



Shawlands Primary School Policy

Behaviour Policy
REVIEWED ANNUALLY

Reviewed by C Athorn and C Pease
September 2025

At Shawlands
we want all our pupils to **thrive**
academically, **creatively** and
socially by providing a
broad, balanced curriculum,
engaging lessons and
stimulating experiences in a
safe, welcoming environment.

BEHAVIOUR POLICY

A. ETHOS AND RATIONALE

A child's education is a partnership between school and family. When a child's education is effective and successful it is because the school and family have supported each other and worked towards a common goal. We want our families to be proud of school and we insist that the parents that choose us do so because they trust that we will work with them to produce good academic and pastoral outcomes for their child. This policy will be agreed by all stakeholders to ensure that we have a significant degree of consistent and effective behaviour management in our school, resulting in a safe learning and working environment for all.

We strive to promote a happy, thriving school community which is calm, purposeful and caring, based on **kindness, dignity and respect**. We want children to leave our school as well-rounded citizens with a respect for themselves, their peers, their family, property and members of the public who share their community. We aim to show children that we can improve our lives through sharing strengths, helping others, caring about each other and having fun. Our overall ethos of 'Better Together' will support pupils to improve their behaviour and consider the feelings and safety of others.

Promoting outstanding 'behaviour for learning' is the key to successful progress and attainment. If children are engaged in their learning and want to improve, then behaviour will always be good. We encourage children to learn collaboratively wherever possible to ensure that children are confident enough to communicate and solve problems with a wide range of staff and class mates.

B. LEADERSHIP AND MANAGEMENT

The headteacher is the lead member of the staff for all behaviour, with members of the SLT supporting through their specialist knowledge of Welfare, SEND and EYFS. Behaviour is reported to the Welfare committee in termly meetings, as well as to the full governing body a minimum of three times per year. This reporting covers all behaviour logged on CPOMS alongside the statutory reporting of incidents of racist or homophobic incidents and any exclusions.

The headteacher, along with the SLT where appropriate, will ensure that new staff are fully inducted into the behaviour systems and expectations, as well as keeping all staff up to date with any new and relevant changes or developments.

It is the responsibility of class teachers to ensure that pupils in their class have the appropriate support in order to uphold the expected standards of behaviour, including the use of clear and consistent language around both positive and negative behaviours, following the systems in place and providing such adjustments as may be needed (either temporary or permanent) for children with additional needs.

All members of staff are expected, as stated in the Code of Conduct, to teach and model the expected behaviours at all times in and around school.

C. SCHOOL RULES (on display around school and in classrooms)

1. MAKE THE RIGHT CHOICE

2. Be honest and take responsibility for your actions and conduct
3. Be kind and respect yourself, others, our school and all property
4. Work hard; always try your hardest and have an 'I can' attitude
5. Be a team player; listen to others and value their opinions and feelings.
6. Set a good example to others
7. Act safely and sensibly

D. The 6 Be's of positive learning behaviour (on displays around school and in classrooms).

- Be Happy
- Be Safe
- Be Caring
- Be Healthy
- Be Aspirational
- Be Forward Thinking

E. REWARDING GOOD / APPROPRIATE BEHAVIOUR

On a day-to-day basis Class Dojo is used to award points for children showing good learning and social behaviour. These are linked both to the school rules and the 6 Be's which are promoted through school.

We believe that children respond best to positive reinforcement and modelled good behaviour. We will always use good examples and talk about what a child should do rather than focus on any negatives of what did happen.

Children who follow our school rules may receive:

- Praise
- Dojo points
- Visits to the Prize Locker at set milestones
- Special Mentions or Star Awards
- Half-termly VIP status (Y1 upwards)
- Stickers or prizes
- Opportunities to represent their school

F. UNACCEPTABLE/INAPPROPRIATE BEHAVIOUR

When a member of staff becomes aware of misbehaviour, they will respond promptly and assertively, following the behaviour policy and using clear consistent language, including de-escalation techniques and any specific strategies in place for children with additional needs. The first priority will always be to ensure the safety of pupils and staff and to restore a calm working environment as quickly as possible.

School's response to behaviour may seek to act as a deterrent for the child, or for groups of children, from repeating the behaviour again; protection of pupils or members of staff from risk of harm; or improvement through engaging in restorative conversations with the child about the reasons behind, and consequences of, their behaviour.

It may sometimes be necessary for a child to be removed from a lesson to a safe space in which to regain their calm, either to maintain the safety of pupils and staff, enable other pupils to continue learning in a calm learning environment. For some children removal may be to the SLT room by the teacher or TA from the child's class. Once the child is sufficiently calm, the SLT member will facilitate reintegration into class along with the teacher, with any appropriate sanctions agreed.

For some children with additional needs, removal may be more frequent, and this should always be part of a carefully managed strategy outlining who will be involved, where the safe space will be, and under what circumstances removal will be used.

In some circumstances, removal may require the use of reasonable force (Positive Handling) in order to prevent pupils injuring themselves or others, damaging property or to maintain good order and a calm learning environment for others. Staff who assist with the use of Positive Handling will be Team Teach trained (in extreme circumstances, where there is a serious risk to the child or others, non-trained members of staff may have to assist). Only the agreed strategies and methods will be used and for the minimum amount of time. Any use of a restrictive technique will always be recorded on a Team Teach

Log sheet and recorded on CPOMS to act as a time-stamped account. Parents will be informed that Positive Handling has taken place.

Reasonable Force may also be used by the headteacher or other authorised staff when conducting a search for banned items such as knives, drugs, pornography or stolen items.

Racism, homophobia and misogyny will never be tolerated. The school has an anti-racism policy and senior leaders must report any incident that is racially motivated and log it on CPOMS. These incidents are communicated with parents and follow-up immediately. Racism, homophobia and misogyny are also covered in our anti-bullying policy.

Bullying is perceived to be taking place when a child is repeatedly targeted in a manner that makes them uncomfortable, unhappy or feel unsafe. Bullying may take place online as well as face to face, and includes prejudice-based and discriminatory bullying. We are careful not to use the word bullying for isolated incidents of unacceptable behaviour. If a parent suspect that their child is being bullied, and have significant reason to believe that this is the case, they are encouraged to contact their child's class teacher, or a member of the SLT for an appointment at the soonest opportunity.

Violence is a concern in modern primary settings. Children can be boisterous and many see 'fighting' as an activity of play, and often act out things they have seen on TV, films or online. Any reports of children hurting other children will always be taken seriously, with accurate records kept following investigations, sanctions used as appropriate and parents informed where necessary.

Cyberbullying is becoming an increasing problem in schools. Please refer to our e-safety policy for full details about Cyberbullying. Our older children often fall out about online content and text messages. . Parents are encouraged to record any details of cyberbullying so that school can act accordingly.

At Shawlands we accept that child-on-child sexual harassment or abuse can and does happen at all schools, including but not limited to sexualised language and insults, unwanted or inappropriate touching and the sharing of indecent images. We will never dismiss any such incidents as child's-play or banter, and will investigate and deal with any such incidents robustly with accurate records kept on CPOMS.

G. BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

School have the right to sanction pupils for misbehaviour outside of the school premises, for example on school visits, travelling to or from school, when wearing school uniform, when otherwise identifiable as a pupil of the school, that poses a threat to another pupil or that could adversely affect the reputation of the school. This can also include bullying of other pupils, which may or may not be online.

When dealing with such incidents, school will follow the behaviour policy and apply such sanctions as are reasonable.

H. SANCTIONS FOR UNACCEPTABLE BEHAVIOUR

Where a child's behaviour falls short of the expected standard, staff will follow the tiered behaviour system. CPOMS will be used to record and report the incident where relevant. These reports will be monitored by SLT members in order to identify patterns and offer support, and reported to governors at least termly.

At our school, we prioritise a restorative approach to behaviour management. This means we support pupils in understanding the impact of their actions, repairing harm, and restoring relationships wherever possible. We aim to resolve issues through dialogue and reflection before moving to formal consequences. However, if a restorative approach is not effective or appropriate, we will follow up with clear and proportionate sanctions.

Sanctions may be used by school as a deterrent or as a means of improving future behaviour, and include:

- A verbal reprimand and reminder of the expected behaviours
- The setting of a written task such as an account of the incident and any consequences
- Loss of privileges such as removal of a responsibility or loss of a place on a school team. (For Year Six this may include removal of the right to wear the Leaver's Hoodie in school, returning to wearing their school jumper instead).
- Detention, which may be a few minutes in class, to a series of lunchtimes supervised outside the SLT room.
- School-based community service such as tidying a classroom or the hall.
- Time-limited daily reporting through the school behaviour log, checked by SLT and sent home daily to parents.

Following a sanction, pupils should be supported to meet the behaviour expectations in school. Strategies to enable this to happen may include:

- A discussion with the pupil about the causes and impact of their actions.
- An apology to the injured party
- A phone call to inform parents
- Consideration about support for any additional needs, temporary or otherwise
- Consideration about whether the behaviour may be an indicator of a safeguarding concern, in which case staff should refer to the Child Protection Policy and Part One of KCSIE 2022.

In extreme or persistent cases, the school has a clear policy on exclusion which should be read alongside the behaviour policy.

I. ADDITIONAL NEEDS

We recognise that some children may need reasonable adjustments in order to comply with the school rules and allow learning to continue in a safe learning environment. These adjustments may be temporary such as changes to set routines, or strategies allowing children to leave the classroom for time-out periods and may arise from recent changes in the child's life.

Other adjustments may be due to a child's specific SEND needs, and will be part of a carefully considered and graduated assess, plan, deliver and review cycle.

These adjustments can include (but are not limited to): short, planned movement breaks; adjusted seating plans; adjustments to uniform requirements; specific adjustments for pupils with specific needs around autism or hearing/visual impairments.

J. COMMUNICATION WITH FAMILIES

In the case of any violence, racism, sexual harassment or violence, persistent rudeness or persistent disruption in class, parents will be contacted to arrange a meeting with the class teacher or a member of SLT as appropriate. In the case of racism, homophobia and misogyny, serious violence or sexual harassment or violence, the parents of the victim will also be informed by a member of the SLT.

K. PREVENTATIVE MEASURES IN SCHOOL:

School uses the One Decision programme to teach PHSE through school, ensuring that children receive age-appropriate education and discussion opportunities covering all aspects of respect and the human rights.

We also address issues around bullying, including cyber-bullying, and other forms of abuse through our SRE policy, regular assemblies and stand-alone weeks including anti-bullying week, e-safety week etc.

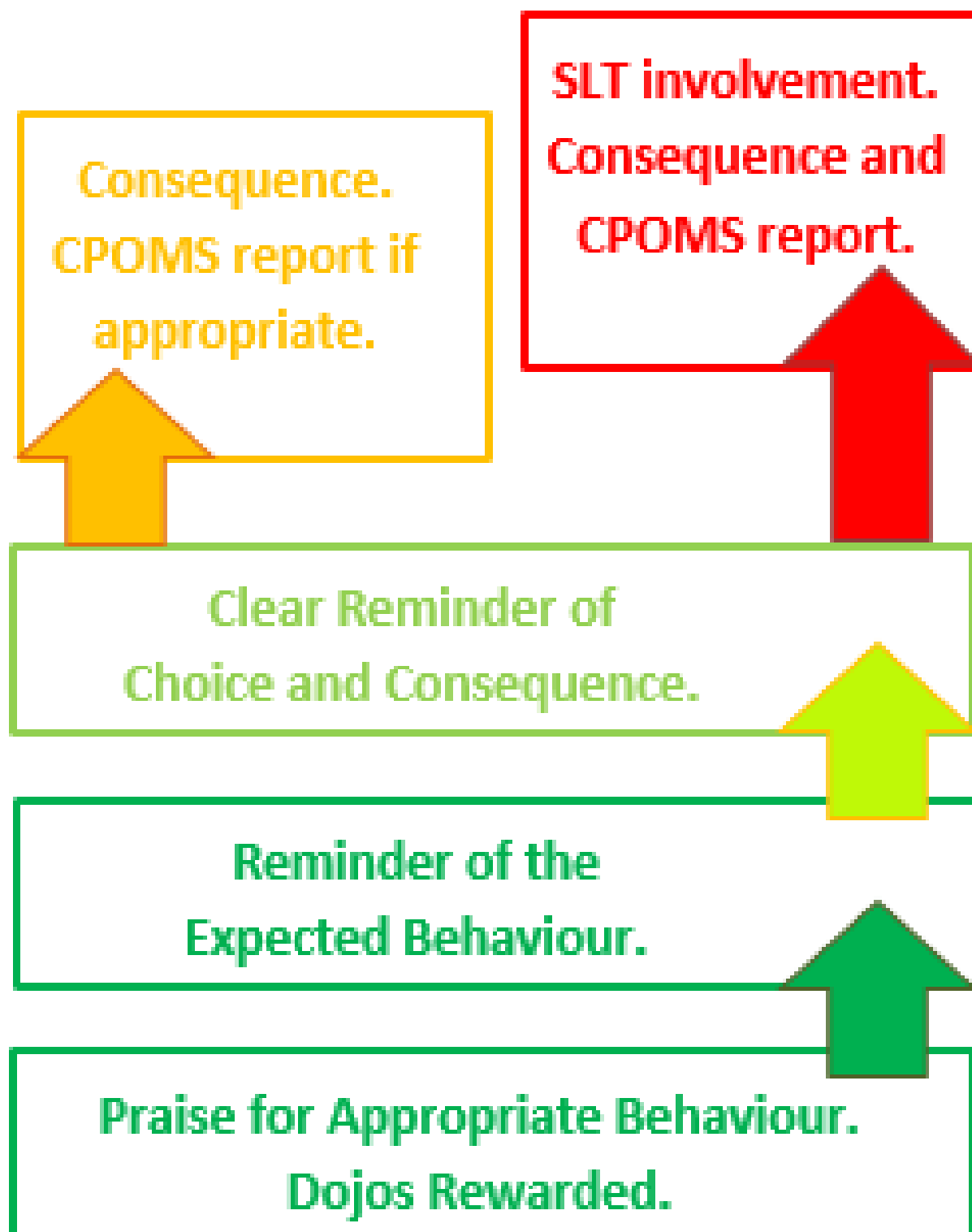
Where instances of racist, homophobic or misogynistic abuse takes place, or any other forms of bullying or sexual harassment or violence, they will be used as teaching opportunities to ensure that the perpetrator understands the impact and implications of their actions, why they were wrong, and how to ensure they aren't repeated.

K. USE OF CCTV

Our school has CCTV in operation in key areas in school to increase the efficiency of dealing with behaviour or safety issues. We will, on occasion, use the footage to help us to address inconsistencies in reported issues by child, parents and staff. Footage may be shared with parents to highlight our concerns. When the footage involves other pupils we will always contact the relevant families for permission to share the footage. If this permission is not given we will report verbally on what staff can see.

Please note that expectations on all staff are made clear, linked to safeguarding and child protection, through our 'Professional Code of Conduct Policy'. This policy is available on the school website or printed copies can be made available on request.

Shawlands Primary School



Tiered “Traffic Light” System for Managing Behaviour

	What did you do?	Consequence	Restorative Action
1	Talking out of turn, minor disruptions, off-task behaviour, talking out of turn, interrupting, minor rule-breaking (e.g. not following instructions promptly). In class management	<ul style="list-style-type: none"> ▶ Non-verbal and verbal reminders. ▶ Short loss of free time or preferred activities (by teacher – not to the office). ▶ Praise for positive behaviour changes. ▶ 1-5 minutes time loss (reflection time or loss of privilege) 	Brief conversation with the teacher to discuss behaviour expectations.
2	Repeated low-level disruptions after warnings, disrespectful language or tone, refusal to follow instructions, moderate rule-breaking (e.g. minor defiance). Escalated but in class management	<ul style="list-style-type: none"> ▶ Time-out in classroom or reflection space. ▶ Brief discussions or reflection sheets. ▶ Removal of privileges, parent contact for patterns. ▶ 5 minutes time loss (reflection time or part of a break) 	Student completes a reflection sheet or participates in a brief restorative discussion about the impact of their behaviour.
3	Persistent refusal, serious defiance. Significant disruptions, intentional disregard for classroom rules, moderate to severe disrespect, or minor physical aggression (e.g., pushing, rough play). Support beyond classroom – buddy class	<ul style="list-style-type: none"> ▶ Extended time-out or buddy class. ▶ Loss of privileges, such as special activities. ▶ Parental contact and reflection with senior staff. ▶ 10 minutes time loss (part of break or a preferred activity time) ▶ Immediate removal, de-escalation with SLT. ▶ Parental contact, possible consequences. 	Teacher-led restorative conversation or reflection activity focused on understanding and addressing the impact of the behaviour on others.
4	Major disruptions, verbal or physical aggression, bullying, vandalism, severe defiance, or behaviours that impact the safety of others. Involve SLT	<ul style="list-style-type: none"> ▶ 15 minutes time loss (could include a full break or part of a favourite activity) 	Formal restorative conversation with the teacher or SLT, possibly involving the student's guardian and a behaviour plan if needed. Recorded on CPOMs.