

Behaviour at Shawclough

Be Ready • Be Respectful • Be Responsible

A calm safe and inclusive school

Adults teach, model and practise our rules and routines. Warm relationships and consistent responses help every child feel valued, participate and learn.

Recognising success

We praise behaviour linked to our rules and drivers. Rewards include Class Dojos, certificates, messages home and Star of the Week. Recognition is fair and accessible; earned rewards are not removed.



Responding to difficulties

Adults listen and help children reset and return to being ready to learn. Responses are proportionate and adapted to age, understanding and needs, including SEND. Serious risks go straight to senior leaders or safeguarding staff. Restrictive interventions are never punishment and must be lawful, necessary and proportionate.

The tracker used by staff

Staff record actions 2-5 on a secure class tracker; action 1 is a reminder. Separate morning and afternoon entries are used where helpful. Named records are not displayed publicly.

Name	Mon	Tue	Wed	Thu	Fri
	2 3 4 5	2 3 4 5	2 3 4 5	2 3 4 5	2 3 4 5

Recording review and safeguarding

Action 5, serious incidents and safeguarding concerns are recorded on CPOMS, our secure recording system. Leaders review trackers at least half-termly, identify patterns and check support. Bullying, discrimination and abuse are addressed promptly.

Working with families and additional support

Families reinforce the rules and share concerns. Repeated difficulties lead to a shared support plan and review. External support, including Fair Access or LISO, is sought where needed. Parents/carers are informed promptly about serious incidents.



Our Behaviour Tracker classroom poster

No.	Symbol	What it means for me
1		A quiet reminder An adult gives me a look, comes closer or shows me a signal to help me get back on track.
2		A spoken reminder An adult reminds me of the rule and tells me what I need to do.
3		Time to reset and be ready to learn I have time in a quieter space to think, calm down or finish my work.
4		Time in another class I spend up to 15 minutes in another class to reset and be ready. An adult may talk to my parent or carer.
5		Help from a school leader A school leader helps me talk about what happened and what to do next. They may contact my parent or carer.

Children are helped to calm and put things right.