



Behaviour Policy

Audience	Classroom based staff Visiting teachers and student teachers Volunteers Lunchtime Supervisors Greswold Greyhound Childcare staff Walking Bus staff Parents Governors
Co-ordinated by	K Scott
Date written / reviewed	July 2026
Date of next review	July 2027
To be reviewed by	K Scott (annual)
Associated Governing Body Committee	Curriculum and Inclusion

School Vision Statement

To provide an inclusive learning community where every child really does matter

Aims and Expectations

Our school aims to embed the principles of BRICKS:

- Belonging
- Respect
- Independence
- Curiosity
- Kindness
- Success

It is the aim of Greswold School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Positive behaviour is based on respect for the individual, a balance of rights and responsibilities together with fostering a sense of community.

Greswold has a number of school expectations, but the primary aim of the Behaviour Policy is a means of promoting good relationships, so that every member of the school community can work together with the common purpose of enabling everyone to learn: it is not just a system to enforce rules, it supports the school community in aiming to allow everyone to work together in an effective and considerate way.

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Our vision is to create an inclusive environment where every child matters.

School aims

- To provide a high standard of education in a stimulating, varied environment in which children can learn effectively;
- To create a caring atmosphere in which children are taught good citizenship, are happy and encouraged to act independently and foster self-discipline;
- To encourage the children to co-operate with, understand and care for others from all backgrounds and abilities, thus children are guided into responsibility not only for their own development but also that of the whole school family;
- To ensure that every child, whatever their ability, has the right and opportunity to attend our school with appropriate resources and support wherever possible, and to have access to a broad and balanced curriculum;
- To create, maintain and develop a physical and emotional atmosphere where children are stimulated to develop powers of observation and lively enquiring minds;
- To develop an understanding of decision-making and the need for rules, maintaining a continuous effort to improve standards for the general good and success of all.

We have high expectations of pupils' conduct and behaviour which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment.

This Policy must be read in conjunction with our Written Statement of Behaviour Principles.

What we do to create and maintain high standards of behaviour

First and foremost, we acknowledge good behaviour. We also clearly communicate our expectations and values across all aspects of school life and the school day, including lunchtimes, extra-curricular clubs and Greyhounds Childcare. We also recognise that children, including those with SEND, will benefit from calm environments.

Examples of how we encourage good behaviour:

- All members of the school community are seen as positive role models
- Staff work together to ensure consistency of approach
- Positive application of our BRICKS values of Belonging, Respect, Independence, Curiosity, Kindness and Success
- Visual reminders of our values and behaviour
- Clear and consistent expectations outlined in class charters, phrased positively and devised by each class
- Promotion of British Values
- Actively encourage a Growth Mindset
- Celebration of good behaviour through affirming language and positive reinforcement
- Designated learning time to explore issues related to behaviour
- Encouragement of self-regulation by all pupils using collective and individual approaches, e.g. Zones of Regulation, Learning Plans, EHCPs, etc.
- Avenues of emotional communication through Zones of Regulation
- A purposeful curriculum designed to motivate and engage each child
- Classroom, corridor and outside spaces organised strategically to facilitate independent working and/or self-regulation
- Pupils actively involved in decision making through regular class and school council meetings
- Charters designed by children for children to highlight expectations during more unstructured times of the day
- Understanding that all behaviour is communication

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- Thoughtful and pro-active approach to occasional changes in routines and how this can affect pupils
- Robust classroom and school routines which help children to know what to expect and what is expected of them
- Instigating routines which enable smooth transition times throughout the day, e.g. between lesson, breaktime, lunchtime, etc.
- A Values related Behaviour Curriculum delivered each week by SLT for children to reflect on and develop personal, social and cognitive behaviours. (See Appendix 1)
- Implementation of The Story Project in PSHE for 2026-27
- Transition days in July and Induction Week in September
- Encourage children to take responsibility and accountability for their choices
- Development of a shared script with terminology and phrasing which relates to specific elements of the policy, enabling more consistency and continuity across the whole school.

How do we respond to good behaviour

The use of praise, positive recognition and rewards reinforces our culture and ethos whilst developing intrinsic and extrinsic motivation for all pupils. Our whole school approach meets the needs of all pupils, including pupils with SEND, so that everyone belongs.

Examples of rewards to motivate and celebrate good behaviour:

- Visual signals, e.g. smile, thumbs up, etc.
- Positive verbal feedback which highlights the choice or an improvement
- Instant praise
- Acknowledgement of good behaviour by groups of children, classes and year groups as well as individuals
- Communication with parents of the child to highlight successes
- Children receive stickers in EYFS and KS1 for learning and/or good learning behaviour and/or good behaviour
- Wow walls or proud clouds in classrooms to celebrate learning successes
- House points (See below)
- Class points. Groups and whole classes can earn points which are counted towards a class total (100 in EYFS/KS1 and 50 in KS2). These can be given by any member of staff; the children of the class can then agree a suitable class reward with their teacher
- Weekly Star Pupil certificates, celebrating the demonstration of BRICKS values
- Children can bring their external awards into their class assemblies: celebrating their own success
- Children can be sent to subject leaders and/or the Headteachers or Deputy Headteacher in order to be praised for specific behaviours for learning;
- In Nursery, children who demonstrate BRICKS or good behaviour move their minibeast along a class sunflower to receive a reward after 10 steps.
- Each week Reception has a Well-Done assembly, based on children's personal achievements which parents are invited to attend.
- Latest News' stories on the website celebrating successes
- Specific to each class, staff may adopt an additional bespoke reward system which meets the needs of the children at that time, e.g. names drawn for rewards, sticker charts, etc
- Half termly HeadTEAcher event
- Selection for positions of responsibility such as Year 6 tour guides on Open Morning
- Representing Greswold at inter-school sports' events demonstrates not only ability and effort but the clear demonstration of BRICKS values within school itself
- Children who receive a significant and agreed amount of House Points each half term will receive an additional reward, e.g. extra breaktime, group treat, etc.

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House Points and Sticker Charts for Key Stage 1

Children require 10 House Points for a sticker on their chart.

Sticker Charts	Badge
1 st sticker chart	Bronze badge awarded by Headteacher & recorded on roll of honour
2 nd sticker chart	Silver badge awarded by Headteacher & recorded on roll of honour
3 rd sticker chart	Gold badge awarded by Headteacher & recorded on roll of honour

House points for Key Stage 2

Children receive house points in Key Stage 2. As well as responding to good behaviour, house points can be given for effort, attitude and learning (work). House points are accrued and once set targets are reached, a bronze, silver or gold badge is awarded by the Headteacher or a member of senior leadership team.

Each half term a house point assembly for Key Stage 1 and 2 takes place where children can receive HP certificates for the highest number of house points for a boy and a girl.

Number of House points	Badge
100	Bronze badge awarded by Headteacher or choice of prize & recorded on roll of honour
+150 (250 in total)	Silver badge awarded by Headteacher or choice of prize & recorded on roll of honour
+200 (450 in total)	Gold badge awarded by Headteacher or choice of prize & recorded on roll of honour

If a gold badge is achieved before the end of the year, children can continue to collect house points and can choose something from the School Prize Collection for every subsequent 100 house points.

How do we respond to misbehaviour

School staff will respond predictably, promptly and assertively in accordance with the policy. The first priority is always to ensure the safety of pupils and staff and to restore a calm environment. As an inclusive school, we consider behaviour in relation to an individual child's needs, although it is accepted that it does not follow that every incident of misbehaviour will be connected to a child's individual SEND. If a pupil with SEND or is identified as possibly having SEND, a graduated approach of assess, plan, do, review will be used.

Our response to misbehaviour has three purposes: improvement, protection and deterrence.

Restorative approach (purpose of improvement)

A restorative approach is not just a behaviour management tool but supports the school's ethos and values of BRICKS. The goal is to place value on establishing, maintaining and restoring relationships (Appendix 6). Those involved have the opportunity to share with one another how they were affected and how they can work to resolve the situation. The focus is on mutually respectful relationships. A restorative approach allows individuals who may have committed harm to take full responsibility for

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their behaviour by addressing the individual(s) affected by the behaviour. Taking responsibility requires understanding how the behaviour affected others, acknowledging that the behaviour was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behaviour in the future. As part of this, children will engage in a reflection process, using prompts to aid their thinking and discussion.

De-escalation techniques (purpose of protection)

Staff will respond in a consistent, fair and proportionate manner so pupils know that misbehaviour will always be addressed. De-escalation techniques are used to help prevent further issues arising. Identified staff are trained in the Team Teach Approach and use pre-agreed scripts and language. Physical intervention is seen as a last resort and all members of staff are aware of the regulations regarding physical intervention by staff. Where necessary, a co-regulation plan is developed for individual children.

Restrictive Interventions and Reasonable Force

The school is committed to creating a safe, respectful and inclusive environment where restrictive interventions are minimised through positive relationships, adaptive practice, early intervention and de-escalation strategies. Restrictive interventions will only be used when necessary, lawful and proportionate to protect safety.

Principles

- The use of restrictive interventions is a last resort and should only be used when other strategies are ineffective or inappropriate.
- Staff will use the least restrictive intervention, with the least amount of force, for the shortest time necessary.
- Any intervention must be necessary, proportionate and in the best interests of maintaining safety and welfare.
- Staff will seek to preserve pupils' dignity and wellbeing at all times.

Reasonable Force

All school staff have a legal power to use reasonable force to prevent a pupil from:

- Injuring themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing serious disorder.

Prevention and De-escalation

The school will proactively reduce the need for restrictive interventions by:

- Developing positive staff–pupil relationships.
- Using effective behaviour management strategies.
- Providing appropriate support and reasonable adjustments for pupils with SEND.
- Working closely with parents and external agencies.
- Using behaviour support plans and risk assessments where appropriate.
- Training staff in de-escalation and effective communication techniques (See above)

Pupils with SEND

The school recognises that some pupils with SEND may experience distress, anxiety, sensory overload or communication difficulties that can affect behaviour. Staff will seek to understand triggers, make reasonable adjustments, implement support plans and use preventative approaches to reduce the likelihood of restrictive interventions being required.

Recording and Reporting

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All significant incidents involving the use of force, restraint or seclusion will be recorded as soon as practicable, normally on the same day. Parents will be informed as soon as practicable and, wherever possible, on the same day. Following an incident, the school will review what happened, identify any learning points and consider whether additional support, risk assessment or amendments to behaviour support plans are required.

Staff and Pupil Support

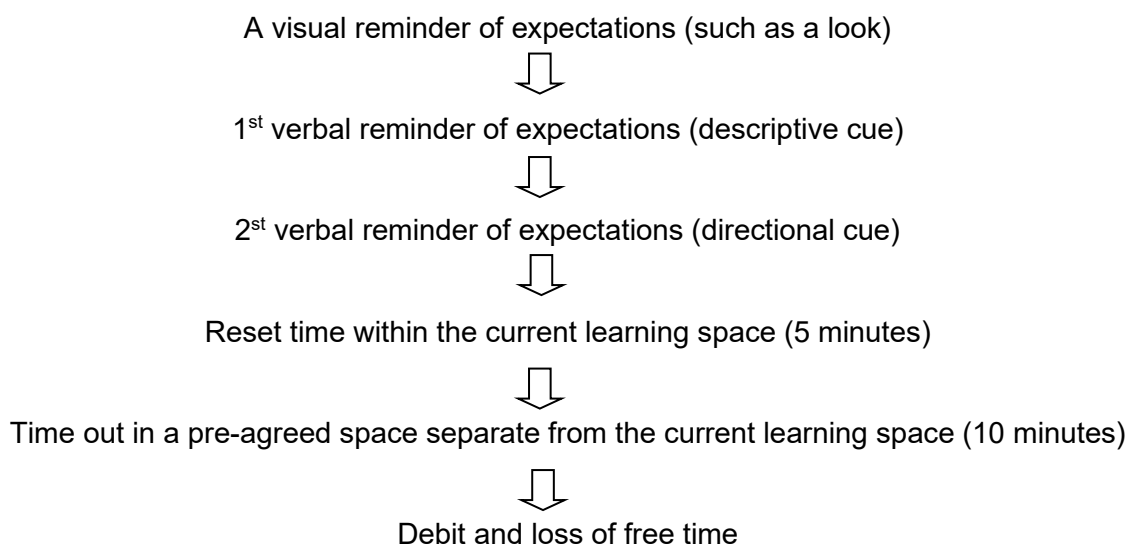
Following any restrictive intervention, the school will provide appropriate support and debrief opportunities for pupils and staff, promote restorative approaches where appropriate, and monitor wellbeing.

Sanctions (purpose of deterrent)

In the first instance, all staff will ensure the children receive regular reminders of Greswold values and expectations. It is vital that, when dealing with unacceptable behaviour, all staff focus on the action, not the individual, so that all pupils understand that it is the behaviour not the child that is unacceptable. The school employs a number of sanctions to enforce the school expectations, and to ensure a safe and positive learning environment.

We employ sanctions appropriately to each individual situation. Parents may be informed / involved at any point in the process.

Agreed approach to sanctions:



In most cases, the above list is seen as an ordered, agreed approach, led by the class teacher. However, a child may be referred immediately to the Headteacher for serious breaches of the policy. A child may also be referred to a member of SLT (or Headteacher depending on severity) for physical aggression, bullying and swearing. Behaviour such as bullying, racism and homophobia must be reported to the Headteacher.

The safety of the children is paramount in all situations. If a child's behaviour endangers themselves, others or property, the member of staff will stop the activity and assess whether it is safe to continue.

If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents to seek an appointment in order to discuss the situation, with a view to improving the behaviour choices of the child.

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If a child demonstrates bullying behaviour towards another pupil, the class teacher records the incident on My Concern and follows the school Anti Bullying policy, including completing an Anti-Bullying log. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see Anti Bullying Policy).

The school records all incidents of racism, homophobic and transphobic bullying. See Appendix 3. Greswold actively supports the Equality Act and addresses all incidences where a protected characteristic is denigrated / or abused as part of a behavioural incident. The 9 protected characteristics of the 2010 Equality Act are Age, Disability, Gender reassignment, Marriage or civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation.

Recording behaviours on My Concern

It is important that up-to-date records are kept on My Concern. This enables SLT to track patterns in behaviours so that effective strategies can be put in place and their impact monitored. A cumulative picture of each child over time can also be established.

All behaviours listed below must be recorded on My Concern.

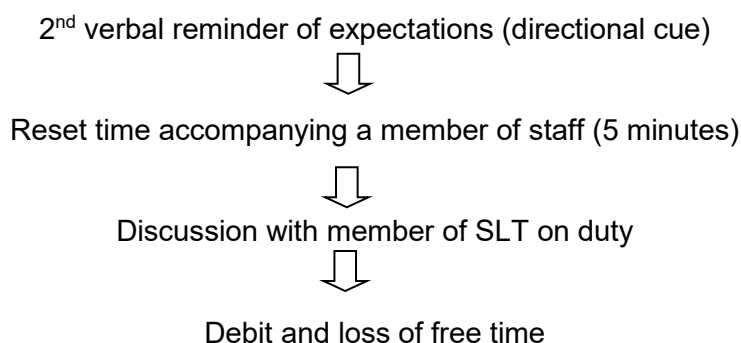
- Unkindness to other children
- Bullying
- Repeated reports of rough play
- Physical aggression/fighting
- Swearing/inappropriate language
- Racist or homophobic language or incidents
- Persistent low-level disruption
- Persistent lack of effort
- Lack of respect/damage to property
- Lack of respect/rudeness to staff
- Dishonesty/lying
- Bringing prohibited items to school
- Repeated instances of not following instructions

Lunchtimes and breaktimes

Although this policy applies to all aspects of the school day, it is acknowledged that some transitions and 'freedoms' provide a small increase in unwanted behaviours, especially at lunchtimes. All staff and pupils should follow the lunchtime arrangements and rotas and promote the Lunchtime Charter. Lunchtime supervisors will maintain consistency of classroom approaches adopting an agreed script and language base when communicating with children. Class teachers prepare children for lunchtimes, reminding them of charters and expectations as, in accordance with Teacher Standards, they are still responsible for promoting positive behaviour and addressing any misbehaviour for the children in their class.

A member of SLT is on duty each lunchtime to support staff to apply the Behaviour Policy consistently and fairly, including the recording on My Concern. Those on duty at lunchtime report any significant misbehaviour to the class teacher. Liaison between those on duty at lunchtime and class teachers occurs daily before children start afternoon lessons.

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Pastoral support

As we recognise that all behaviour is communication, our Pastoral Team meets half termly. They oversee the behaviours of our more vulnerable pupils and are able to identify issues, suggest strategies and monitor and evaluate the impact of these. As our designated safeguarding lead, SENCo and Extended Services Manager are part of this team, there is a strong, holistic approach used to collate extensive evidence and information to form actions and provide support needed to improve behaviour.

SLT will offer support to staff who may be impacted negatively by any misbehaviour.

Suspensions (fixed-period exclusions) and permanent exclusions

Only the Headteacher (or acting Headteacher) has the power to exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the local authority and the Governing Body about any permanent exclusion, and about any suspension beyond five days in any one term.

Pupils with Special Educational Needs and Disabilities

The school recognises that children with Special Educational Needs and Disabilities (SEND) may require an individualised approach to behaviour support. In line with the **SEND Code of Practice: 0–25 Years (2015)**, the **Children and Families Act 2014**, and the **Equality Act 2010**, staff will consider whether a pupil's behaviour may be linked to an identified or emerging special educational need or disability and will make reasonable adjustments to policies, procedures and sanctions where appropriate. Behaviour expectations will remain high for all pupils; however, support strategies may be adapted to meet individual needs through approaches such as personalised behaviour plans, co-regulation strategies, visual supports, sensory adjustments, additional processing time and targeted intervention. The school will work closely with parents, carers and external agencies to identify and remove barriers to learning and participation. Any behaviour responses will be fair, proportionate

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and inclusive, ensuring that pupils with SEND are not placed at a substantial disadvantage in comparison to their peers.

Using the principles of Awareness, Acceptance, Appreciation, Empowerment and Advocacy adopted by Autism Level-Up, an educational resource and research platform, school leaders and SENCOs, in liaison with class teachers and parents, will co-ordinate opportunities to raise awareness of pupils with SEND by educating pupils and adults on how some children approach situations, relating to behaviour, differently than others. This approach will enable other pupils and staff to help pupils with SEND with their interactions, choices and approaches to situations as they develop.

Sexual Harassment

Our school is committed to providing a safe, respectful and inclusive environment for all pupils, staff, governors, volunteers, visitors and contractors. In compliance with the Employment Rights Act (2025), the school has a zero-tolerance approach to sexual harassment, sexist behaviour, unwanted sexual conduct or any behaviour that violates an individual's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. Concerns will be taken seriously and responded to promptly, fairly and confidentially. All members of the school community have a responsibility to uphold high standards of conduct, challenge inappropriate behaviour, and report concerns. The school will take all reasonable steps to prevent harassment, support those affected, investigate concerns thoroughly and take appropriate action where expectations are not met. This commitment extends to conduct between staff, between pupils, and to behaviour from parents, visitors or other third parties whilst on school premises or engaged in school-related activities.

Child on child abuse

All staff are aware that children can abuse other children (child-on-child abuse) and that it can happen both inside and outside of school and online (extra familial harm). It is important that all staff recognise indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff understand that even if there are no reports of this type of harm, it does not mean it is not happening, it may be the case that it is just not being reported. As such, it is important that if staff have any concerns regarding child-on-child abuse they will speak to their Designated Safeguarding Lead (or Deputy).

This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children.

All staff must ensure that they reassure any victims that they are being taken seriously and that they will be supported and kept safe. No victim should ever be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should they ever be made to feel ashamed for making a report.

See appendix 5 for examples of child on child abuse.

Educational visits

If a child's behaviour poses a potential risk to themselves and/or to other members of the party and if the circumstances are such that the assessment is that the risk cannot be managed to a reasonable

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level, then the Team Leader will consult with the Headteacher to decide if the child can be included on the visit. Parents will be kept informed of any such development.

Roles and responsibilities

A pupil's responsibilities are:

- To contribute to the formation of the class charter and to follow its expectations;
- To demonstrate our values of BRICKS across the school site and beyond;
- To be organised – for example, wear correct uniform, necessary kit, take letters home promptly, return reading books regularly, complete home learning on time;
- Increase responsibility, independence and organisation for their learning and conduct as they get older;
- Understand and regulate their own responses to their environment and relationships;
- Use self-regulated learning to manage their feelings and emotions in an age-appropriate way;
- Agree with pupil code of conduct prior to educational visits and residential visits

The role of parents

- Get to know the Behaviour Policy
- Show an interest in how your child engages with, enjoys and behaves at school
- Take part in the life of the school and its culture
- Reinforce the Behaviour Policy at home as appropriate
- Role model the BRICKS values to reinforce pupil development
- Keep school updated with any changes to personal circumstances which could affect behaviour
- Work in partnership with the school by attending meetings, ensure good attendance and punctuality
- Communicate respectfully with all school staff, particularly when sending emails
- Engage with any pastoral support
- Appreciate the investigative processes that go into making decisions around behaviour choices (Debits) and support the subsequent actions of the school, including any sanctions
- Raise any concerns directly with the school and not with other parents. If the concern remains, the Complaints Policy should be employed
- Agree with pupil code of conduct prior to residential visits
- To maintain pupil confidentiality, understand that staff cannot discuss the behaviour, circumstances or needs of other pupils, or any sanctions that have been applied to others.
- Also, to maintain pupil and family confidentiality, outcomes and/or resolutions of meetings with school staff, regarding wellbeing and behaviour, should not be shared with the wider school community through WhatsApp groups or other social media outlets.

The role of the Governing Body

- Responsibility for agreeing the written principles and the general guidelines on standards of discipline and behaviour within this policy
- Review the effectiveness of the policy
- Support the Headteacher in the policy's implementation
- Ensures the Behaviour Policy promotes and achieves positive behaviour
- Give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour
- Monitor the rare cases of suspensions and exclusions

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The role of the Headteacher

- Ensure all staff implement the Behaviour Policy consistently throughout the school
- Report to Governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school
- Support the staff with the implementation of the policy and by setting the standards of behaviour
- Keeps records of all reported serious incidents of misbehaviour. Staff record all unacceptable behaviour judged to be significant on My Concern. These records should be reviewed every fortnight.
- Responsibility for giving suspensions to individual children for serious acts of unacceptable behaviour

The role of all staff

All staff have a duty of care around the school for all pupils – a corporate responsibility. All staff are role models and treat each child fairly, with respect and understanding, and apply the behaviour expectations consistently.

The role of the class teacher

- Responsibility for their own class of children and responsible for creating a consistent, calm, safe learning environment.
- Ensure that the school expectations are promoted in their class, and that their class behaves in a responsible manner in and outside school (i.e. lunchtimes, during educational visits).
- Have high expectations of the children in terms of behaviour, and strive to ensure that all children learn to the best of their ability. If a child chooses to behave in a way that does not demonstrate our school values of BRICKS, it is the class teacher's responsibility to address those behaviours and to implement strategies that will support the child. A restorative approach can be a useful vehicle in this instance.
- Treat each child fairly, with respect and understanding, and apply the classroom expectations consistently.
- Use and record consequences and sanctions clearly and consistently.
- Together with the Senior Leadership Team or Pastoral Team, liaise with external agencies, as necessary, to support and guide the progress of each child.
- First point of contact for support staff, including lunchtime staff, and parents.
- Contact a parent if there are concerns about the behaviour or welfare of a child.

Monitoring

The Headteacher has responsibility to monitor the effectiveness of this policy on a regular basis. The Headteacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Behaviour Policy is reviewed annually.

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Additional resources and publications used to create Behaviour Policy include:

Behaviour Management – Choosing the right words (2011) Bill Rogers

Behaviour In Schools Advice for all headteachers and staff (2024) Department for Education
<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Case studies of behaviour management practices in schools rated Outstanding (2017) Department for Education

Improving Behaviour in Schools (2019) Education Endowment Foundation
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>

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Appendix 1

Behaviour Curriculum 26-27		
Emotional	Social	Cognitive
‘Snitching’ or Reporting - telling an adult to keep someone safe, stop someone getting hurt, or help solve a serious problem. - telling on someone mainly to get them into trouble.		Resilience and perseverance in learning
Collecting house points with integrity - Respect	Awareness of how others may be feeling	Using prior learning when things are new or hard
Making the right choices even when someone isn’t watching, e.g. litter, spillage, property, etc.	Verbal and non-verbal communication (‘Reading the room’)	Seeking help when stuck, i.e. adult, peers, environment, resources, Success criteria, etc.
Intrinsic and extrinsic motivation – Independence	Basic manners, e.g. please, thank you, are you having a good day?	Pursuing something which interests you no matter what others think
Just because you have played with something, it doesn’t mean it’s yours and no one else can use it	Allowing others to learn and achieve their potential	Having a go at something new (Clubs in or out of school)
Persuading others not to just agree with you but because it’s the right thing – Respect	Apologising when you’ve done something wrong or you’ve done something accidentally	Fixed and growth mindset – I’m no good at Art/Maths vs I find art/maths difficult but I will have a go. I know you find it difficult but (reference other children or values), have a go
Taking responsibility for your actions	Appreciating the people we come into contact with – family, friends, people who help us	
Articulating feelings instead of lashing out	Recognising potential dangers, e.g. crossing roads, riding bikes, being by lakes	Looking after myself, others and the environment.
Being in the right place at the right time	Underestimating the world around us	Having a responsibility to those who dedicate their life to helping you by working hard and taking pride in my learning
Thinking about how choices can affect other people	Being aware of disabilities both visible and not visible	
Awareness of others through their body language and taking action even if it’s asking how someone is. Not just caring about close friends but everyone		Try to solve problems independently without seeking support
Being genuinely pleased for the achievements of others.	Demonstrating sporting values, essentially cheering on team mates and genuinely caring about individual and collective efforts	Breaking down tasks and challenges into smaller steps so not to be overwhelmed
Admitting when I don’t know or don’t understand something.		Challenging myself to have a go, try something new, give an answer, make a friend
Not being pressured into making a wrong decision by others around you		Being aware that other people’s achievements are important to them and those achievements are all relative, e.g. joining handwriting, making a tackle, catching a ball, etc.
Choose what to do is right rather than simply following others		
Realising that making fun of someone else just to impress others or be part of the group isn’t appropriate		
Looking after personal belongings, other people’s belongings and school property as everything has been kindly paid for by someone. Awareness of how much things cost. Appreciation of what is given rather than earned.		
Keeping yourself safe by telling someone when you need help or might need help, e.g. parent, teacher, friend, classmate, lunchtime supervisor, etc.		

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Seeing learning and life as an opportunity and get out of it what I put into it.	Making everyone feel welcome	Being organised and having everything you need to be successful
"Pay it forward" - doing something kind for someone else because someone was kind to you first. Instead of paying back the person who helped you, you "forward" that kindness to a completely new person.		Punctuality and being on time, essential for secondary school
Showing appreciation and gratitude for what other people do for us, no matter how big or small that can be		

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Appendix 2

Key stage 1 & 2 Debits

With effective learning challenges, appropriate pupil management and strategies put in place by class teachers it is envisaged that few debits will be given. Targeted support at break & lunch times may be given by our Mental Health Lead and our Learning Mentors to pupils identified by the Pastoral Team, however they are not responsible for addressing and following up on the general behaviour of pupils: that responsibility lies with the class teacher. Parents/carers can be reassured that any behaviour that may result in a debit will be thoroughly investigated and careful consideration is given prior to issue.

The behaviours below will automatically result in a debit:

BRICKS value	Behaviour	Sanction
Belonging	Racist or homophobic incidents	Debit and complete log
Belonging	Physical aggression or fighting	Debit
Respect	Bullying	Debit and complete Anti-bullying log
Respect	Lack of respect/rudeness to staff	Debit
Independence	Bringing prohibited items to school	Debit

Depending on the severity of such inappropriate actions, the class teacher will use their professional judgment when necessary in interpreting the table below. All behaviours listed below must be recorded on My Concern.

BRICKS value	Behaviour	Sanction
Belonging	Use of racist or homophobic language	Restorative approach Debit dependent on severity Complete log
Respect	Swearing/inappropriate language	Restorative approach Debit dependent on severity
Respect	Damage to or lack of respect to property	Restorative approach Debit dependent on severity
Independence	Persistent low level disruption	Restorative approach
Curiosity	Persistent lack of effort	Restorative approach
Kindness	Unkindness to other children	Restorative approach
Kindness	Rough play	Restorative conversation
Kindness	Dishonesty or lying	Restorative approach
Success	Other, including not following reasonable instructions	Restorative approach Debit dependent on severity

Each debit is communicated to parents via email from the school office and logged on My Concern. The email will detail the investigative process taken, the behaviour and also identify next steps referring to our behaviour curriculum. It is expected that the parents acknowledge receipt of the debit email and help to reiterate those next steps.

If 3 debits are issued to one child, the class teachers set up a meeting with the child and the parents. It is likely that a behaviour log will be put in place and a referral made to the Pastoral Team. If 5 debits are issued to one child, further action will be taken on an individual basis with the class teacher liaising with a member of SLT to set up a further meeting with child and parents.

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Appendix 3

Reporting Racial and Homophobic/Biphobic/Transphobic Incidents

Date:

Victim (teaching staff/non teaching staff/pupil - year group and gender)	Ethnicity of victim	Perpetrator (teaching staff/non teaching staff/pupil - year group and gender)	Ethnicity of perpetrator
Nature of incident			
Action taken regarding			
Victim		Perpetrator	

Behaviour Policy

Appendix 4

De-escalation & Team Teach Principles

The aim is for calm, not compliance. Compliance comes later.

The key elements of de-escalation are as follows:

- Relationship with child – what works for them
- Body language
- Time
- Space
- Change of environment
- Reassurance
- Positive physical contact
- Visuals v words

With de-escalation, a consistent approach is the key as the routines, responses and relationships should be predictable. These all help to create a positive and supportive environment. A pro-active approach is most likely to be successful.

CALM approach – Self-control Crisis Checklist

When in a situation that requires de-escalation, it is important that adults are self-aware and are able to exercise self-restraint. Be aware of behaviours that you find challenging and remember that all behaviour is communication. Be 'curious' not 'furious'. What function does this behaviour serve?

The 'CALM' approach is a useful checklist for adults to ensure that their behaviour can de-escalate a situation.

C: Communication (stance, posture, gesture, facial expression, intonation, scripts)

A: Awareness and assessment (reading behaviour, anticipating what might happen next, knowledge of co-regulation plans)

L: Listening and learning (give time and space, allow pauses for take up time, give them a way out)

M: Making safe (objects, spaces, hotspots, safety responses)

Stages and levels of a crisis

The different stages and levels of a crisis are listed below. It is important to be as pro-active as possible in the early stages (1 & 2) of a crisis to avoid reaching stage 3 where the child is in crisis.

1. Anxiety/Trigger
2. Escalation
3. Crisis
4. Recovery
5. Depression
6. Restoration

Possible scripts

I care too much to let you be out of control.

I can see that something is wrong.

I am here to help.

Talk and I will listen.

Come with me and we can...

'My voice' – that person is leading the situation and communicating with the child. Other verbal interaction should be minimised.

'Do you need any help?' – an offer to help the person which can be refused or accepted

'I can take over now.' – someone can see that the person needs to be away from the situation – cannot be refused

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Appendix 5

Examples of child-on-child abuse

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents;
- abuse in intimate personal relationships between children (sometimes known as teenage relationship abuse);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- serious violence between children;
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery), including AI-generated sexual imagery;
- upskirting, which typically involves taking a picture under a person's clothing without their knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (which may involve harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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Appendix 6

Guidance to staff on the effective use of 'Establish – Maintain – Restore'

An overview

Establish-Maintain-Restore (EMR) is a research-based system for building healthy student-teacher relationships. It has been found to be effective when implemented and has proved to be successful in supporting building positive teacher-student relationships. This method encourages the use of intentional language to ensure positive relationships are formed and maintained.

It consists of three stages:

Establish: This first stage focusses on what we can intentionally do to build trust, connection and mutual understanding. An example of this would be finding out a child's specific interest to support building the relationship. In addition, positive communication is crucial to the development of establishing a relationship.

Maintain: The second stage focusses on making a proactive effort to prevent relationships diminishing. Ongoing positive interaction is crucial at this stage. An example of this would be providing pupils with check-ins, such as how our Nest staff do with some of our more vulnerable pupils. In addition, teaching or support staff making follow up phone calls home would be a good example of being proactive and ensuring relationships are maintained.

Restore: The final stage regards intentionally repairing any harm to the relationship after a negative interaction. Staff should be aware of when a negative interaction has occurred and be prepared to take steps to repair the damage that may have been caused. Communicating empathy, letting go and starting a fresh each day or after break / lunch times can help to restore relationships.

Intentional language

Intentional language keeps a person in a conversation. It can pull people in rather than pushing them away. The choice of words used are crucial in ensuring the three stages of the EMR are followed effectively.

For example:

I hear you and I am listening.

We will figure this out together!

I know that you love...

I know you often find this hard but...

Would you like me to offer support or just listen?

What do you need help with?

Would you like a chat or do you need some time to yourself?

Why use EMR?

The EMR approach has many positives. This approach helps break the art of relationships down into manageable steps, which can be followed easily using this guidance. People with healthy, positive and supportive relationships are more likely to be happier and healthier, NHS (2023).

<https://www.nhs.uk/every-mind-matters/lifes-challenges/maintaining-healthy-relationships-and-mental-wellbeing/>

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This method aligns with many of the statements that the Education Endowment Fund (EEF) (2021) Guidance report for Improving Behaviour in Schools suggests. For example, 1 'Know and Understand Your Pupils'. This links to the first stage of establishing a good student-teacher relationship by being proactive and understanding their influences in and out of school. In addition, it relates to number 2 'Teach Learning Behaviours Alongside Managing Misbehaviours' here, intentional language can be used to maintain positive relationships, by again being proactive to promote desired outcomes of pupils and prevent the need for the restore stage. It also allows pupils to learn from choices that they make and prevent wrong choices from being displayed again. Finally, it relates to number 6 'Consistency is Key'. If all staff follow a desired method, then positive relationships can be effectively established, maintained and restored. It gives teachers and non-teaching staff the scope to promote high expectations which are necessary for pupil attainment. It allows the school to promote a 'way we do things around here' approach which should lead to higher social and academic achievement.

More information from the Education Endowment Fund can be found by clicking the link below:

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1688983284

Challenges and strategies to overcome them

Enabling this system to be consistent in a large 3-form entry Primary School may present a challenge. To overcome this challenge, training on the benefits will be provided to all staff. This will enable staff to ensure the EMR system is understood and recognised as a useful tool for maintaining healthy relationships to prevent behaviour incidents and promote high expectations.

An additional challenge may be presented by pupils with SEMH or SEND. It may take pupils longer to build a relationship that is maintained or to restore that relationship if it has been damaged. We must understand that for some pupils there may be barriers to building relationships such as lack of time, an emotional reaction or a past event. Staff must be patient and be prepared to take the time necessary to restore relationships with individual pupils. Understanding individual pupils and their interests may support the process of building initial relationships or restoring damaged ones.

Additional resources

<https://www.edpsychd.co.uk/blog/EMR-model-building-relationships>

[file:///C:/Users/s25kceillam/Downloads/ARC-Module%205-Establish-Maintain-Restore%20Guide%20Intro%20\(1\).pdf](file:///C:/Users/s25kceillam/Downloads/ARC-Module%205-Establish-Maintain-Restore%20Guide%20Intro%20(1).pdf)

<https://classteaching.wordpress.com/2019/06/12/improving-behaviour-strategies-for-teachers/>

Behaviour Policy

Appendix 7

Dear (enter parents' names),

I am sorry to inform you that your child has been issued with a debit today.

Category of issue: pick from list below and remove remaining options

Behaviour

Unkindness to other children
Bullying
Rough play
Physical aggression/fighting
Swearing/inappropriate language
Racist or homophobic incidents
Persistent low level disruption
Persistent lack of effort
Lack of respect/damage to property
Lack of respect/rudeness to staff
Dishonesty/lying
Other including not following instructions

Reason for issue: Please enter description of incident here

Next steps: Please enter target(s) relating to Behaviour Curriculum

Please be assured that this matter has been investigated thoroughly, in accordance with Greswold's Behaviour Policy, with the following steps being taken:

- Liaison with other members of staff, which may include Class Teachers, Play Leaders, Lunchtime Supervisors, Support Staff and SLT
- Time given to children involved to self-regulate before conversations were had
- Accounts of incident sourced from all pupils, adults and witnesses involved
- Restorative conversation had with all pupils involved
- Behaviour Policy appendix 2 referred to.
- Next steps have been thoughtfully designed to help your child improve moving forward

We would be very grateful if you could reinforce the next steps we have suggested. A copy of Greswold's Behaviour Policy can be found here on our website in About School / Policies.

Please acknowledge receipt of this email.

Yours faithfully,

1(Enter teacher's name)

Behaviour Policy

Appendix 8

Behaviour Policy – Shared Script	
Language	Cat.
Thank you for showing our values / Thank you for showing our value of....	Positive
Tomorrow / This afternoon is a fresh start	
I'm proud of how you...	
Thank you to those of you who are showing me you're ready	
Let's reset	Gentle Reminder
Let's get ourselves ready to learn	
Show me good listening / sitting and that you're ready to learn	
Pause and take a moment to think about what you should be doing now	
Thank you to those who are ready	
Show me you're listening	
Let's bring our focus back to the learning	
I'm noticing you're not following our values / expectations right now	
At Greswold, we.....	
Indoor voices please	
Which option will help you to move forward?	Choice and Responsibility
You can choose the behaviour, but you can't choose the consequence.	
You're responsible for your next choice - choice and responsibility	
Would you prefer to read with me or Mrs... or would you prefer to listen/focus at your desk, on the carpet or by sitting next to me?	
That's not okay / That choice of behaviour is not okay	
I wonder if it did happen, but you've realised it wasn't a good choice and that's what's making it difficult to tell me now	
When you're ready, you can talk and I will listen	De-escalation
Let's take a moment	
I'm here to help	
I can see this feels difficult right now	
I can see that something is wrong	
I can see you're upset, are you able to tell me what's wrong?	
Do you want me to help or just listen?	
Come with me and we can sort this out together	
What happened?	Restorative
What were you thinking at the time?	
What have you thought about since?	
How do you think they feel?	
What needs to happen to make things right?	
'My Voice' – that staff member is leading the situation and communication with the child. Other verbal interaction should be minimized.	De-escalation / Team Teach terminology
'Do you need any help?' 'Help is available' – An offer to help the staff member which can be refused or accepted. The staff member leading the situation may make a request.	
'I can take over now' – Someone can see that the staff member needs to be away from the situation.	

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I can see you are persevering	Growth mindset
Success comes from effort and practice	
What can you do to help yourself?	