

Sharp Lane Primary School

Behaviour Policy



Agreed by Governing Board	May 2024
Review date	May 2026
Responsible for this policy	Louis Parish

Behaviour Policy

“Aspiration, Belief, Commitment and Discovery”

Good behaviour in school is central to a good education (DfE September 2022). At Sharp Lane Primary School, we believe that a relational approach to behaviour promotes success by developing positive, meaningful, and supportive relationships between staff and children, and between peers. We manage behaviour to provide a calm, safe, and supportive environment so that children want to attend and can learn and thrive (KCSIE 2022).

As well as fostering good behaviour, it is also important that we promote the spiritual, cultural, mental and physical development of the children. Values need to be placed on what matters both within the school and in the community around it. This includes respect for oneself, others and property, honesty, trust and fairness. It is also the aim of our school to help children grow up knowing what is right and wrong, appreciating the needs of others and of society around them.

Throughout Sharp Lane Primary School, we have high expectations of behaviour and utilise a wide range of strategies to encourage children to take responsibility for their own actions. Positive behaviour is the responsibility of all adults within the context of the children. For those children who have been identified as requiring support to access the whole school behaviour policy, reasonable adjustments may be considered in line with the culture and ethos of the school.

Our positive approach to behaviour underpins the way in which all staff work with children at Sharp Lane Primary School. This policy seeks to clarify approaches to behaviour across school.

Specific Aims

- To create a calm and purposeful learning environment. This leads to happy children and engaged learners.

- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage independence and self-discipline, so that each child learns to accepts responsibility for their his/her own behaviour.
- To ensure that the approach to behaviour, from all adults, is consistent and fair.
- When parental involvement is necessary, we aim to work with them in a transparent and constructive manner, working towards a common goal.
- To ensure safety through making the boundaries of acceptable behaviour clear.
- To ensure that all children are given opportunities to make positive choices to correct their behaviour.

School Rules

We are always polite and kind to each other.

We show respect for everyone at school and take care of each other's things.

We listen carefully to others and we do not interrupt them.

We always try our best...even when things are hard.

We understand that we might make mistakes but that is how we learn.

We always tell the truth.

We treat other people how we want to be treated.

We support people who need our help.

We welcome new people and visitors to school.

To enable children to follow these rules effectively, staff will make every effort to ensure that children are engaged in meaningful, appropriately challenging and engaging tasks. If support is necessary, it will be provided. Throughout their school lives, children at Sharp Lane will be encouraged to become independent learners and self-critical thinkers. The importance of this and a child's self-esteem is never undervalued at Sharp Lane and as a result, staff will use a mixture of public and private praise to assist pupils in making the right choices in learning and behaviour.

Sharp Lane Characteristics of Learning and Being



The Sharp Lane Characteristics of Learning and Being link with six key learning behaviours which encourage our pupils to achieve their full potential. They focus on enabling children to think about their learning behaviours and staff encourage children to display these characteristics on a daily basis. The '6Rs' are celebrated through weekly presentations of 'Always' certificates and pupils being invited to have afternoon tea with senior leaders.

The Six Sharp Lane Animal Heroes are as follows;

1. Responsibility Penguin
2. Resourceful Squirrel
3. Risk-taker Hedgehog
4. Reflective Owl
5. Relationship Dolphin
6. Resilient Spider

Rewards and Positive Praise

Positively reinforcing good behaviour and learning choices is the most effective way of encouraging children to follow our school rules. Children can receive praise for appropriate behaviour, effort, achievement and their attitude to school life. Any member of staff may reward a child and these rewards may include; certificates, stickers, stamps, badges, Trackit points, superstar award, positive comments (oral and written) or a note or phone call home. In addition to this, our 'Always' pupils who consistently follow our school rules, show our school values and reflect our 6R Characteristic of Learning and Being will be rewarded by having an afternoon tea and games with a member of SLT at points throughout the year. For a whole class approach, the class in each phase who has been awarded the highest amount of Trackit points will be awarded a certificate and an extra playtime the following week.

In School Behaviour System – Trackit

When dealing with behaviour at Sharp Lane, school staff use the online system TrackIt. The aim of this program is to allow pupils to see clearly their behaviour and to ultimately re-engage them with the learning process. Staff and pupils have a clear understanding of the system and the consequences for children not following the school rules. Where behaviour remains at an unacceptable level, pupils may be taken to the senior leadership area to continue their work. This course of action is only used if pupils continually refuse to follow instructions, complete work or display behaviour that is violent or aggressive.

For each TrackIt colour appropriate 'follow ups' have been agreed in consultation with Sharp Lane staff to reinforce positive choices and correct any negative choices. These can be seen below:

	BEHAVIOUR	POINTS	EYFS FOLLOW UP	KS1 FOLLOW UP	KS2 FOLLOW UP
	Superstar Award	3	<ul style="list-style-type: none">➤ TrackIt points➤ Verbal praise➤ Stickers➤ Certificates➤ Share with parents➤ Always Club➤ Extra playtime	<ul style="list-style-type: none">➤ TrackIt points➤ Verbal praise➤ Stickers➤ Certificates➤ Share with parents➤ Always Club➤ Extra playtime	<ul style="list-style-type: none">➤ TrackIt points➤ Verbal praise➤ Stickers➤ Certificates➤ Share with parents➤ Always Club➤ Extra playtime
	Whole class reward	1			
	Being Helpful				
	Sharing				
	Inviting others to join in				
	Sharing ideas				
	Being supportive of others				
	Being respectful				
	Showing good learning behaviour				
	Following instructions				
	Being polite and using good manners				
	Being respectful of the environment				
	Being respectful of school equipment				
	Moving through school in a sensible manner				
	Following the school rules				
	Trying my best				
	Being resilient				
	Other				
	Swearing and Inappropriate Comments	-1	<ul style="list-style-type: none">➤ Amber Trackit➤ 2 minutes reflection time	<ul style="list-style-type: none">➤ Amber Trackit➤ 5 minutes reflection time	<ul style="list-style-type: none">➤ Amber Trackit➤ 7 minutes reflection time
	Rudeness and Disrespect to Adults				
	Not Following Instructions				
	Being Disrespectful of the Environment				
	Damaging Resources				
	Name Calling and Being Unkind				
	Lying				
	Pushing/Pulling				
	Other				
	Repeated orange behaviours	-1	<ul style="list-style-type: none">➤ Yellow Trackit➤ 4 minutes reflection time	<ul style="list-style-type: none">➤ Yellow Trackit➤ 10 minutes reflection time	<ul style="list-style-type: none">➤ Yellow Trackit➤ 15 minutes reflection time
	Persistent Orange Behaviours	-1	<ul style="list-style-type: none">➤ Red Trackit➤ 5 minute refection time➤ Parents informed➤ SLT informed➤ Record on CPOMS➤ Removal to phase leader/SLT➤ Internal suspension➤ External suspension	<ul style="list-style-type: none">➤ Red Trackit➤ 15 minute refection time➤ Parents informed➤ SLT informed➤ Record on CPOMS➤ Removal to phase leader/SLT➤ Internal suspension➤ External suspension	<ul style="list-style-type: none">➤ Red Trackit➤ 30 minute refection time➤ Parents informed➤ SLT informed➤ Record on CPOMS➤ Removal to phase leader/SLT➤ Internal suspension➤ External suspension
	Destruction of the School Environment	-3			
	Stealing				
	Absconding				
	Discriminatory Language				
	Physical Assault				
	Bullying				

Reflection Time

Reflection time will take place in the next unsupervised session of the day. Within this time restorative practice will take place to reflect on the behaviour and the impact this has had on all involved, and to think creatively of other ways of managing the responses to situations and feelings which prompt inappropriate behaviour to occur.

Internal Suspension

Internal suspension will be used to ensure there is a suitable consequence to repeated poor behaviour that has passed the threshold for red behaviour on TrackIt and in-line with the school behaviour policy or in the event of an incident in school time that it is deemed serious and requires an immediate consequence that matches the severity of the action. These actions may include, but are not limited to; absconding from the school grounds, fighting and causing injury to others, assaulting a member of staff, behaviour and/or actions that place someone in danger, instances of bullying.

Internal Suspension Protocol

- An internal suspension must be agreed by a member of the SLT.
- Work will be set by the class teacher to cover the duration of the time in internal suspension. This work should be of a suitable level of challenge and be shared with clear explanations so that the pupil can work independently on it.
- Pupils will complete tasks at instructed times and their time for break and lunchtime will be adapted to ensure that any potential for a repeat of their behaviour is minimised.
- At the end of the pupil's internal suspension time, they will meet with the SLT member on duty that day and 'Behaviour Watch' will be considered.
- Those children in Years five and six who are permitted to walk home alone will have this agreement revoked for the day of suspension and they must be collected by an adult.
- Other provisions may be considered such as alternative provisions at play and lunch times, adaptations to the daily timetable or loss of school trip privileges.

Communicating an Internal Suspension

Reasons for internal suspension should be shared with the pupil and then their parents via phone call. Within this communication the following points should be reflected:

- Clear reasoning as to why the pupil is being internally suspended.
- A clear timeframe for the internal suspension given (e.g., AM, PM, Full Day).
- An outline of where the child will be dropped off and collected for the suspension at the start and end of the school day.
- Any other consequences that may be in place as a result of the behaviour.
- A clear explanation of any next steps following the suspension, such as class teacher behaviour watch.

Next Steps Following an Internal Suspension

- Pupil may be monitored on class teacher behaviour watch by phase leader and class teacher.
- Pupil may be monitored on SLT behaviour watch by a member of the Senior Leadership Team and the class teacher.
- Should a pattern of internal suspension emerge, external suspension will be considered as the next suitable consequence for an act of 'extreme' behaviour.

External Suspension

An external suspension is the most severe consequence that will be used as a response to unsatisfactory behaviour. The primary factor that will determine the use of an external suspension will be pupil safety. Actions that would be deemed to have the severity to warrant an external suspension may include; premeditated or planned disruption to lessons that impact the emotional or physical well-being of pupils, absconding from the school grounds and placing themselves or others in danger, physical assault of pupils or staff with weapons, acts of vandalism that cause substantial damage to school property.

External Suspension Protocol

- An external suspension must be agreed by the Headteacher.
- Reasons for external suspension to be shared with the pupil. A clear explanation of that has deemed their behaviour suitable for this sanction to be shared and a clear explanation of the next steps shared with the pupil.
- Parents should be contacted via phone call to inform them that their presence is required in school in response to the incident.
- Pupil to be placed in a temporary internal suspension protocol whilst parents make their way to school to meet with the member of staff administering the external suspension.
- It may be agreed for some pupils that the external suspension will take place in school with a parent/ carer onsite to supervise their child. This will depend on the circumstances and the needs of the child and will be discussed with parents.
- The member of staff responsible for the external suspension will lead a meeting with parents and within it share the following points:
 - Clear reasoning as to why the pupil is being externally suspended with expectations as set out by Leeds City Council guidelines.
 - A clear timeframe for the suspension given (AM, PM, Full day or longer if deemed necessary).
 - Any other consequences that may be in place as a result of the behaviour.
 - A clear explanation of next steps following the external suspension, such as the pupil being placed on behaviour watch.

- A time and date for a reintegration meeting with the same member of staff to reintroduce them to school routines and support the pupil so that the behaviour is not repeated before they return to school.
- Following the meeting, a letter will be shared with parents which will outline the key points discussed in the meeting.
- Other provisions may be considered such as alternative provisions at play and lunch times, adaptations to the daily timetable or loss of school trip privileges.

Next Steps Following an External Suspension

- Pupil may be monitored on class teacher behaviour watch by phase leader and class teacher.
- Pupil may be monitored on SLT behaviour watch by a member of the Senior Leadership Team and the class teacher.

Expectations of Parents Following an External Suspension

- It is important that pupils understand the severity of the consequence that is in place for the pupil. To this end, we encourage parents to ensure that the consequence is taken seriously and that they access online learning such as Times Table Rockstars, homework books and reading at home to ensure that the child does not see the consequence as a reward.
- Where parents deem that they will be unable to provide a stable consequence at home, this should be shared with the member of SLT administering the suspension. From this, the pupil may be placed on an internal suspension but under the supervision of their parents who would attend school with them.

Important Information About External Suspension

- Each incident deemed severe enough for internal or external suspension will be dealt with on an individual basis. Senior Leaders and the Inclusion Team will take into account a variety of information sources from within school upon determining the consequence for the behaviour. The rationale behind the decision will be explained clearly within the phone call (internal suspension) or meeting (external suspension) with parents.