Criticise the behaviour not the child

Rewards

A range of rewards are used as recognition and reinforcement of good behaviour, and demonstrate how good behaviour is valued at Sharpness Primary School. The regular and consistent awarding of positive consequences is central to attaining, and maintaining, the desired aim of a co-operative and positive working environment for all.

Reward	Behaviour may include:
Verbal praise	Setting a good example, following instructions, showing kindness, improved behaviour
Positive marking or verbal feedback	Trying their best in lessons, demonstrating resilience or overcoming challenge
Class Teacher and Headteacher stickers	Good work Positive attitude
Bronze, Silver and Gold Reading certificates	Consistent reading at home
In and Out of School Achievements in Celebration Assembly	Sporting achievements
House Points and Team Awards	Any form of positive behaviour
Gold Award Certificates in Celebration Assembly	Good or improved attitude to learning, goodwork

Values Certificates in Celebration Assembly	Demonstrating an aspect of our SHARP values
Annual Awards (Leavers' Assembly)	Sporting achievement, progress, attitude to learning etc.

The following behaviours are not acceptable*:

- Disrupting the learning of others
- Use of rude (including swearing) or unkind language to adults or peers
- Not following instructions
- Refusal to engage with learning activities and tasks
- Discriminatory language including racist, sexist, homophobic, transphobic or disablist
- Sexualised behaviour including comments, jokes or taunting, or physical touching (sexual misconduct)
- Bullying of any kind including cyber, prejudice-based and discriminatory
- Unsafe behaviour (e.g. running around school, leaving school without permission)
- Fighting
- Physical assault against an adult or peer: e.g. spitting, hitting, kicking, biting, pinching, or other such violence
- Threatening behaviour including verbal threats
- Deliberate dishonesty
- Stealing
- Deliberate/willful damage to school or another child's/adult's property
- Possession of a prohibited item: threatening weapon or dangerous object (e.g. knife, pen knife, scissors, lighter)**

*/**this is not an inclusive list and the Headteacher reserves the right to add to this

Sanctions (see Appendix 1)

Should unacceptable/unwanted behaviour occur, the stages identified in Appendix 1 below should be followed after exploration of what is behind the behaviour and why it happened. It is important that all children feel that they are listened to and understood. Sanctions must not be psychologically harmful or demeaning. Any additional sanctions, above and beyond those listed below, need to be approved by the Headteacher. It is recognised that for children with SEND, these sanctions may not be appropriate and therefore each incident may be reviewed in isolation alongside appropriate reasonable adjustments.

Break times and Lunchtimes

The rules and expectations regarding behaviour are as applicable at break and lunchtimes as they are at any other time during the school day. At all times staff will aim to be proactive and provide a stimulating environment to help prevent behavioural issues arising. Should unwanted behaviour occur, the children, staff and lunchtime supervisors are aware that the rewards and sanctions mentioned still apply. However, there are specific actions and steps which can be used in the playground to address one-off incidents. This will involve:

- Talking with the child and explaining what and how their behaviour was unacceptable
- EYFS and KS1 children may be asked to sit quietly for two minutes and think about their actions.
- KS2 children may be asked to sit quietly and reflect on their behaviour for up to five minutes without making contact with any other child.
- Use of a walkie talkie to request adult support

All incidents must be reported to the class teacher at the end of morning break or lunchtime. More serious incidents are reported to the SLT and recorded on My Concern.

School-run After School Clubs

Where there are concerns about a child's behaviour, and, as a result, the safety of the child and other children, the Headteacher has the right to exclude a child from attending any school-run after school club.

Offsite Trips and Visits

Where there are concerns about a child's behaviour, and, as a result, the safety of the child and other children, the Headteacher has the right to exclude that child from going on trips and visits outside of the school. If this happens parents must be consulted in the first instance and an appropriate course of action agreed.

Confiscating Items

Any prohibited items found in a child's possession will be confiscated and will not be returned to the child. A parent will always be informed and course of action discussed.

We will also confiscate any item that is detrimental to a pupil's own, or others' learning (i.e. items which are not harmful but are being used as a distraction) These items will be returned to a pupil at the end of the day.

Searching Pupils' Possessions

Possessions means any item belonging to, or in the possession of a pupil. A pupil's possessions can be searched for any item if the pupil agrees to the search. However, if a pupil does not agree to the search, staff can still carry out a search for any prohibited items identified in this policy.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if a search is not conducted immediately, or it is not practically possible to summon another member of staff, the search can be carried out by a single authorised member of staff.

Searches for prohibited items will be recorded on My Concern regardless of whether an item was found.

The DSL should be informed immediately if:

- There is an incident where the member of staff had reasonable grounds to suspect that a pupil was in possession of a prohibited item
- If a search has revealed a safeguarding risk

Parents/carers will be informed of any search for a prohibited item. Parents will be told:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken

Offsite Behaviour

This policy applies to behaviour offsite when a pupil is representing the school. When a pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

Sanctions may also be applied if a pupil's behaviour, including online:

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

Sexual Harassment and Sexual Violence

We have a zero-tolerance approach to sexual harassment and sexual violence. All reported incidents will be 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.

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 consider whether to 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 consider whether to 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 Offices (LADO), 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 where allegations have been made, regardless of the outcome.

Physical Restrictive Interventions

On exceptional occasions, staff may use a restrictive intervention including use of force to physically restrain a child to prevent them from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, whether during a teaching session or otherwise

Physical restraint is a last resort will only be used if it is necessary and proportionate, and wherever possible, other children will be removed from the situation before this is needed. Where it is necessary, physical restraint will:

- Be applied by a member of staff qualified to do so (having a valid Team Teach certificate)
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Never be used as a form of punishment

Where there has been a significant incident - where the use of force goes beyond appropriate physical contact as set out in DfE guidance '[Restrictive interventions, including use of reasonable force in school](#)' (April 2026), the following details must be recorded on My Concern:

- Names of pupils and staff involved
- Time, date and location and approximate duration of the intervention
- Brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used and where relevant the type of reasonable force applied
- The reason the use of force was assessed as necessary
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Parents will be informed of the incident

An individual risk assessment and/or behaviour plan will be in place where this is an identified risk. Where there are concerns that a physical restrictive intervention may be required on a more regular basis, parents will be asked to contribute to a Positive Handling Plan.

Child Protection

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 behaviour 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, and consider the most appropriate action to take.

Recording Behaviour Incidents

Incidents of behaviour which breach the Behaviour Policy at stage 4 and beyond, are recorded *My Concern* (see *Appendix 1*). On some occasions, the incident may be recorded on a Behaviour Incident and saved to *My Concern*. Additional actions taken, by who, and outcomes will be clearly recorded. All incidents are explored thoroughly.

Monitoring and Evaluating Behaviour

The school will collect data on:

- Behaviour incidents
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, offsite directions and manages moves
- Incidents of searching, screening and confiscation

Data will be analysed termly from a variety of perspectives including:

- Year and age group
- Time/day/term/location
- By protected characteristic

This assists in identifying patterns that can help find solutions to poor behaviour, which as a result, improves provision for the children.

Monitoring and Review

This policy will be reviewed and approved by the Headteacher and Full Governing Body annually. The written statement of behaviour principles will be reviewed and approved by the Full Governing Body annually.

Related Policies

Acceptable Use
Anti-bullying and Hate
Attendance
Health and Safety
Offsite Visits
Online Safety
Pastoral Care and Support
Positive Handling
Safeguarding and Child Protection
SEN
Suspensions and Permanent
Exclusions

Appendix 1 – Behaviour Sanctions			
Stage	Pupil Behaviour	Action	Extra Support Recording of incident
1 Early signs (preventative)	Begins to show signs of emotional dysregulation (i.e. some degree of frustration, low level concentration. Minor disruptions, e.g. rudeness and disrupting others)	Reminder of expectations Child is reminded of expectations linked to SHARP values.	Praise the positive behaviour that other children in the room are displaying and use House Points to publicly reward this.
2 Repeated after reminder	Continues to show signs of emotional dysregulation (i.e. some degree of frustration, low level concentration. Minor disruptions, e.g. rudeness and disrupting others)	Verbal or visual warning given Teacher gives a clear visual of verbal reminder to the child, reminding the child of our expectations. Teachers can be firm but kind. Staff will not shout or intimidate. e.g. “Fred, you’ve been told that is not safe. That is your warning.” Children should be given processing time after being given this warning.	Use visual cues if needed.
3 Persistent OR more disruptive behaviour	Continues to display unwanted behaviours despite having been given a warning e.g. - Distracting others - Refusing to follow instructions - Rough play - Running inside school - Being unkind or disrespectful to others - Answering back to an adult - Refusal to engage with learning - Being unkind/rude	Conversation with child and consequence implemented Consider a restorative conversation e.g. 1. What happened? 2. What were you thinking or feeling at the time? 3. What do you think/ feel about it now? A logical consequence should be considered and agreed with the person affected. E.g. Together, you fix what was bothering that child e.g. move them away from a trigger, completing missed learning at break or lunch, making amends with the person next to them because it was bothering them.	Consider making the child’s parents aware so they can reinforce expectations at home.
4 Refusal/escalation OR unsafe	Unwanted behaviour continues e.g. - Distracting others - Refusing to follow instructions - Rough play - Running inside school - Being unkind or disrespectful to others - Answering back to an adult - Refusal to engage with learning - Being unkind/rude - Persistently refusing to engage with learning activities and tasks	Child sent to another class for time out Teacher to send the child to another class or give child time out of class. This will be a professional judgement call depending on the severity of the behaviour and the knowledge of the child’s individual needs (this includes the length of time the child is out of class). It is important the member of staff makes it clear to the child why they are going. Missed break/part of lunch time as appropriate. An understanding of what might be triggering the behaviour should be considered at all times. It is not an excuse but needs to be considered. A movement break may also be considered at this stage if it is felt this would support the child’s dysregulation and allow them to return to class able to complete their learning affectively.	Consider making the child’s parents aware so they can reinforce expectations at home. Record on My Concern
5 Serious / sustained	Severity warrants discussion with member of SLT e.g. - Continuous unwanted behaviours - Disruptive behaviour which compromises the education and/or safety of others - Hurting someone else on purpose	Pupil is sent to SLT The child will be sent to a member of SLT and spend time out of class with them. This could take the form of a restorative conversation and logical sanctions put in place e.g. a child completing the work they did not do in the lesson or making amends, sometimes involving others that were affected. Missed or lunch time. This is at the discretion of the Senior Leader.	A phone call home will be made explaining the behaviour and requesting that expectations be reinforced at home Record on My Concern

	- Physical assault against and adult or peer e.g. spitting, hitting, kicking, biting, pinching, or other such violence - Arguing with, or shouting at an adult - Discriminatory language including racist, sexist, homophobic, transphobic or disablist language (including casual use such as 'that's so gay'). This must be challenged every time, even when used as 'banter' - Other types of sexualised behaviour including taunting or physical touching - Bullying of any kind including cyber, prejudice-based and discriminatory. - Damaging property - Stealing		
6 Serious / sustained	Despite support, continues to seriously violate the rights of others and shows no signs of wanting to change e.g. abusive, poor effect on peers, dangerous, uncontrollable and uncooperative OR severity warrants discussion with HT or DHT e.g. - Persistent disruptive behaviour which compromises the education and/or safety of others - Persistent physical assault against and adult or peer e.g. spitting, hitting, kicking, biting, pinching, or other such violence - Threatening behaviour including verbal threats - One-off serious incident - Child-on child Abuse (in line with Anti-bullying and Anti Hate Policy -alert DSL) - Leaving school without permission - Online incidents - Persistent or severe use of discriminatory language (racist, sexist, homophobic, transphobic, disablist language) despite previous interventions - Sexualised behaviour including harassment, taunting or physical touching (sexual misconduct)	Pupil is sent to Head Teacher The Head Teacher or Deputy Head Teacher has a restorative conversation with the child(ren) with a view to making amends. Child is removed from class. A phone call home is made or a conversation is had face to face. After discussion with parents/ carers, if the situation is persisting, a Behaviour Support Plan may be required. An internal suspension may be appropriate. A continuation of serious unacceptable behaviour may result in fixed-term suspensions or permanent exclusion. Exclusion remains a last resort when other sanctions have failed. <i>In exceptional circumstances, if a serious breach of the behaviour policy has occurred, and it is deemed appropriate, a decision may be made to permanently exclude a child following a one-off incident. In these circumstances, Local Authority guidelines would be followed.</i>	Behaviour Support Plan. Family Support. Other external outside agency support as appropriate. Record on My Concern

Appendix 2

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement is reviewed and approved by the Full Governing Body.