



Making a difference for every child.

SP21 Behaviour Policy

Owning Committee: FGB

Owning School rep: Julie Robinson

Monitoring Governor: TBC

Date of Approval: June 2026

Date of next review: June 2027

AIM OF DOCUMENT: To provide staff with clear guidance and procedures to support all staff in school.

IN EVENT OF CONCERN/QUESTIONS: Contact the owning governor, contact details available through the school administrator.

HOW DOES THIS DOCUMENT HELP THE CHILDREN? Children' behaviour is consistently managed across the school with a clear framework for all staff.

Monitoring Plan for policy:

Each Headteacher's report will contain any serious behaviour incidences.

Revision History:

Version	Update details	Date of approval
V9	Review staff – no changes	January 2024
V10	Review following stage 1 recommendations	June 2024
V11	Revised to align with SP23 Restrictive Physical Intervention Policy	June 2026

1. Policy Statement

At Sheet Primary School every child is valued and treated with dignity and respect. We believe behaviour is a form of communication and that positive relationships are central to successful behaviour support. Our approach is based on high expectations, consistency, inclusion, relational practice and a commitment to helping every child succeed.

2. Principles

We promote positive behaviour through:

- Positive relationships and unconditional positive regard.
- Trauma-informed and relational practice.
- High expectations and clear boundaries.
- Consistent routines.
- Teaching emotional literacy and self-regulation.
- Working collaboratively with families.
- Understanding individual needs, including SEND.

3. Roles and Responsibilities

Behaviour management is the responsibility of all staff. Staff model respectful behaviour, provide consistent expectations and use preventative approaches. The Headteacher monitors behaviour patterns, supports staff and ensures records are maintained where appropriate. Parents and carers are expected to work in partnership with the school.

4. Promoting Positive Behaviour

Positive behaviour is recognised through praise, celebration assemblies, house points, leadership opportunities, positive communication with home, classroom rewards and recognition of the school's values. Staff seek opportunities to acknowledge effort, resilience, kindness, courage and positive learning behaviours.

5. Preventative Approaches

Staff use proactive strategies to support behaviour including:

- Clear routines and expectations.
- Visual supports.
- Adapted learning environments.
- Movement and sensory breaks.

- Emotional coaching.
- Co-regulation and self-regulation strategies.
- Restorative conversations.
- Reasonable adjustments for pupils with SEND.

6. Responding to Behaviour

When behaviour falls below expectations staff will respond calmly and consistently.

Stage 1: Reminder of expectations and support to make a positive choice.

Stage 2: Opportunity to regulate, reflect and re-engage.

Stage 3: Restorative discussion and additional adult support.

Stage 4: Temporary change of environment where the current learning environment is not meeting the child's needs at that moment.

Stage 5: Discussion with parents/carers and consideration of additional support strategies.

The emphasis is always on learning, repairing relationships and preventing future difficulties.

7. Change of Environment

Where appropriate, a child may be supported through a temporary change of environment. This may include working in a quieter space, another supervised area of the school or a supportive learning environment. This is not intended as a punishment but as a strategy to help the child regulate and return successfully to learning.

8. SEND and Inclusion

The school recognises that some pupils may experience difficulties linked to special educational needs, disabilities, communication needs, sensory differences, trauma or anxiety. Staff seek to understand underlying causes and provide appropriate support. Behaviour support plans, risk assessments and reasonable adjustments may be used where required.

9. Restrictive Physical Intervention

The safety of pupils and staff is paramount. Restrictive physical intervention and the use of reasonable force will only be used when lawful, necessary, proportionate and as a last

resort in accordance with the school's Restrictive Physical Intervention Policy. Such interventions are never used as punishment.

10. Playtimes and Lunchtimes

The same expectations apply during playtimes and lunchtimes. Adults support positive interactions, encourage problem solving and use restorative approaches. Serious incidents are referred to school leaders.

11. Bullying, Racism and Discrimination

The school does not tolerate bullying, racism, discriminatory language, harassment or prejudice-based incidents. All incidents are investigated and addressed promptly in line with safeguarding and equality duties.

12. Recording, Monitoring and Partnership with Parents

Staff record significant incidents where appropriate. School leaders review behaviour information regularly to identify patterns, support pupils effectively and evaluate interventions. Parents and carers will be informed where behaviour concerns are ongoing or significant.

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school .

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school. We expect Parents and Carers to set a good example to children at all times, showing them how to get along with all members of the school, the wider community and that no members of staff, parents or children are the victims of abusive behaviour or open to threats from other adults on the school premises or by telephone.

Physical attacks and threatening behaviour, abusive or insulting language verbal or written, to staff, governors, parents and carers, children and other users of the school premises will not be tolerated and will result in withdrawal of permission to be on school premises.

Any parent who is asked to leave the school premises will have the right to appeal the decision by writing to the Chair of Governors. Please note that incidents of rudeness will be logged with the Chair of Governors.

13. Monitoring and Review

The Governing Body will review this policy annually. Behaviour data, exclusions, serious incidents and the use of restrictive physical intervention will be monitored to ensure the policy remains effective, fair and inclusive.