



Sharnford CE Primary School

Behaviour Policy Summary

Our Vision

At Sharnford CE Primary School, we believe every child is a gift from God. All children are cherished, unique and capable of growth in a safe, nurturing environment. We aim to foster a respectful, caring and productive community where children flourish academically, socially and emotionally.

Positive behaviour is essential for learning and well-being, and good relationships, underpinned by quality first teaching, are at the heart of school life. In school, we adopt a **restorative approach**, where communication is key and mistakes are treated as opportunities to learn, repair and reconnect.

School Rules

Our rules are simple, consistent and apply to everyone:

1. **Be Ready** — for learning, for growing, for new challenges.
2. **Be Respectful** — toward ourselves, each other, adults, and our community.
3. **Be Safe** — physically, emotionally, and socially, for everyone in our school.

High Expectations

- We expect all children to engage positively in their learning, treat others with respect, and uphold the school culture.
- Rewards (certificates, praise, notes home, pom pom treats, proud cloud) celebrate positive choices and encourage intrinsic motivation.
- Rewards may also include being part of special clubs such as eco groups, or being asked to help in other classes.

Our Restorative Approach in Action

- All children and adults have equal responsibility for their behaviour and equal right to be treated with respect.
- We aim to resolve disputes through dialogue — understanding perspectives, repairing relationships, and making things right for both the adult and the child.
- We enable children to reflect on their actions, their impact, and how they can contribute to a resolution
- We focus on repairing relationships rather than blame or shame
- We encourage children to reflect on the impact of their actions and consider how to make things right
- Staff model respectful, non-shaming communication at all times
- Every child is supported to take responsibility and to grow in empathy and understanding

Consequences (Restorative in Nature)

When behaviour falls short of our rules and expectations, consequences will be enforced depending on the behaviour seen, but with a chance to reflect, repair and rebuild relationships at all stages. Reminders are given in the form of visual circles.

1. Reminder
2. Move space / Time out to calm – 5 minutes
3. Move to another area / Loss of some break time
4. Loss of break time. Move to another class or area of the school to calm/complete work

In cases of serious behaviour (e.g. swearing, violence, damage), an immediate consequence will be given (loss of break, parental/carer contact, potential internal exclusion) alongside a restorative discussion.

Intentional physical harm and false allegations towards staff or peers, are subject to appropriate disciplinary action; this may include suspension.

Inclusive Approach

We recognise that some children, particularly those with SEND or SEMH needs, may need **individualised plans, reasonable adjustments or tailored targets**. This ensures expectations remain high but also fair, so that all children can succeed. Staff work closely with the SENDCO, external professionals and families to provide this support