



Behaviour Policy

Shirland Primary School

September 2026

Last Reviewed	September 2026
Written By	Louise Vessey, Executive Headteacher
Reviewed By	Chair of Governors
Next Review Date	September 2027

Shirland Primary School Behaviour Policy

Policy Statement

Shirland Primary School is committed to promoting positive behaviour in an environment of mutual respect and positive relationships. Our behaviour philosophy actively encourages good behaviour and we aim to accentuate the positives and eliminate the negatives.

OUR SCHOOL RULES

We have three essential rules which are used by all members of the school community.

Safe

Ready

Respectful

The role of the adults

The development of good relationships between staff and students is essential and we recognise the importance of the adults in school in ensuring a positive, consistent approach to behaviour management. Children thrive on certainty and a standard approach by all adults in school towards all behaviours will embed this consistent and positive approach.

All staff will:-

- Ensure children are recognised for positive behaviour which is over and above
- **Never** ignore poor behaviour
- Display school rules and ensure these are regularly referred to and taught
- Model positive behaviour and build relationships
- Praise the behaviour that they want to see
- Ensure that children know that every action has a consequence
- Plan learning that challenges and engages all learners
- Calmly and slowly deal with disruptive learners by ensuring they are stepped through sanctions, giving 'take up' time every time
- Will have a restorative conversation with the child after any 'time out'

Regular Routines

- Meet and greet at the door. Children then sit down and begin a task which has been prepared for them
- Use counting back from 5 to 1 to get the class silent and ready to listen
- Calm walking. To walk around school in a safe, calm and appropriate way at all times

Whole school rewards

We recognise excellent behaviour by marking it with positive recognition for children who go over and above what is normally expected. Recognition could include:-

- Verbal praise – “I’ve noticed ”
- A postcard home
- A visit to the Headteacher / Deputy Headteacher to celebrate achievements and share work
- Star of the week
- Etiquette award
- House points
- Medal winners for achieving the most house points individually
- Certificates for positive behaviour/ manners at lunchtimes
- Reading rewards, celebrated in class and assembly
- TT Rockstar rewards, celebrated in class and assembly
- Class ‘shout out’ with the highest attendance percentage for the week

Consequences

Children need a consistent and certain approach from all members of staff. We aim for the children to understand that every behaviour has a consequence and our standard approach to all behaviour ensures a fair approach. All behaviours are referred back to our three school rules; Safe, Ready, Respectful.

We understand that children will make mistakes and demonstrate wrong choices of behaviour either intentionally or not, however we recognise that safeguarding action may need to be taken to protect children from abuse from other children as well as by adults. We work actively to prevent sexual harassment, online sexual abuse and sexual violence through our PSHE and RSE curriculum. Please refer to our Child Protection and Safeguarding Policy and Online Safety Policy. Both can be found on the school website.

Reminder – of the expectations of the learner ‘Safe, Ready, Respectful’. The teacher makes them aware of their expectations.

Warning – a clear, verbal warning, making the child aware of their behaviour and outlining that there will be consequences if the behaviour continues. Use the phrase – “think carefully about your next step as there will be consequences.” The learner has a chance to make the right choice. Remind them of their previous good conduct wherever possible.

Last Chance – Using these words, ‘last chance’, give a final opportunity for the child to engage in making the right choices.

Time Out – If the child has not engaged in resetting behaviour, the child in the adjacent classroom environment. This is time to calm down, think about their behaviour and be ready to re-join their class. If this happens at lunchtime, the child is encouraged to take time out in a quiet area.

Repair – This takes the form of a restorative conversation with the adult and child concerned. This might be a quick chat or a more formal conversation at break/lunchtime/after school.

Once the restorative conversation has taken place, a fresh start approach resumes and boundaries are reset.

Mental Health and SEND

All staff recognise that mental health can be a contributing factor to behaviour incidents. Staff understand that there can be many contributing factors to this and treat each case/issue individually to understand the underlying cause for the behaviour. This also applies to pupils with special educational needs and disabilities. Please see our SEND policy for more information.

The restorative conversation

This conversation needs to be between the child and adult directly concerned and at a time when the child has had time to reflect (take up time) and when the situation has de-escalated. It should occur at a time that does not impact upon learning time and recorded on our restorative conversation forms. These are recorded on CPOMS.

Ask;

1. What happened?
2. Who was affected?
3. How were they affected?
4. What needs to be done to put things right?
5. How will you do things differently next time?

Where behaviour does not improve after time out, the same steps will be followed.

At the second time-out the child will be sent to a senior leader to work there until the end of the session. The child will return to their teacher to have the restorative conversation as above. Parents will be informed of this and are invited into school to discuss the next steps.

During this meeting a Behaviour Support Plan may be deemed necessary and be put in place, that clearly identifies what behaviours are expected from the child and the consequences of any further unacceptable behaviour. Parents and pupils will also be informed at this meeting that further unacceptable behaviour may lead to a system of internal exclusions within school.

The behaviour support plan will also include restorative measures to support the child and help change and understand their behaviours. Our school Learning Mentor would be involved in supporting the child to help them with strategies to manage their emotions and choices. This may include attending Nurture Group, Lego Therapy, Circle of Friends, Talk-time, Anger and Anxiety support to name a few. Shirland also obtain expert advice from external specialists in some circumstances, to ensure that we are supporting children with the correct individual approach.

Persistent and unacceptable behaviours

Depending on the outcome of the parent, pupil and staff discussion, and behaviour persists to be unacceptable, it may be that a bespoke behaviour plan is put in place to support the child in making the right choices. This would be documented and discussed with parents.

Persistent and unacceptable behaviour can result in a suspension, usually 1 day, but can be longer depending on the severity or frequency of the behaviours displayed.

Please note that for more serious incidents, such as fighting, harmful sexualised behaviours, bullying, swearing or extreme defiance, these sanctions or suspension may be implemented immediately. This is at the discretion of the Head Teacher and Deputy Headteacher.

On return to school a re-integration meeting will set targets for improvement. If no improvement is made then formal warning of the move to permanent exclusion will be given.

The school will follow DfES suspension and exclusion guidance.

Summary

The stepped sanctions

Normal Policy	1 st Time Out	'calm' time out within the class environment Restorative conversation with class teacher
	2 nd Time Out	Child to work with another teacher for a fixed period of time or until the end of the lesson. Restorative conversation with teacher
	3 rd Time Out	Child to work with SLT until the end of the lesson Restorative conversation with Senior Leaders, meeting with parents, behaviour plan in place if appropriate
Persistent or Serious behaviour incidents		Suspension and Permanent Exclusion Letter to parents, Local Authority, Chair of Governors

Searching, Screening and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscations powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Only the Headteacher and Senior Leadership Team have a statutory power to search a pupil of their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. These prohibited items are;

- Knives and weapons

- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been , or is likely to be used: to commit an offence or to cause personal injury to, or damage property of; any person (including the pupil)
- Tobacco, vapes and cigarette papers
- Fireworks
- Pornographic images

The member of staff should ensure that the pupil understands the reason for the search and how it will be conducted.

The authorised member of staff will make an assessment of how urgent the need for a search is and consider the risk to other pupils and staff. Any searches of possessions will be conducted away from other pupils and on school premises. There will be two members of authorised staff present (Senior Leaders) and the pupil. Parents will be informed if a search of possessions has occurred and any follow up actions, including potential sanctions.

Any search of possessions by a member of staff will be recorded on the schools safeguarding system. If evidence is found that is harmful to the pupil, other pupils or staff, the pupils' parents will be informed and possibly children's social care and/or the police depending upon the nature of the incident.

No member of staff will carry out a body or strip search. If in the rare circumstance this is required, the police and pupil's parents will be informed. No search will take place without a parent being present with the police.

Reasonable Force

The use of reasonable force in schools is in exceptional circumstances, when necessary to protect pupils or staff from harm to themselves, others, or the environment, the use of reasonable force may be employed. We adhere to legal requirements and guidelines to ensure that any use of force is proportionate and in line with our duty of care. Under no circumstances will physical force be used as a form of punishment. Each occasion where force has had to be carried out will be logged on CPOMS and reviewed by a member of the safeguarding team and by the Headteacher.