



**Sharow
Church of England
Primary School**



We promise to flourish together.



Health

Love

Growth

Behaviour and Relationships Policy

Policy updated	June 2025
Policy adopted	July 2025
Reviewed – no changes	March 2026
Review date	Spring 2027

Sharow CE Primary School is committed to providing a broad, balanced, and effective education for all children who attend our school. We believe that meeting children's needs by creating safe environments, forming strong and positive relationships, and developing a healthy self-esteem is key to cultivating good behaviour, good learning attitudes, and success in life. At the heart of our ethos is our vision: we promise to flourish together. This promise is brought to life through our core values of health, love, and growth—ensuring that every child feels nurtured, supported, and empowered to flourish. We expect all adults to embrace this approach and to proactively support it. A positive behaviour approach emphasises that most interactions are positive ones. Staff always focus on positive reinforcement and ensuring that pupils feel like valued members of our school community. This approach is the responsibility of all staff throughout the school.

Our behaviour policy is designed to:

- Promote a positive climate and learning culture within school, creating a healthy environment.
- Grow an understanding of what appropriate behaviours are.
- Define a framework for rewarding success and de-escalating negative behaviours.
- Promote self-esteem, self-regulation, and positive relationships demonstrating love for one another and ourselves.
- Involve parents/carers, pupils, and staff in the application of this policy with strong communication.
- Provide a safe school environment in which all pupils can learn (Keeping Children Safe in Education).

In our school we follow three rules:

Ready

Respectful

Safe

Our school values of health, love and growth are lived through our policy:

- Being ready ensures that we are prepared and available for learning and building relationships.
- Being respectful demonstrates our love for one another and our environment.
- Being safe ensures that we stay healthy both in body and mind.

The expectation of adults is that they will understand and implement restorative practice and work with positive regard for all.

Value Relationships:

- Encourage, praise, and actively listen to children.
- Offer equal amounts of challenge and support to work 'with' children, without 'punishment'.
- Focus on the prevention of undesirable behaviour, rather than the reaction to it.
- Listen, talk, and show empathy with children, so that they know that we understand them.
- Recognise that all behaviour is communication and endeavour to translate this.
- Enable children to communicate with their words because they feel safe and are afforded time to talk.
- Invite children into their calm and not join them in their chaos.

Be consistent:

- Provide clear rules, routines, and boundaries for all children.
- Reflect upon practice objectively, without judgement, to reduce risk.
- Work as a team to maintain high standards of behaviour within the school.
- Have consistently high expectations within individualised responses to challenging situations.
- Take responsibility for noticing behaviours as they occur, acknowledging and describing both acceptable and unacceptable behaviours.
- Actively model appropriate behaviours and consistently apply the policy fairly, without favour.
- Collaborate with the SENCO to create and implement personalised plans which enable all children to thrive.

Monitoring, Evaluating and Communication:

- Keep a record of incidents on Arbor and ensure that the Headteacher and parents/carers are informed within that same day of any serious incident.
- Monitor, analyse, and evaluate records and data to identify possible factors contributing to undesirable behaviours.
- Maintain an open and honest dialogue with your colleagues. Do not keep concerns about pupil behaviours to yourself – seek and take the advice.
- Adults managing an incident outside of the classroom must ensure that the class teacher is informed as soon as possible following resolution.

Rewards and Celebration

We believe in creating intrinsically motivated children. Praise and positive feedback that is specific and sincere will promote autonomy and establish positive behaviours for learning. Adults in school recognise and reward positive behaviour. By verbally celebrating pupils' attitudes to learning, play and transition through school, we reinforce our expectations all the time. Adults use specific praise and stickers to instantly reward appropriate behaviour in all classes and shared spaces. Pupils can also share their achievements with the Headteacher and are actively encouraged to visit and share their achievements. A wide range of further rewards are also used to promote positive behaviours:

CELEBRATION ASSEMBLY
Flourish Award Awarded by any adult or leader in school for going over and above, exhibiting our school values of growth, love and health.
Star of the Week Awarded by each class to a pupil who has demonstrated the school values.
Reading Plus Awards (KS2) Awards linked to reading plus achievements

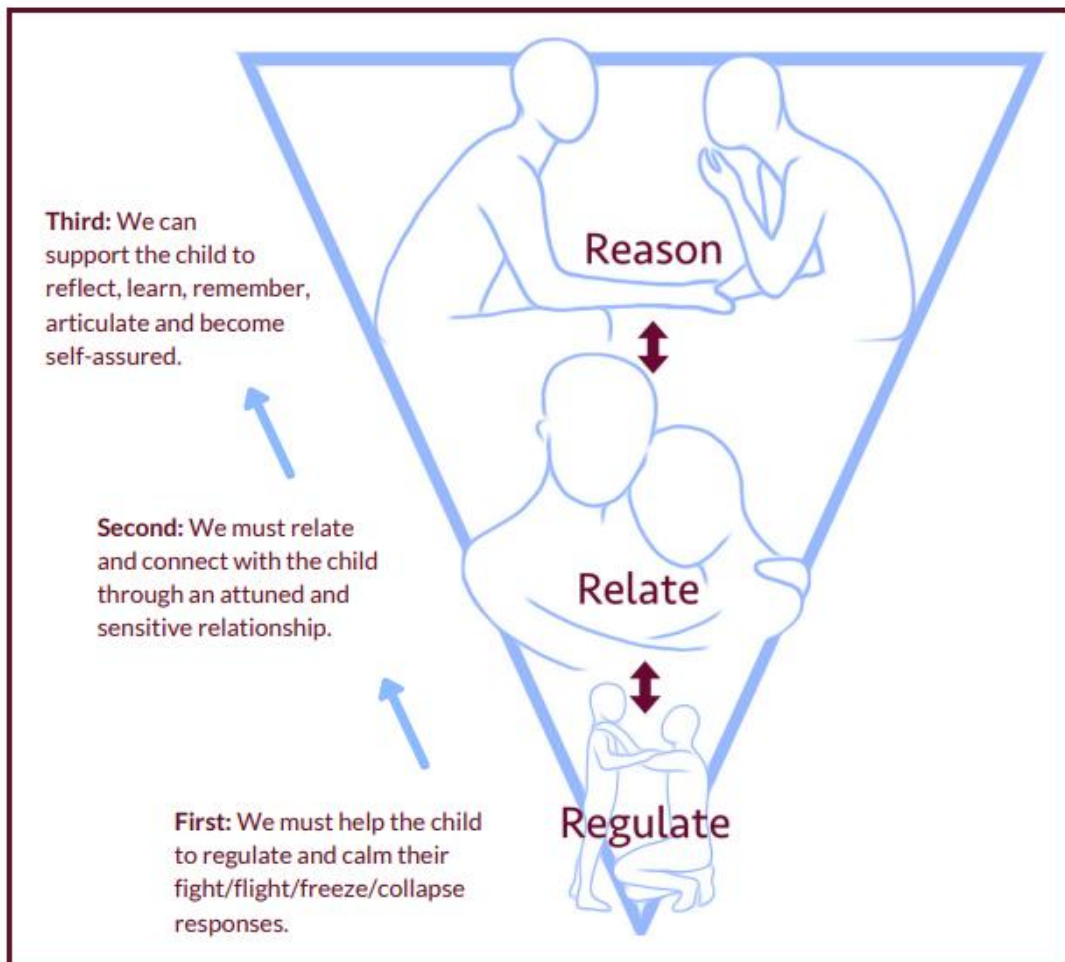
Undesirable Behaviour Strategies & Consequences

As an inclusive school, we acknowledge that children may on occasions display undesirable behaviour and that this behaviour demonstrates a need. We recognise that all emotions are valid, although some behaviours are not, and it is our role to help children understand and manage their emotions in a safe and supportive environment. Staff intervention should be consistently flexible and based upon pupils' level of development, their needs, and circumstances (see Appendix 1). All interventions and consequences that address undesirable and challenging behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to support them in a sequence which prioritises regulation first so that the brainstem can be calmed.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

LOGICAL CONSEQUENCES

Logical consequence: putting right what has gone wrong: clean up, repair damage, restore relationships, complete work (to their standard, in their own time if necessary and without a set period being 'owed'), restorative conversations. Logical consequences will only work when the child is ready.

REMOVAL FROM CLASSROOMS

Removal from the classroom (withdrawal) is used to maintain the safety of all pupils and ensure learning can take place. It initially enables children to regain calm and regulate in a safe space and allows the learning to continue for those children remaining in class. The use of removal should allow for continuation of the pupil's education under supervision.

CONSEQUENCES - BREAKS AND LUNCHTIMES

If a child becomes **unsafe**, they will be supported by a member of staff using the strategies above. If the staff cannot keep the child safe, the child can be directed to a senior member of staff to have 'time-in'. During this time, the child will reflect on their behaviour through the use of restorative practice. The senior member of staff will then decide whether the child is safe enough to return to the playground or finish their break/lunch time indoors. The class teacher must be informed for them to gauge whether communication with the parent/carer is necessary, and all incidents must be logged on Arbor.

USE OF REASONABLE FORCE

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the school. Reasonable force is used to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline. Please refer to the DfE guidance: Use of reasonable force - advice for school leaders, staff, and governing bodies.

CHILD-ON-CHILD ABUSE

As with all behaviours, child-on-child abuse will not be tolerated. We believe that identifying all forms of abuse is crucial to ensure a culture of acceptance is not adopted. Staff are trained to be alert to harmful behaviours towards peers, sexual harassment, violence, and emotional harm. All reports of such behaviours are taken very seriously and are investigated by senior leadership, listening carefully to the children involved. A meeting with parents/carers will also take place to share the facts of the events and agree subsequent actions. The incident will be assessed on a case-by-case basis to ensure a proportionate, considered, and supportive action is taken with the victims wishes considered. Staff understand the importance of enabling strong relationships with children so they feel they can talk about damaging abusive behaviours from other pupils. Our PSHE curriculum teaches children about respect and healthy relationships - including consent. *See the Child Protection Policy and Online Safety Policy for further details.*

HARMFUL SEXUAL BEHAVIOURS

Our school has a zero-tolerance approach to any harmful sexual behaviour involving children and acknowledges that it could be occurring at schools and in our school communities. The school is proactive in their approach to assessing prevalence, responding to incidents and challenging and changing behaviour.

We recognise that harmful sexual behaviour is harmful to both the child/children affected by the behaviours and the child/children who displayed the behaviour and provide ongoing support for all involved.

Our approach is to treat everything as a safeguarding incident in the first instance - we distinguish between behaviours that are exploratory and part of healthy age and ability appropriate development and those that may be harmful.

We provide regular opportunities for school staff to understand what harmful sexual behaviours might look like and what they should do in the event of a report. We do this by providing training and regular updates where possible and using the NSPCC Traffic Light tool:

Responding to children who display sexualised behaviour

We also use the RSHE/PSHCE curriculum to help educate students about these issues as well as regularly reminding and promoting the reporting routes within our school to ensure they know what to do should an incident occur.

In addition to the above, further information is available from the North Yorkshire Safeguarding Children Partnership: Sexualised Behaviours in Children Toolkit: [HSB Toolkit v1.2](#)

BEHAVIOUR OUTSIDE OF SCHOOL

Where misbehaviour and/or bullying has occurred outside of the school premises, including online, the matter will be referred to the Headteacher. Where the matter has involved other school pupils or staff members, the Headteacher may undertake an investigation or delegate to a member of staff to establish the facts and, where necessary e.g., to safeguard a pupil or staff member from further repercussions, may agree a suitable course of action to safeguard all affected.

SEARCHING, SCREENING AND CONFISCATION

Searching, screening and confiscation is conducted in line with the DfE's latest guidance. Any prohibited items (including knives, weapons, alcohol, illegal drugs, stolen items, and any article that may be used to commit an offence) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils or parents / carers, where appropriate.

PERSISTENT DISRUPTIVE BEHAVIOURS

In the event of persistent disruptive behaviours occurring, staff will discuss with parents/carers and Senior Leaders in school to seek advice and take a proactive approach to reducing incidents as quickly as possible before habits become established. Due to the complex needs and vulnerabilities of individual pupils, challenging behaviours may still occur even after using relational strategies. We believe that relationships make the difference and understand that these take time to develop. Where instances of persistent unacceptable behaviour occur, reasonable adjustments will be made. Where reasonable adjustments and school interventions have not yet led to a sustained improvement in behaviour, the SENCo - and where appropriate the Headteacher - may meet with parents to discuss the pathways to success in school.

Suspensions and Permanent Exclusion

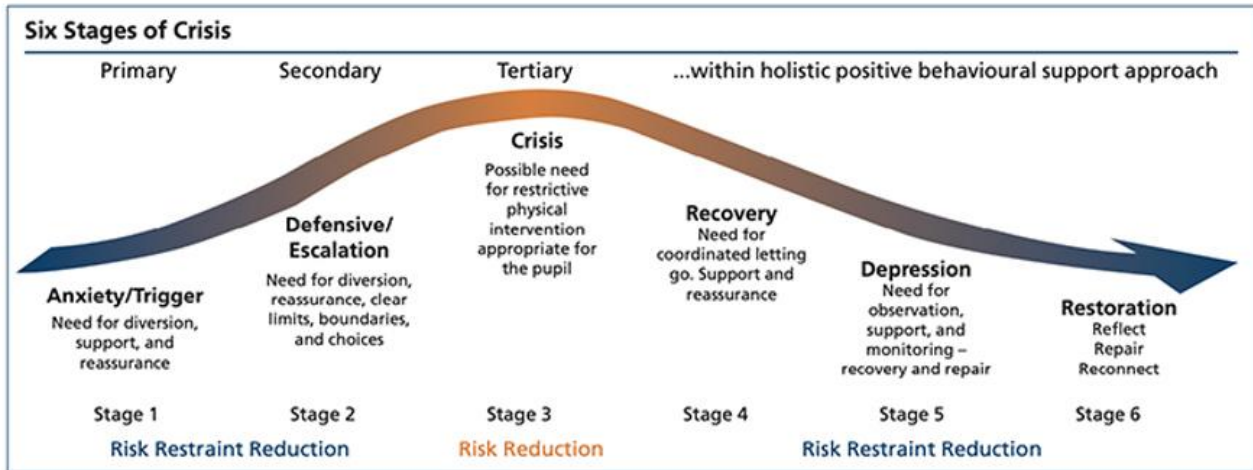
Only the Headteacher can take the decision to suspend or exclude a pupil. A suspension is for a fixed term ranging from 0.5 days to 5 days. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. The aim of a suspension is to enable staff the time required to formulate a plan to prevent future incidents and may be used in response to unacceptable behaviour (see Exclusions policy). A suspension can also be for parts of the school day, such as for the duration of the lunchtime period, if a pupil's behaviour at lunchtime is persistently disruptive. A pupil's behaviour outside of school grounds can be considered for a suspension or permanent exclusion. A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently can be in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Sharow School will, where they see appropriate, verbally inform parents of their child's behaviour. **In every instance where a child has been withdrawn from their class or the playground, parents will be informed within the school day or as soon as possible, thereafter.** If the decision has been taken to issue a suspension, the school will - by the end of the afternoon session on the day that the suspension is issued - inform parents of the reasons for the suspension and that they are legally required to ensure that their child is not in a public space during school hours and that parents could be given a fixed penalty notice if they fail to comply. This will be communicated in a letter to be given to the responsible adult collecting the pupil at the point of suspension, or as soon as possible thereafter. (see Exclusions Policy)

Positive Behaviour Plan

Parents are required to support the school by attending a meeting to agree a Positive Behaviour Plan (PBP) and determine next steps, together. The PBP is tiered and follows a **graduated response** - consisting of:

- **Personal Profile** - A page that captures the child's voice.
- **De-escalation Strategies** - individualised for children and in line with Team Teach's 6 stages of crisis.



- **Weekly Record (see Appendix 2)** - Providing session-by-session feedback for a child's conduct whilst at school. Parents will be asked to support the school through their engagement with their child's Weekly Record, actively discussing their expectations for their child's behaviour with their child and agreeing a mechanism for recognising their school conduct at home.
- **Positive Handling Plan** - Aiming to reduce the use of reasonable force, in line with Team Teach practice.
- **Risk Assessment** - In the event of behaviours which leave the child's personal safety compromised or which include assaults of other pupils and/or staff, a Risk Assessment will be completed. An Individual Pupil Risk Assessment (IPRA) identifies the measures which can be put in place by the school.

Support Systems

Chronology

Parents may be asked to support the school in gathering information about their child and any involvement with Health and other professionals throughout their childhood. If not already in place, parents may be advised to seek the support of NHS professionals through their GP.

Early Help Assessment

It is recommended that a referral for an Early Help Assessment (EHA) be made as soon as parents and/or school have any concerns about a child's behaviour. A Family Support Worker may be assigned to the family, and a successful EHA may involve a range of professionals at the invitation of parents and/or school. It is important at this stage for parents to be fully supported through open dialogue, clearly defined strategies to be used consistently between home and school and possibly access to further short courses which develop the expertise which might be valuable.

Assessments, External Advice and Referrals

A range of assessment tools will be used to determine significant areas of SEN need. Parents may be asked to give their consent for these assessments, the outcomes of which will be shared with parents as soon as possible. These assessments aim to identify factors underpinning persistent disruptive behaviours and may lead to planned intervention in school and further advice for home. The school

may seek the advice of external professionals, including Educational Psychologists. The key purpose of this is to assist parents / carers and school staff in the understanding of the child's needs and develop effective strategies. At this point also, the team - with the support of parents/carers - may wish to pursue a CAMHS referral or similar.

Allegations against school staff

Any allegation or concern that an employee or volunteer has behaved or may have behaved in a way that has hurt/harmed, or potentially harmed, a child or young person, will be taken seriously and dealt with sensitively and promptly, regardless of where the alleged incident took place. Allegations against school staff and volunteers will be referred to the Headteacher to manage in accordance with the associated policy. Allegations of this nature will always be taken seriously, and a full investigation will take place as soon as possible after an allegation has been made. In the event that a child is found to have made a malicious accusation against school staff, parents will be asked to attend a meeting with the Headteacher to discuss the matter with their child.

DfE GUIDANCE

This behaviour policy draws on reference throughout to the following DfE documents:

1. Behaviour in schools: advice for headteachers and school staff 2022
2. Use of Reasonable Force
3. Equality Act 2010
4. Children and Families Act 2014
5. Working together to safeguard children 2018
6. Keeping Children Safe in Education
7. Preventing and Tackling Bullying
8. Allegations of abuse against teachers and non-teaching staff
9. Sexual violence and sexual harassment between children in schools and colleges
10. Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement 2022

All documents should be read in conjunction with this policy.

Associated policies

This policy should be read in conjunction with the following policies:

- Anti-bullying
- Child Protection
- Exclusions Policy

Appendix 1: Flourishing Together Through Behaviour: Recognising Needs and Responding with Care

Stage 1	Stage 2	Stage 3
WHY THE BEHAVIOUR MAY BE HAPPENING		
<ul style="list-style-type: none"> • Low level behaviours occur due to an unmet need. • A child may be trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation. 	<ul style="list-style-type: none"> • Defensive behaviours occur due to a breakdown in communication. • A child maybe trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support • Defensive behaviours can tip into crisis very quickly. 	<ul style="list-style-type: none"> • Crisis behaviours occur when a child has 'flipped their lid' - their main priority here is survival. Appendix 3 • If the child perceives a threat, they are likely to respond with fight, flight or freeze.
WHAT THE BEHAVIOUR MAY LOOK LIKE		
<ul style="list-style-type: none"> • Rocking • Tapping • Swinging on chair • Head on desk • Sullen • Calling out • Finding it hard to cooperate • Inappropriate comments • Failure to complete work 	<ul style="list-style-type: none"> • Teasing • Arguing • Running indoors • Disrupting • Disrespecting school equipment • Disrespecting peers • Not following instructions 	<ul style="list-style-type: none"> • Vandalism • Physical assault • Fighting / pushing • Swearing • Disrespectful to adults • Racial abuse • Bullying • Leaving the environment • sexual harassment
WHICH STRATEGIES WHICH MAY BE USED		
<ul style="list-style-type: none"> • Read the body language of the child and consider your own (<i>be open, at the child's level and non-confrontational</i>). • Stay calm and role model control of feelings through your choice of words and tone of voice (<i>keep it low</i>). • Use child's name to engage. • Describe the behaviours you have noticed (<i>statement of reality</i>). • P.A.C.E. - Be Playful when engaging the child (<i>smile, use humour and approach joyfully</i>). Be Accepting of the behaviour as a communication (<i>it's not personal</i>). Be Curious and ask questions about the behaviour / feelings to promote reflection. Show Empathy (<i>"I understand this could be hard for you."</i>) • Support the child with their learning - <i>remodel the task until the child is re-engaged (praise before leaving)</i>. • Consider their place within class, a movement break or other sensory break to reset. • Remind children of the logical consequence to their behaviour. 	<ul style="list-style-type: none"> • Use reflective language ("I can see that... I notice... I am wondering... I imagine.") • "Name, command, thank you" • Give time and space (<i>take-up time</i>). • Give the child 2 choices (<i>make them choices that are achievable, that have logical consequences and state the desired choice last</i>). • Maintain high expectations and boundaries (<i>remind children of school values / ethos</i>). • Use positive recognition to create a positive culture - <i>acknowledge when the child has made the right choice and praise</i>. • Post incident - Restorative conversation: <ol style="list-style-type: none"> 1. <i>What happened?</i> 2. <i>What were you thinking/feeling at the time?</i> 3. <i>Who was affected? How?</i> 4. <i>What can we do to put things right?</i> • Use therapeutic language - "When you... I feel... I need you to..." (<i>link the "I need..." to any plans / strategies</i>) • If the behaviour becomes unsafe or does not change, respond as if it is a Stage 3 behaviour. 	<ul style="list-style-type: none"> • Change environment (Offer / direct to a safe space) • Support and closely supervise (<i>know the child - do they need coaching / strategies / needs met like a drink or do they need silence and personal space</i>). • Change the supportive adult if necessary • Continue to use strategies from Stage 1 and 2 • All crises should be followed up with a restorative conversation with class staff AND the original adult involved • The child will only be taken back to class when safe enough to engage • Support for classroom staff to recover • Logical consequence • Communication with parents will be made at a suitable time.

The Language of Choice – 3 steps to success.

Step 1 – Statement of reality (tell them what you see)

“Ricky, you’re climbing over the fence.”

Never ask a child why they are doing what they are doing – they just need to STOP doing it. Using a statement of reality, many children will quickly do something to change the behaviour without further prompting. Remember, you need to give them TAKE UP TIME to do this rather than stand over them which again can be confrontational. They may also be seeking attention so giving them space shows they will not receive excess attention for negative behaviours. Remember to praise them if they change their behaviour.

Step 2 – Describe the behaviour you want to see

“Ricky, you need to collect the ball by using the gate – thank you.”

Rather than starting or ending your statement with PLEASE, use a THANK YOU instead. A thank you carries more of an EXPECTATION that they will do as you have asked them to. Remember; use these scripts with a calm voice and a smile as you are more likely to get positive results.

Step 3 – Statement of Choice

If they still do not do as you have requested, you need to use the language of choice. This gives the children the responsibility for the consequences that you will carry out (and you MUST deliver consequences, or the child will learn that you do not follow threats through).

“Ricky, if you choose to climb over the fence then you are putting yourself at risk of harm and I will need to keep you safe. It’s your choice.”

You should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse. Most importantly, if after using the language of choice the child chooses to do the right thing, then you MUST praise them for making the right choice. This means that the child learns that it’s good to do the right thing and that you are pleased that they have made a good choice. Ignore any secondary behaviours (stomping around or grumbling as they do the right thing) the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then you MUST follow through with your consequences – seeking help if necessary.

Appendix 2: The Weekly Record

If a pupil is demonstrating persistent disruptive behaviours, class teachers should consider use of The Weekly Record to monitor behaviours and, crucially, identify triggers more readily. This should not be viewed as a 'last resort' or a negative step. The Weekly Record:

- Can be used for a short period of intensive monitoring or may support a pupil on a longer-term basis.
- Offers the opportunity to give a child a high level of positive feedback on a session-by-session and week-by-week basis.
- Strengthens communication between parents and school, and with senior leadership within school.
- Allows the pupil to focus on three specific targets for improvement in their behaviours – strengthening their ability to discuss their behaviour using more precise vocabulary than they might otherwise.
- Develops pupils' self-awareness, so that they might respond to warnings more readily.
- Can be linked to specific nurture provision to develop their understanding of and ability to manage specific behaviours.

The decision to place a child on a weekly record should be discussed with Senior Leadership so that they maintain an awareness of persistent behaviours.

1. A meeting with the child and their parent(s) should determine the first targets, with scope to modify the record to include home–school recording if negative behaviours are consistent between the two. The child should work on the same targets until they can be considered consistently met, at which point new targets should be agreed in a review meeting with parents.
2. Achievement against targets agreed should be discussed **at the end of each session** and points awarded. This provides a good opportunity for a positive discussion frequently throughout the day and is an essential component – it should not be the case that the record is completed at the end of a morning or full day, nor that the record is only referred to where there have been warnings given or **an incident has occurred**.
3. The targets set should be specific and seek to redress some aspects of the child's recurrent behaviours. Feedback, session by session, should be specific to progress against **these targets** and should avoid general sanctioning e.g. if warnings have been given for other matters within the session.
4. At the end of each day, the total points earned across the day should be totalled and bonus points awarded, where appropriate.
5. At the end of the week, the total number of points achieved should be recorded and the pupil should have the opportunity to discuss their weekly record with the Headteacher and their reward, if appropriate.
6. Incidents which occur within the period of monitoring using the weekly record should also be recorded on Arbor to maintain an accurate view of whole school behaviour patterns.
7. Weekly records should be passed to the Headteacher for analysis, each week.
8. If a child's behaviour re-sets following a period of weekly monitoring, the class teacher and Senior Leaders may agree to remove the child from the weekly record and manage behaviour within the policy.
9. If a child's behaviour does not demonstrate rapid improvement once the weekly record has been implemented, the SENCO will be further consulted.
10. Where appropriate, the writing of a Positive Behaviour Plan, a Positive Handling Plan and a Pupil Risk Assessment may be necessary. Again, the SENCO and Headteacher will support this process, but it is the responsibility of the class teacher to seek the support.

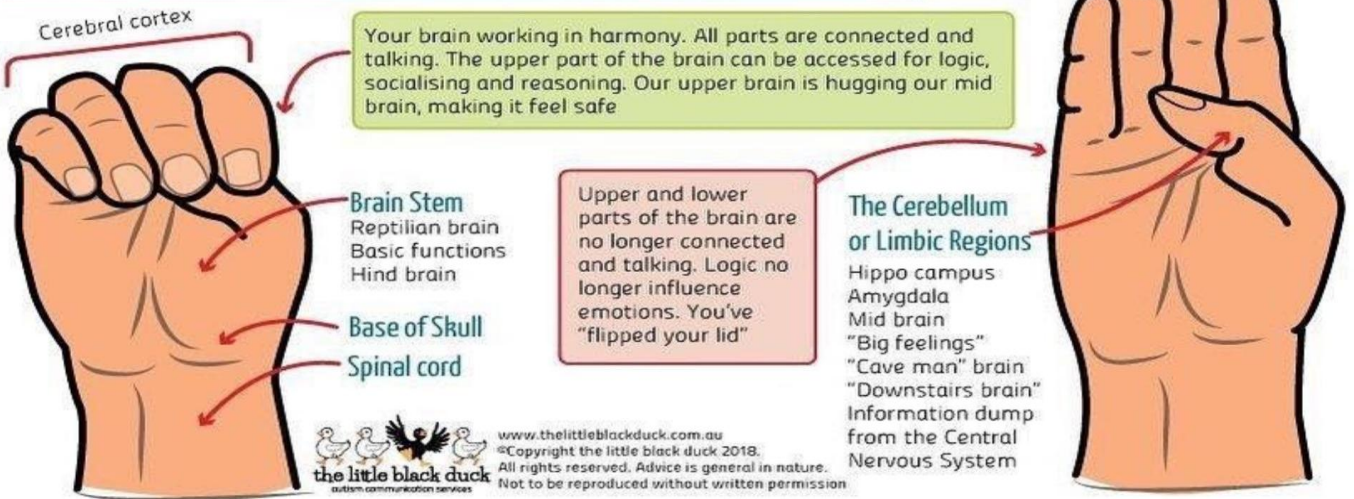
The Weekly Record is an important phase in developing the support an individual may need to thrive in your classroom and should be viewed as a positive step forward in that journey..

Acknowledging persistent low-level behaviours is not a sign of weakness; tolerating persistent low-level behaviours is never the best course of action for any child's long-term chance of success.

The Hand Model of the Brain

What happens when we “flip our lid”

When our brain is working efficiently both the upper and mid brain are communicating effectively. Information comes in and is processed logically. Sometimes too much information is coming in for the Upper brain to process and it disconnects. We “flip our lid” and can no longer access the functions provided by the upper brain



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