

Garrett Hall Primary School

Behaviour Policy



November 2024

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Policy to be reviewed: November 2028

Signed on behalf of Governing Body : *S.Chappell*

Signed by the Headteacher : *T.A.Beaty*

Document history

Produced by:	T.Beaty
Date reviewed:	Comments:
November 2024	New policy

Our School Behaviour Policy

Every child deserves to be inspired, develop a positive mindset, view setbacks as steps toward success, and believe they can achieve anything. At Garrett Hall Primary School, we focus on nurturing each child's self-awareness, self-belief, and emotional intelligence, regardless of their background, equipping them with the tools to thrive in life. Positive behaviour is key to fostering a supportive environment where everyone can communicate and interact effectively.

Rationale: School Vision

We strive to provide a caring, structured learning space where children can grow academically, socially, and emotionally, while ensuring that both pupils and staff feel safe, valued, and empowered to reach their full potential.

We have adopted the following six values that support our aim and intent:

- **RESPECT:** We expect pupils to show kindness and thoughtfulness in their actions and words and to care for the environment and property.
- **PERSEVERANCE:** Pupils are encouraged to keep trying, even when faced with challenges or setbacks.
- **RESPONSIBILITY:** We expect pupils to take responsibility for their actions and decisions.
- **HONESTY:** Pupils are expected to be truthful, even when it is difficult, and to take responsibility for their mistakes.
- **FRIENDSHIP:** Pupils should be supportive, kind, and understanding towards others, fostering a community of mutual respect.
- **TRUST:** We value pupils who build trust through consistent, responsible actions and reliable behaviour.

Expectations: We have high expectations for the behaviour and progress of all pupils, parents, and staff at Garrett Hall. These expectations are grounded in respect, care, and commitment to the school community.

Policy Aims

- To provide a framework that is inclusive, ensuring that it is appropriate for all children at our school
- To create an ethos in school whereby every member of staff responds to children's behaviour and emotions with insight and understanding
- To create a nurturing environment that supports children through their big feelings, fosters self-awareness and empathy, and builds positive relationships with clear expectations for all members of the school community.
- To help children learn from their difficult emotions and behaviour, developing emotional intelligence and gaining the tools to manage similar situations differently in the future.
- For all children to feel safe in our care, especially when they are overwhelmed with their feelings
- To develop positive mental health and wellbeing through this approach
- To ensure that all children are able to communicate their feelings and feel valued
- To promote positive behaviour by providing systems that reinforce good behaviour choices and support all members of the school community.
- To recognise the role of effective teaching and learning in promoting positive behaviour and ensuring that all children have the best opportunity to succeed.
- To create a harmonious environment through shared expectations and a consistent approach, fostering cooperation and independence in pupils.

We acknowledge our legal duties under the Equality Act 2010 and in respect of children with Special Educational Needs and Disabilities. Therefore, we do all we can to ensure that this policy does not discriminate, directly or indirectly.

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models
- Understanding the school's behaviour approach and ensuring they are fully aware of it.
- Creating a calm, well-ordered environment for teaching and learning while fostering a sense of pride in it.
- Maintaining high expectations at all times and providing praise when these expectations are met or exceeded, no matter how small.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Developing positive working relationships with all members of the school community through mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting respectful behaviour - "treat others as we would like to be treated".
- Facilitating learning about relationships and behaviour.

The Governors and Headteacher are responsible for:

- Monitoring and evaluating the impact of this policy.
- Supporting staff with behaviour management which may involve speaking to individual children, small groups, whole class, year groups or key stages (Headteacher).

The SLT are responsible for:

- Fostering a positive school ethos by maintaining a happy, safe, secure, and well-maintained environment.
- Supporting staff with behaviour management which may involve speaking to individual children, small groups, whole class, year groups or key stages.
- Ensuring that all pupils are treated equally regardless of race, religion, culture, or individual needs, and ensuring their safety.
- Maintaining regular and clear communication with parents about their role in supporting their child's behaviour development at school.
- Recording and addressing serious incidents, taking steps to prevent their recurrence.
- Providing regular training for all staff as part of the school's induction process and ongoing professional development to meet individual training needs.

The staff are responsible for:

- Proactively preventing difficult and dangerous behaviours by setting clear expectations and anticipating potential issues.
- Recognising and addressing the needs of individual pupils based on their social and academic abilities to help them achieve their full potential.
- Encouraging pupils to take increasing responsibility for their own learning and conduct.
- Applying behaviour guidelines consistently using school systems for rewards and

consequences to protect every pupil's right to learn and feel safe.

- Maintaining effective supervision of all pupils at all times, including actively monitoring the playground.
- Providing opportunities for pupils to discuss acceptable behaviour and developing a class charter/code of conduct that aligns with the whole school practice.
- Liaising with parents about their child's progress, and behaviour, keeping them informed and attending meetings as needed.
- Using PSHE activities regularly to prevent and address difficult behaviours, and to teach appropriate social behaviour and handling of challenging situations.
- Ensuring new pupils understand the school's procedures and guidelines.
- Recording serious incidents in CPoms, where a child's behaviour significantly impacts themselves or others.

Parents are responsible for:

- Supporting and adhering to the school's behaviour policy
- Taking responsibility for their child's conduct and providing appropriate encouragement or sanctions as needed.
- Agreeing to and signing the Home School Agreement (see appendix 1) when their child joins the school.
- Keeping the school informed about factors affecting their child's happiness, progress, and behaviour, including attending meetings as requested.

Pupils are responsible for:

- Following our school values, class charters and playground rules.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.

How can we 'teach' behaviour?

- **Relationships**
- **Role modelling**
- **Consistency** (*in line with individual needs*)
- **Routines**
- **Prioritising pro-social behaviour**
- **Reward and positive reinforcement**
- **Feedback and recognition**
- **Positive language**
- **Restorative Practice** (*follow up the behaviour, its impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences*).

We recognise that building relationships, routines, and rules are essential for ensuring children are safe

both physically and emotionally. Good behaviour is a combination of skills, habits, values, and knowledge that are taught as part of our curriculum, both formal and informal.

Routines form the foundation of good behaviour. They are the building blocks of classroom culture and are taught through modelling, practice, revision, correction, and review. By providing clear sequences of modelled behaviour, we make it easier for children to understand how to behave.

Positive Behaviour Approach

We are dedicated to creating a positive environment where praise, kindness, and respect are at the core of everything we do. Expectations are clearly communicated to children on a regular basis and are displayed in classrooms to reinforce them. These expectations are framed positively and aligned with our school values. For instance, "We show kindness to each other like Freddie Friendship," "We treat others as we want to be treated, like Rosie Respect," and "We make good choices and encourage others to do the same, like Ruby Responsibility."

We encourage good behaviour by:

- Making positive remarks about everyday acts of consideration.
- Encouraging older children to look after younger ones.
- Promoting 'acts of service' within the school and wider community.
- Devoting teaching time to discussions on mutual respect.
- Giving rewards for positive actions.
- Developing and highlighting role models through positions such as prefects and monitors.

Strategies to Promote Good Behaviour:

- Use signals to gain attention and focus (e.g., hand signals, clapping patterns, songs).
- Provide anonymous verbal reminders (e.g., "We are just waiting for 3 children to...").
- Give positive praise to those displaying desired behaviour (e.g., "Well done X and X. I can see you are...").
- Follow up on stated actions.
- Maintain a calm tone when addressing anti-social behaviour
- Various rewards

We aim to be positive and to recognise and reward good behaviour with various incentives. Children are informed about the rewards system in their class and across the school.

Rewards include:

- Stickers
- Extra responsibilities in the classroom (e.g., monitors).
- Sharing achievements with parents and other significant staff.
- Special recognitions such as 'VIP' (KS1) or a class toy/teddy being sent home with a chosen child
- Verbal rewards like "Good," "Well done," and "Good choice."
- Dojo points, stickers in books when we see good work/ good behaviour. The children work toward Bronze (150), Silver (300) and Gold (500) Dojo awards.
- Dojo and Raffle ticket systems used to reward children for remaining on 'Green' each day (Good To Be Green). Two Dojos and a raffle ticket will be given each day a child remains on 'Green'. The raffle ticket will be placed into a prize draw to be drawn at the end of the week or more frequently if the class teacher deems this appropriate.

- Individual classes have their own reward systems in place such as stickers, certificates, star/kindness jar reward activities, golden time, prize boxes, reward wheel etc.
- We acknowledge positive changes to behaviour, emotional intelligence skills and empathy with our Headteacher award which is based on our school values.

Procedure

Our behaviour policy takes into account all of our children and their circumstances. It aims to help children calm down, self-regulate and reflect on their feelings which in turn will then help them to manage their behaviour.

Within each classroom, there will be:

- School values poster displayed
- Class charter displayed
- Zones of regulation displayed
- Calming area

To ensure consistency and clarity, the 'Good to be Green' behaviour system is used throughout the school from Year 1 to Year 6 with Reception adopting this system when teachers feel it is appropriate in the autumn term. This scheme effectively promotes positive behaviour, rewards those who consistently meet behaviour expectations, and helps support those who may struggle.

Overview of the Scheme

Each class will make an agreed charter on what they see as acceptable and unacceptable behaviours to ensure consistency of understanding of expected behaviours in and around school.

- Green Card: Every child starts the day with a green card displayed in their pocket on the Class Chart, symbolising a positive start. Being on green is associated with good behaviour.
- A Verbal Reminder: An initial verbal reminder will be given to a child if they are displaying inappropriate behaviour
- Blue Think About It Card: A child will be given this card if the unacceptable behaviour continues despite the verbal reminder. The card acts as a gentle reminder to think about their behaviour and to make a positive change.
- Yellow Warning Card: If a child continues to display unacceptable behaviour, having been given the 'Think about it card' or a more serious behaviour, a Yellow Warning Card is placed over the 'Stop and Think' card. This serves as a chance for the child to reflect on and review their behaviour.
- Red Consequence Card: Continued, persistent or serious behaviour issues lead to the Yellow Warning Card being moved to the back, and a Red Consequence Card being displayed. A red card could result in loss of playtime or lunchtime but may not always result in a stage 1 behaviour letter being given.
- At any point in 'The Good To Be Green' procedure, a child may be sent to the Headteacher or a member of the senior leadership team, should their behaviour be unsafe or disruptive enough to warrant this.

Types of Behaviour

Pro-social (kind and helpful behaviour)

This refers to actions that are positive, helpful, and meant to encourage getting along with others. Kind and helpful behaviour shows care for the rights, feelings, and well-being of other people. It's about doing things that make others or our community better. Simply put, kind and helpful behaviour is the opposite of unkind or anti-social behaviour.

The best examples are demonstration of the ethos and values of our school.



The Garrett Hall School Values are displayed in all classrooms and around the school and frequently referred to. All behaviour systems link back to the Garrett Hall School Values and are re-visited at regular intervals and used in assemblies.

Unsocial Behaviour (referred to as 'tricky' or 'difficult')

This refers to when someone isn't positively engaging socially with others.

Some examples include:

- Leaving their desk without permission
- Moving away from the carpet during input time without asking
- Refusing to complete work set
- Choosing a different activity instead of the one given
- Rocking on their chair
- Calling out or chatting with a friend
- Not listening to instructions
- Playing or fiddling with equipment
- Running in the corridor
- Knocking on windows during playtime

In instances outside of the classroom where pupils may need to be reminded of acceptable behaviour, different strategies could be used to positively reinforce pro-social behaviour and this may result in a different strategy other than 'Good To Be Green' procedure being used.

Anti-social Behaviour (some are referred to as 'dangerous')

This is defined as:

- Behaviour that causes harm to an individual, group, community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of another person.

Anti-social Behaviours	Dangerous Anti-social Behaviours
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<ul style="list-style-type: none"> • Aggressive shouting/calling out disruptively • Continued interruptions • Swearing • Answering back, mimicking • Name calling • Lying • Distracting or disrupting others' learning by shouting, banging, making noises • Throwing small equipment • Damage to property/pushing over furniture • Stealing • Refusal to carry out an adult's request – this also could be considered a dangerous anti-social behaviour dependent on the activity or circumstances 	<ul style="list-style-type: none"> • Leaving the classroom without permission • Leaving the premises without permission • Spitting (directly at another person) • Pushing aggressively • Scratching, Pinching, hair pulling • Hitting, Kicking, Biting, Punching • Fighting • Throwing furniture • Physical or verbal bullying (see Bullying Policy for definition) • Sexual harassment • Racist, sexist, homophobic or transphobic remarks • Refusal to carry out an adult's request – Health & Safety or Safeguarding concerns
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Pupils displaying unsocial behaviour might be in a highly anxious or heightened state, possibly due to a variety of factors. It's important to approach these situations with understanding and compassion, as their actions may be a cry for help and related to their age or stage of development.

The Headteacher and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. In this instance the 'Search, Screen and confiscation policy' will be followed and the appropriate consequence given (as set out in 'Reporting Behaviour incidents' section)

The list of prohibited items includes:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- electronic cigarette (e-cigarette) or vape
- mobile phone (Mobile Phone Policy states these should be handed to staff member)
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).

An article specified in regulations:

- tobacco and cigarette papers
- fireworks
- pornographic images.

Our Response to Behaviour Incidents

At our school, we are committed to supporting children in managing their emotions and behaviour in a positive and constructive way. We understand that challenging behaviours can stem from overwhelming feelings, and we aim to guide our pupils through these moments with care and understanding. Our approach focuses on connection, regulation, and creating opportunities for learning and growth.

When a child experiences difficult feelings or exhibits challenging behaviour, staff will respond calmly, using

a thoughtful, supportive approach. The process will vary depending on the individual needs of each child, but the following steps outline our general approach:

Step 1: Connection and Understanding

Staff will connect with the child by naming the behaviour, acknowledging their feelings, and offering support. For example, saying, "I see you're feeling upset," helps the child reflect on their emotions. Tools like a mood meter/colour monsters can assist in expressing feelings. This step ensures the child feels understood, allowing them to process their emotions before addressing the behaviour.

Reason for Action: We recognise that behaviour often stems from overwhelming feelings, so it's important to help the child understand their emotions first.

Step 2: Calm or Thinking Time

We encourage self-regulation through calm or thinking time. This may involve quiet activities like reading or listening to calming music. For children who are very upset, staff will sit with them to help manage their emotions. Once calm, they can make amends through responsibilities or limitations.

Reason for Action: Children need to feel calm to reflect on their behaviour and learn how to respond differently.

Step 3: Setting Boundaries and Teaching Responsibility

After calming down, staff will set clear boundaries to help the child take responsibility for their actions. This might include repairing damage e.g. tidying up and placing limitations on what they need to do next. The order of steps may vary based on the situation.

Reason for Action: This teaches children accountability and provides a chance to make things right and learn from mistakes.

Step 4: Consistency and Support

To build trust and safety, all staff will consistently apply this approach. We strive to create an environment where children feel supported academically and emotionally.

Reason for Action: A consistent approach makes children feel safe, supported, and secure, especially during challenging times.

Calm Space for Self-Regulation

For children who are particularly overwhelmed, we offer an internal calm space in school. This space allows them to step away from the classroom, self-regulate, and reflect on their emotions. This is not a form of punishment or rejection but rather an opportunity for the child to receive additional support when they are struggling more than usual.

Reason for Action: The Calm Space helps children refocus, enabling self-regulation and the time and space to reflect and recover before returning to their learning.

In the event of a Health and Safety or Safeguarding concern, a different strategy other than the steps above may be used to ensure a child's safety.

Reporting Behaviour incidents

All incidents of anti-social behaviour will be recorded on Cpoms, and the Senior Leadership Team (SLT) will be informed. Serious incidents of dangerous anti-social behaviour will also be reported to the SLT or Headteacher on the same day, with parents notified as appropriate.

If a child's behaviour is serious enough to require the Headteacher's attention, the process will be as follows:

- the child will have a conversation with the Headteacher, and the incident will be documented electronically in Cpoms. The child will receive a verbal warning that a letter will be sent home if the behaviour recurs.
- If the behaviour continues despite these measures, or if a pupil is found in possession of a prohibited item, the following stages will be implemented. Depending on the severity of the behaviour, it may be necessary for the Headteacher to skip directly to a more serious sanction.

Stage 1

- behaviour letter 1 sent home by the Headteacher
- recorded on Cpoms by the staff member witnessing or if at lunch time by the staff member dealing with the incident
- child loses breaktime/lunchtime

Stage 2

- behaviour letter 2 sent home sent home by the Headteacher
- recorded on Cpoms by the staff member witnessing or if at lunch time by the staff member dealing with the incident
- parents/carers to meet with class teacher/learning mentor/Key Stage leader (SLT) (as appropriate)
- child loses breaktime/lunchtime as appropriate
- when necessary a 'Behaviour and Work Record Card' implemented (see appendix 2), this must be signed daily by a member of the SLT and their parent/carer

Stage 3

- behaviour letter 3 sent home by the Headteacher
- recorded on CPoms by the staff member witnessing or if at lunch time by the staff member dealing with the incident
- parents/carers meeting with Headteacher
- short, fixed- term strategies if appropriate e.g. short term suspensions, internal isolation

Stage 4

- behaviour letter 4 sent home by the Headteacher
- recorded on Cpoms by the staff member witnessing or if at lunch time by the staff member dealing with the incident
- meeting of all parties (including a representative of the Governing body)
- short term suspensions of increasing time or permanent exclusion if appropriate

At any point in the above list, a child may be sent home immediately should their behaviour be unsafe or disruptive enough to warrant this.

For every school term (Autumn, Spring, Summer), which passes without an incident, the child reverts back one stage on the above list.

In some cases we may use a behaviour plan/chart (similar to appendix 3) to monitor individuals behaviour throughout the school day. These are completed in consultation with the class teachers and shared with parents/carers.

Pastoral Lead

We have a non-class based Pastoral lead who works closely with children who are in need of additional support to develop positive relationships and address pastoral concerns.

Behaviour records and Risk assessments

Staff record incidents of concerning behaviour on Cpoms which is monitored by the Key Stage leaders, Pastoral Lead, Deputy Head and Headteacher.

The school also keeps a record of racist, sexual, homophobic, transphobic or bullying incidents. These are recorded by the staff witnessing/investigating the incident on Cpoms and reported to the Local Authority via Sims if appropriate. The Headteacher or Deputy Headteacher must be informed and then the parent/carers of both the perpetrator and victim contacted.

If we continue to be concerned about a potential risk of harm to children or staff as a direct result of a child's behaviour, then a risk assessment will be completed (see appendix 2)

Use of Reasonable Force

In the vast majority of situations, even dangerously anti-social behaviours, reasonable force (according to the 'Guidelines of Reasonable Force') will be a last resort. However, it may be necessary to enforce restraining techniques if a child/adult is in immediate danger or if there is significant damage to property. If reasonable force has had to be used, this will be documented factually in the 'Bound and Numbered book' which is stored in the Headteacher's office and parents notified. Staff are trained in Team Teach techniques (refer to our Use of Reasonable Force Guidance and Policy).

Equal Opportunities

This policy will be applied in accordance with the single equality scheme and takes into account the school's legal responsibilities in respect of safeguarding and in respect of pupils with special educational needs as set out in the Equality Act (2010).

Children with Special Educational Needs

Some children with specific needs may find it more difficult to follow our schools values and rules consistently, without support. When needed, targeted support will be put in place for children with SEND and the SEND Leader may seek the advice of outside agencies. Sanctions and consequences will be used as appropriate with consideration given to the individual needs of the child.



Appendix 1

Home School Agreement

Child's Name: _____

The Home School Agreement is a contract between parents and the school about responsibilities and expectations. The agreement includes commitments for the school, for parents or carers, and for the children themselves.

As a school we will:

- Provide an inspiring, secure and safe learning environment
- Provide a broad and balanced curriculum which challenges children to reach their potential
- Keep you informed about your child's progress and behaviour
- Set appropriate homework for your child
- Foster good relationships with parents and children
- Promote good attendance and punctuality
- Value individuality and celebrate achievements

As a student/pupil I will:

- Do my homework when it is set to the best of my ability and read at home regularly
- Wear the correct Garrett Hall School uniform with pride, both inside and outside of school
- Use the internet and social media safely
- Talk to a grown up if I have a problem
- Promote our Garrett Hall School Rules and values at all times:
 - Make good choices and encourage others to do the same like Ruby Responsibility
 - Tell the truth despite the consequences like Hattie Honest
 - Treat others as we want to be treated like Rosie Respect
 - Have confidence and faith in those around us like Timmy Trust
 - Keep going even when things get difficult like Percy Perseverance
 - Show kindness to others like Freddie Friendship

As a parent/guardian to the best of my ability I will try to:

- Ensure my child is school ready in the morning, had a good night's sleep and is equipped for the school day
- Ensure my child gets to school on time every day and attends school regularly
- Share information that will help to keep my child at school
- Help my child with homework and read at home regularly
- Support the school's policies and guidelines on learning, behaviour, attendance and uniform
- When using social media will be respectful of the school, staff and the pupils in order to show our pupils that we are positive 'digital role models'

Signed on behalf of the school: *Mrs T. Beaty*

Child's signature: _____

Parents/Guardians signature: _____

Appendix 2

Example Risk Assessment Form

Child's name				
Class				
Assessment completed by				
Date of assessment				
Review dates				
Hazard/Risk	Who is at risk of harm from this behaviour? <i>List persons who may be harmed.</i>	When does this risk arise and in what circumstances? (triggers and setting factors)	Controls to be put in place	Who will be responsible



Name:	
Class:	
Week Beginning:	

Behaviour

- 1 – Excellent
- 2 – Satisfactory
- 3 – Needs improvement



Effort

- A – Tried consistently hard
- B – Satisfactory
- C – Little effort given

Weekly review

	Session 1	Break	Session 2	Lunch	Session 3	Session 4	Daily Points given	comments
Mon								
Tues								
Wed								
Thurs								
Fri								

Teacher comments: _____

Parent Comments: _____

Signed by Teacher: _____

Signed by Parent/Carer: _____



