

Shotley Bridge Primary School

Behaviour Policy

September 2025



Approved by:	Governing Body	Date: September 2025
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Next review due by:	September 2026	

At Shotley Bridge Primary School, we are dedicated to fostering an environment where excellent behaviour underpins effective learning. We expect everyone to uphold the highest standards of personal conduct, take responsibility for their actions and support others in doing the same. Our Behaviour Policy provides clear guidance for staff in promoting self-discipline. It reflects our core values, placing strong emphasis on respect, shared responsibility in addressing poor conduct and proactive strategies that benefit both staff and pupils.

The school has 3 simple rules:

- Ready (to learn)
- Respect (everyone)
- Safe (in our behaviour)

These rules can be applied to a variety of situations and taught and modelled explicitly. We also understand that for some children, following our behaviour expectations may be beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce this positive behaviour.

Aim of the Policy

- To establish a culture of exemplary behaviour: supporting learning, strengthening community and preparing children for life.
- To treat every child with fairness and respect, while fostering positive relationships.
- To refuse to give children attention and importance for poor conduct.
- To support children in managing their own behaviour and taking responsibility for the outcomes.
- To nurture a school community that values kindness, care, positivity, good humour and empathy.
- To strengthen community cohesion through respectful and supportive relationships.
- To set the expectation that excellent behaviour is the expectation for all.
- To ensure that each and every child has the opportunity to reach their full potential.

Purpose of the Policy

To set out clear, consistent, and practical procedures for staff and pupils that:

- Establish and reinforce positive behavioural expectations
- Celebrate and reward positive behaviour
- Develop strong, positive relationships between children and staff
- Build self-esteem and encourage self-discipline
- Teach appropriate behaviour through positive intervention

Behaviour for Excellent Teaching and Learning

Strong behaviour for learning is built on positive relationships, effective lesson planning and consistent recognition of effort. The School Rules – *Ready, Respect, Safe* – must be clearly displayed in every learning space and used as reference points in discussions about behaviour. Recognition Boards should be present in all classrooms to celebrate positive conduct.

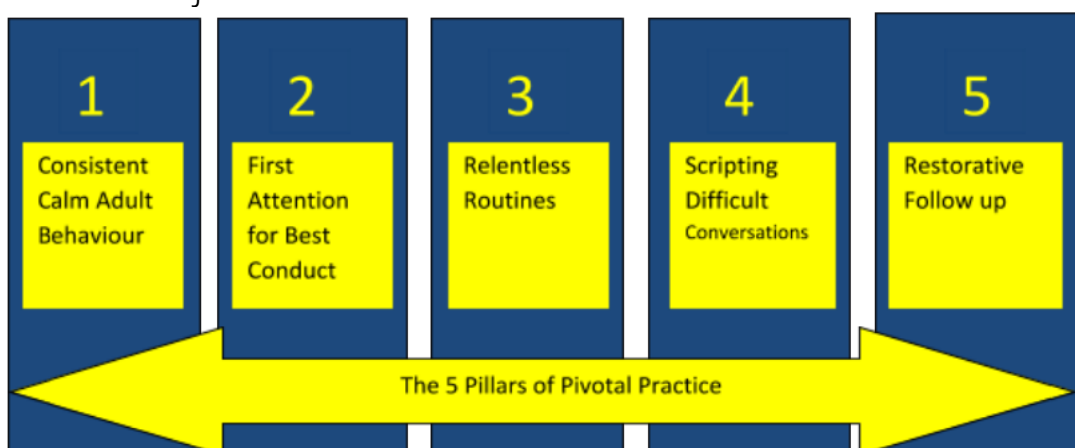
Be Consistent

We believe true consistency comes from the behaviour of adults, not just the application of procedures. A lasting, reliable approach is not found in a set of strategies, but in the commitment of every member of staff to remain steadfast. The goal is to create a consistency that flows through every interaction around behaviour. When children feel valued as individuals, they show respect for adults and accept their authority.

It is therefore expected that you must:

- Set high expectations at the start of every lesson
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all children
- Use positive recognition in classrooms throughout the lesson
- Refer to our school rules in all conversations about behaviour
- Always 'follow up' to retain ownership and engage in reflective dialogue with children through restorative conversations
- Never ignore or walk past children who are not following the school rules
- Praise in Public (PIP) and Reprimand in Private (RIP)

It is important to remember that children bring to school a wide range of behaviour patterns based on different home values, attitudes and parenting skills. At school, all staff must work together to ensure that our agreed systems are applied fairly and consistently. Our Behaviour Policy is based on the Five Pillars of Pivotal Practice:



Expectations of all adults working at Shotley Bridge Primary School

Consistent adult behaviour will lead to children consistently conforming to our expectations. We expect every adult to:

1. Greet the children warmly during the morning registration.
2. Refer to our school rules: 'Ready, Respect, Safe'.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all children.
5. Use a visible recognition mechanism throughout every lesson (e.g., Recognition Boards on classroom doors).
6. Embed Relentless Routines in class and throughout school (e.g., Superb Sitting, Wonderful Walking, Legendary Lines, Hand Signal for Stop!)
7. Follow up every time, retain ownership and engage in reflective dialogue with children through restorative conversations
8. Never ignore or walk past children who are misbehaving

Headteacher and Deputy Headteachers will:

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Headteacher and Deputy Headteachers will:

- Take time to welcome children at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff and children whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data (recorded on CPOMS) to target and assess school-wide Behaviour Policy implementation and practice.
- Regularly review provision for children who persistently fail to meet school expectations.
- Encourage use of recognition bands, visits to the SLT office, classroom recognition boards etc.
- Ensure staff training needs are identified and targeted.

What Children Value from Staff

Children want the adults around them to:

- Offer a fresh start each day
- Support their learning and build their confidence
- Show kindness and fairness
- Stay calm without shouting
- Bring a sense of humour to the classroom

Recognition and Rewards for Effort

Our goal is to nurture children's intrinsic motivation in relation to their behaviour. We celebrate and reward those who go *above and beyond* our expectations. While formal awards play a role, we recognise that a quiet word of genuine praise can often be just as powerful as a public acknowledgement. Using specific and meaningful praise is central to creating a positive classroom atmosphere. It is also a vital tool for building strong relationships, particularly with children who may be the hardest to engage.

Verbal recognition/ Praise/Props	Specific verbal praise and encouragement for effort is given to children using age-appropriate language. Every class has a Recognition Board that is used regularly.
Visit the Head Teacher or Deputy Head Teachers	Children are sent to the Head or Deputy Headteachers to show or talk about good work (during transition times). Stickers, postcards, “well done” Facebook posts can be used to share and celebrate this.
Friday Celebration Assembly	One child from each class is chosen by the Class Teacher to receive an award each week. This could be for demonstrating our school values, displaying a growth mindset and a positive attitude to learning. These children get to sit in the “best seats in the house” for the rest of assembly and take a certificate home.
Pompoms in a Jar	When the whole class is demonstrating positive behaviours for learning or collectively demonstrating legendary lines, superb sitting or wonderful walking, for example, the class will be rewarded with a pompom. Each pompom will be added to the class’s jar. When the jar is filled with pompoms, the class will be rewarded with a 15 minute treat. No pompoms can be removed from jars once they have been added.
Recognition Bands	If a child is exceeding the school values or showing exceptional effort in a lesson, children can be rewarded with a coloured recognition band by an adult. The colours of the bands show who the recognition band has been rewarded by: Pink: Head Teacher Blue: Deputy Head Teachers Yellow: Teachers and Teaching Assistants Green: Midday Team Orange: Office and Cleaning Staff
Afternoon tea with the Head Teacher/Deputy Head Teachers	This is linked solely to behaviour that is over and above . These children are chosen by the staff once a half-term to join the Head Teacher or Deputy Head Teacher for juice and a sweet treat. One child per class to be chosen. This will be announced in the last Friday Assembly of every half-term.

Managing Behaviour

At Shotley Bridge Primary School, our priority is always to keep children engaged in their learning. For most pupils, a simple reminder is enough to redirect behaviour. On occasions where a child needs to step away from the classroom briefly, this should be managed with care, sensitivity and awareness of individual needs. Staff are encouraged to praise the behaviour they want to promote and avoid reinforcing attention-seeking behaviours. Children must always be given ‘take-up time’ between steps 3 and 4. It is neither appropriate nor effective to skip, accelerate or bypass steps in response to repeated low-level disruption.

Practical Steps in Managing and Modifying Poor Behaviour

Children are expected to take responsibility for their own behaviour. Staff address issues directly and do not delegate them to others. The *Steps in Behaviour* framework is followed when managing poor conduct, with the aim of keeping children at Steps 1 and 2 wherever possible. Our approach prioritises de-escalation rather than escalation, ensuring behaviour is managed calmly and constructively.

Steps	Actions
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1. Redirection / Reminder	Gentle encouragement, a 'nudge' in the right direction. A subtle approach. A reminder of our three simple rules - Ready, Respect, Safe – delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the child is able to model good behaviour as a result of the reminder
2. Warning	A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their previous good conduct to prove that they can make good choices: use the phrase “stop, think make the right choice, think carefully about your next step” [*For children who are continually warned, a Restorative Meeting may be called without repeating steps 4 and 5*]
3. Intervention Last Chance / Time Out	Speak to the child privately and give them a final opportunity to engage. Examples of sentence stems/conversation starters... I have noticed that you are... (having trouble getting started, wandering) At Shotley Bridge, we... (refer to the 3 school rules – ready, respect and safe) You have chosen to... (shout out, ignore instructions, bang the table) Because of that, you need to... (refer to action to support behaviour e.g., move to another table, complete learning in silence, work alone) “Take up Time” - See me for 2 minutes during break/lunch (this is a short sharp imposition for the child and doesn't take up much teacher time) Do you remember yesterday/last week when you...? (refer to previous Positive behaviours) That is who I need to see today... Thank you for listening. ***If a warning is ignored and the behaviour continues or becomes frequent, it must be recorded on CPOMS. At this stage, the child will be told that they will need to take 'reflection time' during their next break or lunchtime. During this time, they will engage in a reflective conversation with the member of staff who dealt with the behaviour, considering what happened and how to improve next time. For more serious breaches that result in the loss of an entire break or lunchtime, the child will be expected to spend their

	break time or lunch time in the PPA room (Upper School) or library (Lower School) supervised by an adult.
4. Thinking Time	This step is only used after step 3. In the classroom, thinking time may be a short period of time on at the Reset Station before re-joining the lesson, a movement break or a short time away from the classroom with an available adult. Outside, thinking time may be a short period of time at a thinking spot, at the side of the field or playground. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves. It may require just a few minutes.
5. Triage	If you reach this stage and there is no other adult available in the classroom, and you feel additional support is needed, temporary removal from the classroom may be necessary. Use the classroom phone to contact an available colleague or call the DHT/HT/office, who will locate support. Time out of the classroom should not exceed 30 minutes. Staff supervising the child during this period are there only to oversee them and should not engage in managing the behaviour. The class teacher will address the behaviour later at Step 6. Where appropriate, children may be given work to complete during this time.
6. .Repair/ Restorative Conversation	This step should only take place when the child is calm. This might be a quick chat at breaktime in the yard, walking down the corridor or a more formal restorative meeting. In the case of a more formal restorative meeting this should take place on the same day where possible. If needed, you can ask a member of SLT or nurture team to join you. Usually, five questions are sufficient from the following: • What happened from your point of view? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What can we do to make things right? • How can we do things differently next time?

	Imposition given if needed An imposition is additional work that must be completed that evening, or during break or a lunchtime. If completed at home it should be countersigned by parent/carer and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up the lost learning is with them not the teacher.
Consequences	
Communication with parent/carer	If a child has two incidents in a week requiring time out of the class (Triage) or is persistently being warned, the class teacher must inform parents/carers. This must be recorded on CPOMS.
A formal meeting with SLT and parents/carers	If a child has three or more incidents in a week (or regular incidents over a half term), a meeting with the Class Teacher, Deputy Head Teacher and parents/carers should be arranged. This must be recorded on CPOMS.
Weekly behaviour meetings	Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour with the Deputy Head Teacher. A Positive Behaviour Support Plan may be necessary with strategies and steps to promote and support positive behaviour such as specific lunch time supervision, opportunities to work in another class or at a quiet table.
Suspension	A serious breach may lead to an internal, fixed term or permanent suspension.

Early Years

We recognise that factors including children's' age, stage of development, home and family circumstances may affect their behaviour in early years but that an effective early years creates a positive atmosphere based on a sense of community and shared values. The five pillars of effective practice apply in EYFS and all staff are trained in this approach. We recognise that children's behaviour is in response to feelings and we need to look carefully at what is behind certain behaviours. The children in our care have an entitlement to be respected for who they are and to learn appropriate behaviour through understanding personal responsibility and the needs of others.

Early Years Behaviour Aims

In Early Years, our focus is to ensure:

- Staff maintain consistency and use visual prompts (e.g., worn on lanyards) to reinforce behaviour expectations.
- Each child has a designated key person who builds strong relationships with the child and their family. Behaviour concerns are discussed with the key person and the wider team. When appropriate, the key person or class teacher communicates with parents/carers.
- Recognition Boards are used to celebrate collective teamwork.
- Initiatives such as *Wonderful Walking*, *Sperb Sitting* and *Legendary Lines* are promoted.

- All staff consistently model appropriate behaviour.
- Positive behaviour is reinforced and celebrated.
- Children are encouraged to develop high self-esteem.
- Expectations are clearly communicated, with opportunities for children to respond appropriately.
- Consequences for actions are clear and understood.
- Supervision is adequate at all times.
- The environment is safe, calm, and orderly, promoting independence and self-esteem.
- Appropriate sanctions are applied when necessary.
- The SENDCo is informed of patterns in challenging behaviour, seeking advice from external agencies as needed. Behaviour plans are implemented, monitored and regularly reviewed.
- Children learn that all feelings are valid, but causing harm to others is not acceptable.
- Children are supported to understand and express their feelings and emotions in safe and appropriate ways.

Solving Problems and Resolving Conflicts for more serious incidents

Step 1: Approach Children involved in an incident have their feelings acknowledged and are encouraged to talk about everyone's feelings -staff member assists this process.	Approach calmly, stopping any hurtful actions. Suggested Script: • Acknowledge children's feelings; (I can see you are feeling (sad, angry) right now) • Gather information; (Can you tell me why/what's happened?) • Restate the problem; (You have chosen to... throw the toy, rip the work, push your friend)
Step 2: Intervene Child is given the opportunity to respond to a behavioural expectation and are encouraged to talk about everyone's feelings and offer solutions until agreement is reached.	• Ask for ideas for solutions and choose one together; (How can we put this right/make things better?) • Be prepared to give follow-up support. (Remember last week when... that's who we need to see now)
Step 3: Cool down/Thinking time	If appropriate, give 'time-out' as 'thinking time' time to self-regulate (slightly isolated from the other children) for 1 minute (no more than 5 minutes), monitored at all times by an adult. Followed by asking the child if they are ready to join back in. 'Cool down' can be outside the setting for a walk or time in the well-being room if deemed appropriate with member of EYFS team. Record on CPOMS and share with parents/carers.
Step 4: Repair/Restorative Conversation	When the child is calm (ideally on the same day), the person who dealt with the behaviour should follow up using the following questions: • What happened? • How did this make people feel (child or others involved)?

	• What should we do to put things right? Meeting arranged with parent/carers to discuss joint strategies based on targets for appropriate behaviour. Child may be observed by SENDCo and identified on the SEN Register. Child monitored on a daily basis to encourage appropriate behaviour. <i>Team share responsibility. Class teacher lead alongside key worker.</i> Outside support requested if appropriate.
Step 5: Consequences	
Suspension	A serious breach may lead to an internal, fixed term or permanent suspension.

Preventing Conflict in EYFS

We minimise conflict in Early Years by:

- Providing enough space and a variety of materials.
- Establishing a consistent, well-balanced and structured routine.
- Supporting children's individual choices and interests.
- Planning thoughtfully for transitions.
- Keeping waiting times short and engaging.
- Accepting differences in behaviour.
- Respecting children's ideas, concerns, and feelings.
- Setting clear and reasonable limits and expectations.
- Intervening promptly to stop destructive or aggressive behaviour.
- Using daily observations to inform planning and support children's needs.

Serious incidents

If a serious incident occurs, there should be no warnings or reminders given. The child is removed to a safe space or the children (if other children are present) are removed. A Deputy Head Teacher/Head Teacher would be called for to support. The incident must be recorded on CPOMS as soon as possible. Serious incidents may include:

- Any form of bullying
- Racist, sexist, or homophobic comments deemed intentional
- Physically striking adults or other children with force
- Actions posing a serious risk of harm to self or others
- Attempts to leave the school site

Behaviour Intervention

A Behaviour Intervention is an informal internal suspension. The child will complete the learning outside of the classroom in a designated space such as the Deputy Head Teacher's office. Behaviour Interventions may just be for break and lunchtimes, individual lessons or part of a lesson.

Internal Suspension

The Head Teacher can choose to internally suspend a child. The child will have no contact with their own class or friends and no access to playground, extra-curricular or enrichment activity. The child will be set work to complete by their class teacher. This will usually take place in an allocated classroom or in the Head Teacher/Deputy Head Teacher's Offices.

Fixed Term Suspension

Shotley Bridge Primary believes that, in general, suspensions are not an effective means of moving behaviour forward. However, for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's Behaviour Policy and if the child remaining in school would seriously harm the education or welfare of the child or others in the school, the Head Teacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the child to complete at home. This must be recorded and confirmed in writing and the parent/carer will receive a formal letter. Following a fixed-term suspension, the child and parents/carers will meet the Head Teacher (and relevant staff) to discuss the child's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed, it is expected that they will be welcomed by staff and children alike when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors at Shotley Bridge Primary School support this stance and all policies and procedures are in place to support inclusion of all children. Permanent exclusion should only occur when risk assessment indicates, that to allow the child to remain in school, would be seriously detrimental to the education or welfare of the child concerned or to other children at school.

Restorative Practice

Shotley Bridge Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth behind a situation and a 'cooling off' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Recording Unacceptable Behaviour

All staff are responsible for recording incidents of unacceptable behaviour on CPOMS. Entries should

include details of the incident and the actions taken. This information allows the SLT to monitor behaviour across the school and ensures that children with specific behavioural needs are quickly identified and receive targeted support.

The following incidents must always be recorded on CPOMS and reported to SLT immediately:

- Any form of bullying (including cyberbullying and homophobic bullying)
- Physical abuse towards another child
- Physical or verbal abuse towards an adult
- Racist incidents
- Theft or damage to property

Incidents of bullying, discriminatory behaviour and the number of fixed-term suspensions or permanent exclusions are reported to the governors termly in the Head Teacher's Report.

Lunchtime Behaviour

All our Midday Team and staff involved in lunch provision receive explicit training on our Behaviour Policy. During lunchtime, if a behaviour incident occurs that a member of the team deems serious or they are at step 4 (thinking time) of managing the behaviour, they should radio for a Deputy Head Teacher who will then manage the situation in line with our Behaviour Policy. In a Deputy Head Teacher's absence, a teacher or teaching assistant will step in and follow the same steps. The Midday Team must use the same steps that are used in school. Children struggling with behaviour at lunchtime can be given a space for nurture support in the Nurture Hub if this is deemed more appropriate.

Children with Social, Emotional and Mental Health Concerns

Children who exhibit behavioural concerns will need to have a behavioural management support plan put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND register for communication and interaction needs and/or social, emotional and mental health needs. In these cases, the Headteacher/Deputy Headteacher/SENDCo/FSW/SLT will be involved, as well as parents/carers. When deemed appropriate, support from external agencies will be sought.

Reasonable Force

At Shotley Bridge Primary School, some staff are trained in "Team-Teach". This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting themselves or others. Should this occasion arise, children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents/carers are informed.