

Shamblehurst Primary School

Behaviour Policy

2025/26



At Shamblehurst Primary School we are committed to creating an inclusive school where children are supported to become confident, prosocial members of our school community who have both the skills and the intrinsic motivation to do the right thing. We want our children to be part of a safe and thriving learning environment which allows our children to be at their 'brain best'. Our Behaviour Policy reflects the importance that the school places on children being supported in making a positive contribution to their school, their community and wider society.

Everyone in our school works together to maintain high expectations, to hold each other accountable and to encourage others to do the same. We believe our responsibility lies not only with the present but also ensuring children develop the skills to become great future citizens who contribute positively to the communities in which they live.

We recognise that, as with all learning, children will enter our school gates at different stages. Some children will already have developed a good level of prosocial and pro-learning skills due to the support and experiences they have enjoyed. Other children will be on a different journey and maybe at a different stage in their skill development. Therefore some children may have greater needs and difficulties than their peers and need further support in developing their prosocial and pro-learning skills.

Children at Shamblehurst Primary School are supported to help develop their skills to ensure that they understand what they need to be in charge of their own emotions and behaviour. We want to inspire children to set aspirational goals for themselves and be intrinsically motivated to achieve them. We know that a person never rises to low expectations and so we will always insist children work hard to become 'the best they can possibly be, in every way. We also know that some children will find meeting our high expectations much harder; as such we will always combine our high expectations with equally high support. Every child deserves a champion.

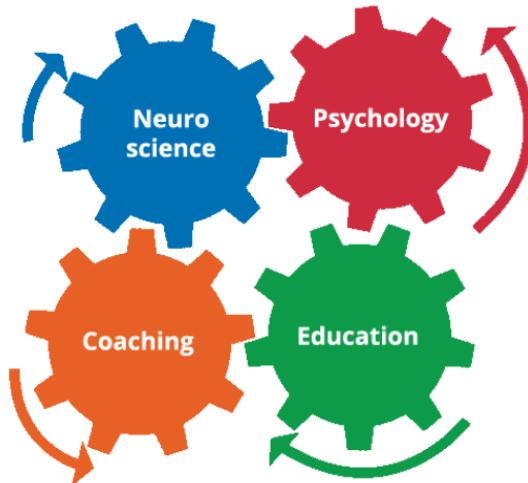
At Shamblehurst Primary School, we recognise that learning means children will not always get things right. We are educators, not controllers. When children do not meet expectations, we will therefore focus on working with them so they can do better next time. We do not just 'manage' children, solving issues on a transitory basis by sitting an adult by their side to 'keep them on task'. We will keep working with a child to build their skills and ensure they make ongoing progress until they can succeed independently. At the same time, we will make sure the environment remains 'good for me, good for you and good for everyone.'

This policy outlines the underlying philosophy, purpose, nature and organisation of pupil behaviour at Shamblehurst Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school.

'The fair and consistent implementation of our policy is everyone's responsibility.'

Consistent expectations are important and all members of staff must be proactive in the implementation of this policy.

This policy has been written using 'The Empowerent Approach' which is built on what the latest neuroscience tells us about the factors underlying challenging behaviour. It is informed by our understanding of the impact of attachment and trauma on behaviour difficulties and draws on therapeutic approaches. It is underpinned by strong relationships between adults and young people. Relationships characterised by positive communication; mutual respect and listening to understand the young person's experience.



The following quotes are taken from the book and have helped to shape the policy.

'Be curious, not furious.'

'Relationships matter. Relationships build brains.'

'The empowerment approach is about equipping children with the skills and understanding to be physically and emotionally well. This will help them learn and achieve their best each and every day.'

Our Vision:

In order to discover the brilliance in everyone we are committed to achieve:

- A happy and healthy community
- An engaged and accountable community
- A compassionate and kind community
- An inclusive community of lifelong learners
- A community of empathetic and curious critical thinkers
- A community that celebrates diversity
- A community of Global Citizens

At Shamblehurst our values are:

- Respect
- Pride
- Curiosity
- Courage

Our goals:

For all children to:

- Build the learning skills needed to achieve well in the classroom and beyond.
- Develop strong pro-social skills so they talk and act in ways that are good for those around them and contribute positively to the groups and communities in which they belong.
- Become strong and positive self-advocates so they secure their individual needs successfully and in ways that work for others.

Through this policy we aim to:

1. Ensure a consistent and calm, supportive approach and environment for adults and children alike.
2. Support all children in meeting their physical, emotional and learning needs fully and with increasing independence so they feel great and can learn and play at their best.
3. To support all young people in developing the skills needed to learn and play successfully and with increasing independence.
4. To have a consistent approach to behaviour throughout the school community and beyond so that all adults supporting our children use a shared language and a consistent approach.
5. To establish clear procedures for agreeing expectations with children, supporting children to prepare and plan to meet them and for responding and following up when they do not manage to do so.
6. To ensure that all members of our school community are aware of these procedures and follow them consistently.
7. To agree clear expectations with children ahead of tasks and events and provide opportunities for them to plan and prepare to be at their best.
8. To teach children about pro-social and pro-learning behaviours through our PSHE programme and to promote British values.
9. To recognise and celebrate progress in all areas of learning, including pro-social and pro-learning behaviour.
10. Promote the use of restorative approaches and the understanding of consequences in place of punitive punishments
11. Promote pupils' self-esteem by providing an effective system which is not rewards based, but builds up children's intrinsic motivation and understanding of themselves.
12. To ensure our pupils understand and follow the schools 3 consistent rules of:
 - a. Be safe
 - b. Be ready
 - c. Be respectful

All staff contribute by:

- taking time to welcome children at the start of the day
- having high expectations of behaviour of all children and reinforce this by recognising this behaviour
- always picking up on children who need to develop their skills further in order to be more independently successful.
- being curious about incidents and events and trying to help children identify the prosocial and pro learning skills needed for success.
- using the language of the 3 school rules to discuss behaviour with children and 'good for me, good for you and good for everyone'
- teaching children what they need to be at their best.
- following the 'Behaviour Blue Print' and 'Stepped consequences' (see appendix 1 and 2)
- being consistent role models.
- Demonstrating unconditional care and compassion
- Knowing their classes well and develop positive relationships with all children

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school

- Regularly celebrate staff and children development towards building a pro-social and pro-learning environment.
- Ensure staff training needs are identified and met
- Use of individual behaviour records and/or CPOMS and reflection log to track trends and address issues
- Support teachers in managing children with more complex or challenging behaviours

Shamblehurst Primary School's structured and systematic approach to improving behaviour:

We utilise a systematic way of preparing young people to be at their best and a clear structure for responding when children do not meet the expectations agreed. We use straightforward strategies to respond in the moment and a consistent method of follow-up to ensure children make sustained progress.

Key elements of our approach:

- Teaching children about their brains and the 'daily dose' they need.
- Agreeing high expectations
- Supporting children to prepare and plan to be at their best for learning and play
- Responding by connecting when things go wrong
- Following up every incident and solving problems together
- Coaching young people to resolve unhelpful behaviour patterns

Behaviour guidance for those who need additional support to be successful

Some children have not yet developed the pro-social and pro-learning skills needed to be at their brain best due to individual circumstances. As a school we recognise that behaviour is a way of communicating their emotions. For specific children, there will be an Individual Behaviour Plan which outlines proactive and reactive strategies to use when supporting an individual pupil. This will form part of the child's support on a pathway to independence.

We also understand that for many children they need co-regulation until they have an understanding of how their brain works and what they need to do to be at their brain best. When a child has not yet fully developed the skills to understand what their brain and body are seeking, they can communicate through their behaviour in a way which is 'not good for them or good for everyone'. In these rare circumstances, a child may need 'positive handling and guidance' if they or another person is unsafe. This is only used as a last resort. Elected members of staff are 'Team Teach Trained' and will be called upon whenever possible.

For additional information, please see the Physical Restraint Policy - updated April 2024.

Suspensions and Exclusions

Suspensions and exclusions:

Suspensions will occur following extreme periods of dysregulation. Suspensions and exclusion are at the discretion of the Head Teacher. Internal exclusions are an internal process within the school. They will occur where behaviour consistently does not follow our three school rules. The aim of this is for them to be suspended within the school to ensure that the learning environment remains 'good for everyone.' When this happens, the children will always be supported by an adult and a plan will be put in place to help the child build the pro-social and pro-learning skills they have not yet fully developed. Parents will be informed when this has happened verbally. If a child is internally suspended more than once, a formal letter will be sent to parents.

A child may be excluded (sent home) from part or all of a school day e.g. lunchtime exclusions. A fixed-term exclusion will be enforced if it falls under the DfE Exclusion Reasons, which are as follows :

1. Physical assault against pupil
2. Physical assault against adult
3. Verbal abuse / threatening behaviour against pupil
4. Verbal abuse / threatening behaviour against adult
5. Bullying
6. Racist abuse
7. Drug and alcohol related
8. Damage/Theft
9. Persistent disruptive behaviour / Disruptive general behaviour
10. Use or threat of use of an offensive weapon or prohibited item
11. Abuse against sexual orientation and gender identity
12. Abuse relating to disability
13. Inappropriate use of social media or online technology
14. Wilful and repeated transgression of protected measures in place to protect public health

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange reintegration meetings to discuss how best to support the child moving forwards.

Permanent Exclusion or Out Of School Transfer

Permanent exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort. In all instances, what is best for the child will be at the heart of all our decisions.

For additional information, please see the Suspensions and Exclusions Policy - updated November 2025.

Date written: 11/09/24

Date reviewed: 03/11/2025

Written by: Katie Edwards

Next review: November 2026 (this is a working document and updates will be made throughout the year when necessary).