Grayshott CE Primary School

Behaviour Policy

Statutory Policy

Approved by FGB:
October 2026

Review date:
Autumn 2027

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Behaviour Policy

Our Vision

'Acorns to Mighty Oaks'

We are acorns growing to mighty oaks.
Our roots are in Christian teachings and in a loving, supportive village and church family.
Our branches are strong moral character and a love of learning.
Our fruit will be fulfilling lives that make a positive difference in the world.

"They will be called the oaks of righteousness." Isaiah 61: v1-3

This policy links with the Governors' written statement of behaviour principles.

SIAMS Inspection – November 2023

"Hugely positive relationships are at the heart of the school. The culture gives dignity and respect explicitly and equitably to all pupils and adults. Wellbeing for pupils and adults is central to the work of the school. A deep sense of family and togetherness mean that all have the space, encouragement and support to thrive."

OFSTED Inspection – April 2026

"All staff have high expectations for pupils' behaviour. Leaders have established a distinctive, inclusive culture. This is based on creating supportive, caring relationships between staff and pupils. Pupils trust adults and know who to talk to if they have any concerns. Pupils follow agreed rules and school routines diligently. They generally work hard in lessons and listen well to teachers. Leaders manage rare incidents of more challenging behaviour effectively. They address incidents of bullying and discriminatory behaviour systematically and proportionately. This includes working in close partnerships with families and external agencies when necessary."

Grayshott CE Primary School is committed to creating an environment where exemplary behaviour is the norm and underpins effective learning. Everyone is expected to take responsibility for their behaviour and to encourage others to do the same. Our behaviour policy guides staff to teach self-discipline, based on our core values of respect, love, joy and courage:

Respect: everyone in school treats each other with respect and acts with respect towards the school environment.

Love: all children deserve love and compassion. Exemplary behaviour is built on positive relationships. We show love and kindness to everyone, separating the behaviour from the child.

Joy: We ensure that school is a happy place to be and that learning is fun so that children want to behave and be in lessons.

Courage: We teach children to be resilient and courageous in making good choices and resisting peer pressure.

Aims of the policy

- To ensure that excellent behaviour is a minimum expectation for everyone
- To create a culture of exceptionally good behaviour for learning
- To ensure that all children are treated fairly, shown respect and to promote good relationships
- To help children to take control over their behaviour and to be responsible for the consequences of it
- To build a community which demonstrates and values respect, love, joy and courage

Purpose of the policy

To provide simple, practical procedures for staff and children that:

- Positively reinforce and recognise good and excellent behaviour
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions
- Work in partnership with parents to promote positive behaviour

School rules

We have three simple rules which encourage everyone to think about, and take responsibility for, their own behaviour. These are followed by a statement that sums up our togetherness and common goal:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

At the beginning of every school year, staff will work with the children to think about what these rules will look like in practice, using positive language.

All staff will promote high standards of behaviour by:

1. **IDENTIFYING** the behaviour we expect
   - Referring to the school rules
   - Establishing clear expectations
   - Discussing the rules with children each year, and more frequently as required
   - Clearly stating expected behaviour, saying 'thank you' rather than 'please

2. Explicitly **TEACHING** the behaviour
   - Regular circle times and PSHE lessons
   - Using clear positive language
   - Separating the child from the behaviour
   - Establishing clear and effective routines

3. Supporting children to **SELF-REGULATE**
   - Use of Trick Box
   - Use of 'window of tolerance'
   - Providing safe spaces for children
   - Use of scripted conversations where necessary to provide consistency

4. **MODELLING** the behaviour
   - Speaking, not shouting, at children
   - Treating all children fairly, with respect and understanding
   - Building relationships with children
   - Meeting and greeting children at the beginning of the day. Greeting pupils when we pass them around the school and modelling correct responses

5. **PRACTISING** the behaviour
   - Valuing and expecting the best of every child – each day is a fresh start
   - Giving children opportunity to reflect on, and take responsibility for, their behaviour
   - Giving children responsibilities in the school and classroom

6. **NOTICING** excellent behaviour
   - Praising the behaviour we want to see
   - Using a range of strategies to recognise excellent behaviour (see below)
   - All staff correcting unacceptable behaviour

7. **CREATING** the conditions for excellent behaviour
   - Providing a calm environment and providing activities that help promote calm reflection
   - Forming warm, positive relationships with every child
   - Teaching well-planned, engaging lessons that meet the needs of all children
   - Maintaining a well-organised, high quality learning environment
   - Retaining ownership and not passing on behaviour issues for others to deal with
   - Following-up incidents and engaging in reflective dialogue with children

Senior Leaders will:

- Be visible at the beginning and end of the day, and during transitions, greeting children and modelling positive behaviour
- Be on the playground at breaktime and lunchtime
- Model positive behaviour management to all staff
- Receive children for recognition for excellent behaviour
- Support staff in restorative conversations and meetings with parents as appropriate

Recognition

Good behaviour is recognised sincerely rather than being rewarded, making good behaviour about relationships rather than a transactional act between a child and an adult in pursuit of rewards. Children are praised publicly and reprimanded in private whenever possible.

Staff give recognition for positive behaviour which is 'above and beyond' simply 'good' in the following ways:

- Praise and recognition
- Displaying and celebrating work which shows good learning behaviour
- Inform parents of exemplary behaviour through praise notes and conversations with parents and carers - at least 3 per class per week
- Promoting team work by the whole class working towards a shared reward
- Lunchtime/breaktime staff informing teachers of excellent behaviour at least 3 x weekly
- Giving special responsibilities
- Visit to a senior member of staff for praise and recognition
- House points for exemplary behaviour, linked to the school values, with extra playtime for the winning house each week
- Star of the Week certificates
- Playground tokens for great lining up

When dealing with unacceptable behaviour all staff will:

Keep calm

- Where possible, speak privately to a child, side on and at their eye-level
- Ignore secondary behaviour, eg. comments following a sanction/intervention. These will be dealt with later.
- PIPRIP – Praise in public, reprimand in private

Aim for prevention before sanctions - the intention is to minimise any disruption to learning and keep children in lessons whenever possible

- Non-verbal cues
- Gentle encouragement or humour
- Ensuring that child understands the task
- Distract and diffuse tension
- Give choices and thinking time
- Give take up time
- Clarify expectations
- Reminder of Ready, Respectful, Safe and/or relevant routine
- Remind the child of examples of their good behaviour and achievements
- Clear verbal warning
- Give choices and consequences

Use Time Out and 'minute behaviours'

- Initially in class if possible/appropriate using the 'minute behaviour' guidelines
- Give the learner a chance to reflect away from others where necessary
- Speak privately to reset expectations and give them a final positive choice to engage
- Child sent to work in another class or with SLT (with work set) for the rest of the session or sent in to the office for the rest of play/lunchtime

Restore - Conversation with children and member of staff involved. Senior staff will support if requested

- What happened?
- What were you thinking about at the time?
- What have you thought since?
- How did this make people feel?
- What should we do to put things rights?
- What can we do things differently in the future?
- Reaffirm commitment to re-build relationships

Consequences

- When a child has made a poor behaviour choice it is important that they understand that there will be a consequence.
- Consequences should always be proportionate and take place as soon as possible.
- The decision to impose a consequence and the consequence itself will take place on school premises or while the child is under the charge of the member of staff.
- Consequences must not breach any other legislation, eg. in respect of disability, special educational needs, race and other equalities and human rights.
- Corporal (physical) punishment is illegal and will not be used in any circumstances.

Consequences may include

- Working somewhere else in the classroom
- Time out of the classroom – working in another class or area of the school. Children will be supervised at all times.
- Time off playtime or lunchtime - children must always be given time to eat, drink and use the toilet.
- Having to stay in a designated area at playtime/lunchtime or stay with the person on duty
- Missing an enjoyable activity or privilege
- Completing a task or job in school
- Writing a letter of apology
- Completing or repeating work set

Extreme behaviour

Occasionally children may behave in an extreme way. These include:

- Violence (deliberate physical contact) or threats of violence towards another child or adult
- Swearing or spitting at a child or adult
- Racial or homophobic abuse
- Significant damage to school property or premises

In these cases, a child will be immediately asked to leave the playground (to go to the office) or classroom (to go to another classroom or appropriate place) to calm down and reflect on their behaviour for the rest of the session/playtime. If a child refuses to leave calmly, a senior member of staff will be called for.

In extreme circumstances, for example if a child refuses to leave the area, other children will be removed from an area or a child may be physically escorted away from the area. This is both to ensure everyone's safety and to remove the 'audience' for a child's behaviour.

As soon as possible, a senior member of staff will impose a further sanction and parents will be informed of their child's behaviour. A restorative conversation will be held and support will be offered to everyone involved. The incident will be recorded on CPOMS. Parents may be asked to pay for any damages.

A serious breach of the school rules or persistent disruptive behaviour may lead to the use of after school detentions, suspension, permanent exclusion or a managed move to another school (see school Exclusion Policy).

If after school detention is used, parents will be informed 24 hours in advance to ensure that the child will be able to get home safely. After school detentions will be supervised by a senior member of staff.

Additional Support

All behaviour is communication and staff will seek to understand the reasons for poor behaviour and address these. Staff will consider whether the behaviour under review gives cause to suspect that a child is at risk and will follow the school's child protection policy accordingly.

Children with persistent poor behaviour may be set a personal support plan with individual targets and have their behaviour monitored. Whenever possible, this will be done discreetly and not advertised. Parents and a senior leader will be involved at this point.

We recognise that some children need more support in learning to behave well than others for a variety of reasons. Where appropriate staff will seek advice from the SENCO and referrals may be made to outside agencies, including Primary Behaviour Service, Educational Psychologist or CAMHS (children and adolescent mental health services) to identify and support any unmet needs. Individual support plans and strategies may be put into place where appropriate. These may include the use of Zones of Regulation, 'busy box', visual timetables, etc. Parents will be involved in this and plans will be reviewed regularly.

Effective liaison between phases of education, and between year groups within school, will ensure that staff understand children's individual needs. Additional support will be put in place for those children for whom this may be a particularly challenging time.

Reasonable force

Staff have the right to physically touch or restrain a child in order to protect that child, any other child or adult, or to prevent significant disruption or damage to school property. Any physical intervention will follow our Physical Intervention policy.

Confiscation of property

Staff have the right to search for, and confiscate, prohibited items (see below) without consent. These items include:

- Knives and weapons
- Alcohol
- Illegal drugs including vaping equipment
- Stolen items
- Tobacco and cigarettes/e-cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any items specifically banned, eg. aerosols or electronic devices on residential visits

Mobile phones may be brought to school in Years 5 and 6 but must be handed in to the teacher so that they can be kept securely in an agreed location. This should be done at the beginning of the day and they can be collected at the end of the day. Children's mobile phones should be switched off at all times on the school site.

If a member of staff believes a child is in possession of a prohibited item, they will always give the child the opportunity to hand this in voluntarily. If the child refuses, it may be appropriate to search:

- Outer clothing
- School property, eg. a child's locker or drawer
- Personal property, eg. bag or pencil case

Searches will be carried out in a manner to minimise embarrassment or distress. Any search of a pupil or their possessions will take place in the presence of the child and another member of staff.

Parents will be informed if prohibited items have been found, either directly or by letter (appendix 1). Certain items, eg. weapons, (extreme or child) pornography or illegal drugs will be handed to the police. Staff will decide if, when and how to return other items, eg. items may be returned directly to parents at the end of the day. Staff will take all reasonable care of any confiscated items but are not responsible for damage or loss of these. Possession of certain items may raise safeguarding concerns and staff will follow the school's child protection policy.

Discipline outside of the school grounds

Staff can discipline a child at any time the child is in school or elsewhere under the charge of school staff, including on school visits.

Staff also have the right to discipline a child for any misbehaviour when a child is:

- Wearing school uniform
- Taking part in any school-organised or school-related activity
- Travelling to or from school
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Disseminating the policy

This policy will be published on the school website and available in hard copy from the school office. The policy will be shared with children (in an age-appropriate way) at the beginning of each academic year and sent out to parents at the beginning of each academic year.

Monitoring the policy

The Headteacher and SLT will regularly monitor behaviour and ensure that staff are applying the behaviour policy consistently. Behaviour, bullying, racist incidents, use of physical restraint or exclusions are reported to governors regularly. This policy will be reviewed annually. The school will also seek external advice in the development and implementation of the policy where necessary.

Window of Tolerance

Co-regulation behaviour script example

Child's name/ Notice the feeling/ Wonder how/why they are feeling that way/ Validate their feelings/ Co-regulate for them,

eg. Charlie, I can see that you are very cross/sad….

I wonder if you are feeling that way because something has happened at playtime?

I can understand you are feeling cross because they wouldn't let you play

Let's go for a walk and have a drink before we go back into the classroom