St Giles' C of E Primary School

Learn, Grow and Flourish

Behaviour Policy

Last Reviewed: September 2026

Review Date: September 2027

Ethos Statement

St Giles C of E Primary School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

Mark Pipe **September 2026**

Mark Pipe — Date

Headteacher

September 2026

Chair of Governors — Date

Behaviour Policy Principles

St Giles Primary School, everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. The Senior Leadership Team have responsibility for the content of this policy.

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St Giles' C of E Primary School

Learn, Grow and Flourish

Our school values are **Kindness, Respect, Courage, Honesty, Perseverance.** With these in mind, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We aim to:

- Provide a safe, comfortable and caring environment where optimum learning take place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and use restorative approaches to manage behaviour

Purpose of the behaviour policy:

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

- Foster the belief that all children can succeed with the right support and choices
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff will:

- Smile and be welcoming to all children
- Be at the front of the classroom, at the start of the day
- Be in the classroom, ready for each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to our school values
- Record behaviour incidents on CPOMS

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The Head teacher and the Senior Leadership Team will:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home/certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records on CPOMS
- Support teachers in managing children with more complex or challenging behaviours
- Meet with parents to discuss any behaviour concerns when appropriate

All pupils will:

- Be Respectful
- Be Ready
- Be Safe

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well but also develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson

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- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Adult strategies to develop excellent behaviour

These guidelines are based on the principle that all students and adults at St Giles C of E Primary School should be valued equally, respect the needs of others and promote a positive climate for learning. *Everyone is asked to be "ready, respectful and safe"*.

This outline of good practice is the way to good order; it can help you professionally as well as creating an atmosphere in which effective teaching and learning can take place. Good behaviour depends above all on establishing appropriate relationships with students and young people.

Staff must take the initiative to establish relationships and if we act in a consistent and positive way, so will the vast majority of students.

We will:

IDENITIFY the behaviour we expect Explicitly **TEACH**

behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour (the 'over and above' behaviour)

CREATE conditions for excellent behaviour

Language around Behaviour

A common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave.

Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and
we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

Behaviour for Learning

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our policy is based on the work of Paul Dix and his book 'When the adults change, everything changes'.

Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

''When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.''

Paul Dix

Foundations of Behaviour for Learning.

Kindness, Respect, Courage, Honesty, Perseverance

Have a positive presence in the classroom

Movement in the classroom/space

Sitting alongside pupils (physically & emotionally)

Creating an atmosphere of:

- psychological safety
- It is ok to make mistakes- including adults

Discrete cues that support low level behavior management.

Reassurance and positive praise.

Taking the time to remind pupils of the processes they have been through to meet challenges/succeed or overcome barriers (this includes barriers around attendance/ punctuality).

Enhanced engagement in learning by pupils, including;

- Through questioning
- Through prior knowledge and interests
- Engaging with adult's feedback
- Pupils as experts
- Roles and responsibilities for pupils
- Providing opportunities through the curriculum to develop class/group cohesion and WOWWW Project

Visible Consistencies

- Daily meet and greet - on time at 8.30am for 'Soft Start' breakfast time.
- Persistently catching children doing the right thing
- Picking up on children who are failing to meet expectations
- Accompanying children to the playground at the end of every day on time
- Praising in public
- Reminding in private
- Consistent language

Themes

Each week, the school has a theme which is introduced to the children on a Monday. This theme is linked directly to the school's values. The weekly celebration worship (Friday afternoon) then recognized a child from each year group who has demonstrated this theme. Children are then invited to a celebration Tea the following Monday with the Headteacher/SLT.

Over and Above Recognition

Verbal praise - short term (daily) & frequent

Stickers - short / long term

Show work to another adults - short / long term

SLT praise - short / long term

Notes home

Class Rewards - long term. E.g. Marble jar

House points/Badger Badge for increments of 50 Dojos

House point reward termly

Phone call/text home - long term

'Celebration Tea'

BEHAVIOUR PATHWAY

Reminder o > Warning o > Time Out o

Follow up / reparative conversation

It could be that staff would like a senior member of staff to be part of the follow- up/reparative conversation.

- Parents phoned
- Parents called to school
- Exclusion

A range of pupil support systems are used to support behaviour needs within the school. These include: Reasonable adjustments made to provision, Pastoral Support Plans, Risk Assessment

Management Plans, advice from Local Behaviour Cluster Meetings, referrals to Behaviour Support Outreach (Links Academy), adapted provision in line with the school Nurture Policy.

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1. REMINDER	***Stepped Boundaries… Gentle Approach, use child's name, child level, eye contact, deliver message*** I noticed you chose to …… (noticed behaviour) At St Giles' we are/show (insert value) You now have the chance to make a better choice by (describe choice) Thank you for listening *Example* *"I notice that you're running. You are breaking our school value of being considerate to those in our community. Please walk. Thank you for listening."* *"You're running. That's not safe. Please walk. Thank you."*
2. WARNING	I noticed you chose to …… (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you continue to choose not to show (insert value) again you will choose to have a sanction…

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	(work at another table/ go to the quiet area etc.) (Learner's name), do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. *Example* *"I have noticed you are not ready to do your work. You are ignoring the school value of being responsible.* *Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today.* *Thank you for listening."* *"You're not ready / not doing your work. That's not what we do here.* *. Do you remember how you got it done and finished yesterday? That is what I need to see today. Thank you."*

3. TIME OUT	I noticed you chose to …… (noticed behaviour) You need to……(go to our partner class etc) Playground: You need to stand by me I will speak to you in two minutes *Example* *"I have noticed you chose to use rude words. You are breaking the school value of being kind and respectful to our community. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening."* *"You've used rude words. You aren't being kind and respectful. You've chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you."* ***DO NOT describe child's behaviour to other adult in front of the child***

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4. FOLLOW UP – REPAIR & RESTORE	• What happened? (Neutral, dispassionate language.) • What were you feeling at the time? • What have you felt since? • How did this make people feel & how could you make them feel better? • Who has been affected? What should we do to put things right? How can we do things differently?
***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**	

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Supporting pupils with SEND

In line with The Equality Act 2010 in respect of pupils with SEN, reasonable adjustments to the school behaviour policy will be made for pupils with SEND.

We recognise that for some pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear.

Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

For some pupils, using the Zones of Regulation approach will help identify the child's feelings, triggers and appropriate way to respond. The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's Learning Plan. Teachers need to use Learning Plans to understand what works and what doesn't work for that child.

Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their Learning Plan and Class Provision Map which will be monitored by the SENCo.

A child's triggers for negative behaviour need to be on their Learning Plan so that everyone can be aware of these. Teachers who are preparing their classes to be covered by someone else must ensure Learning Plans and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent.

Teachers will need to be particularly aware of this when leaving a child with attachment needs or who have previously suffered trauma.

Unacceptable Behaviour

While we aim to ensure that all children behave in an acceptable way, by following our positive ethos, on rare occasions children's behaviour can be unacceptable and they may require additional support.

The following are examples of unacceptable behaviour in our schools, with guidance as to how this may be managed. The list below is to illustrate an overview

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of the behaviours that may qualify for sanctions, this list is not exhaustive and sanctions are decided upon at the head teacher's judgement and discretion.

Guidance regarding levels of unacceptable behaviour

Level 1 (Class Log)	*Level 2 (Class log)*	*Level 3*
	Persistent Level 1 behaviour	**Persistent Level 2 behaviour**
Disregarding Values		
Pushing in or not taking turn		
Interrupting		
Talking when an adult is speaking		
Attention seeking		
Spoiling others' games		
Avoiding work / wasting time		
Bringing sweets, chewing gum or inappropriate items to school		
Calling out / making inappropriate noises in lessons		
Running inside school		
Spreading rumours		
Arguing with pupils	Arguing with staff	
Stopping the learning of other children	Frequent disruption to lessons	Persistent disruption to lessons

Disrespectful attitude	Rudeness	Verbal abuse of staff or pupils
Using swear words and gestures	Swearing at pupils	Swearing at staff
Play fighting	Aggressive play	Fighting
Lying	Persistent lying	Blatant dishonesty and refusal to accept responsibility
Lack of co-operation	Refusal to follow instructions / deliberate defiance or disobedience	Dangerous defiance or refusal to follow instructions
Being careless with school equipment	Defacement, e.g., scribbling on desk or others' work	Graffiti / vandalism / wilful destruction of the school environment or property
Unwanted physical contact	Kicking, hitting, punching, biting, pushing, etc.	Violent physical attack or causing bodily harm towards pupils or staff
	Retaliation	Serious physical retaliation
	Leaving class without permission	Leaving school without permission
	Inappropriate touching	Inappropriate sexualised behaviour / peer on peer sexual abuse
Spitting on the ground		Spitting at a child or adult
Teasing, name calling		Intimidation or tormenting (including via the internet)
		Racial, social, cultural, homophobic or religious abuse
		Stealing

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		Possession / use of / supply of weapons, illegal drugs, alcohol, cigarettes or other inappropriate materials
		Putting themselves or others at risk of harm
		Bullying or extortion
		Inappropriate use of social media
		Bringing the school into disrepute, before, during or after school
		Malicious allegations made against staff that are found to be untrue following investigation.
		Compromising the school IT system inappropriately.

When dealing with inappropriate behaviour the following graded response and consequence procedure may be used as guidance, however the level of seriousness of the behaviour, the age, needs and situation of the child and the context in which the problem arose will be taken into consideration. Possible consequences of unacceptable behaviour are:

Level 1	**Level 2**	**Level 3**
• Reminder of the Values • Verbal apology	• Incident recorded in class Pupil Records file • Written apology • Exclusion from after school	• Being spoken to by Headteacher and parents together • Pastoral Support Plan between pupil, parent

• Finishing work at break time or at home • Positive re-direction, highlighting the good example of others • Being spoken to about the consequences of their behaviour by a member of staff • Parents informed verbally (could be by telephone or at home-time) • Re-positioning within the group / classroom • Distraction free work area in the classroom • Removed from a game at break / lunchtime for a set period • Talking through and resolving incidents, recording when appropriate	activities, eg. Football Club • Being spoken to about the consequences of their behaviour by a senior member of staff • Parents contacted and a meeting held with the child in attendance • Regular Home – School communication • Re-location to a another class for a specified period, with work • Parents informed in writing (copy kept on file) • Loss of break time • Regular monitoring of pupil's work or behaviour and parents kept informed • Senior staff investigating and recording behaviour • Restorative meeting held	and teacher with specific targets and time scale • Safety Support Plan for dangerous and persistently defiant behaviour • Risk Assessment Management Plan (RAMP) agreed with parents and teachers for dangerous or sexualised behaviour • Head teacher's letter sent to parents (copy kept on file) • Regular monitoring of work or behaviour by Head teacher • Community service • Fixed term exclusion (this can include lunchtime exclusions) • In-school exclusion – child supervised by SLT. The time frame for this sanction is limited to 2 consecutive school days. • Support requested from outside agencies, eg, BSS, EP • Request for Multi- Agency Assessment where there are safeguarding

		• concerns in relation to behaviour. • Permanent Exclusion

All consequences for behaviour will be decided upon by a paid member of staff and authorised by the head teacher. The head teacher, along with the senior leadership team, will ensure that the policy is implemented reasonably and that reasonable adjustments are made for children with characteristics protected by the Equality Act 2010.

Misbehaviour Outside of School Premises

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is taking part in any school-organised or school- related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

or misbehaviour at any time, whether or not the conditions above apply, that:

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

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Right to Search and Confiscation

Headteachers and their designated staff have the right to search for prohibited items with or without consent. They will follow the guidelines from 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies February 2014'. Which was updated to Searching, Screening and Confiscation Advice for schools July 22.

Inappropriate items may be confiscated. These will be returned after a designated time (up to a week) to either the child or parent.

Exclusions

Only the Headteacher may exclude a child, which is a sanction for serious acts of inappropriate behaviour. When used, the reason for exclusion must be explained to the child and their parent(s), recorded on file, and the school must follow DfE guidelines: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. July 22.

Prior to the decision to permanently exclude a pupil a meeting will be held with parents/carers following the DfE exclusion guidance, in which it is stated that, "A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school." However, the threat of exclusion would never be used to influence parents to remove their child from the school.

Recording Incidents

- A CPOMS (the school incident recording system) record must be completed for level 3 or above incidents, and reported to SLT, and may be for level 2, using other children's initials for confidentiality.
- Any incidents where parents have been informed, are serious or persistent, **must** be logged on CPOMS for tracking and future reference.
- The Headteacher will be informed of Level 3 incidents when considering exclusion.
- Exclusions and CPOMS will be monitored by the SLT for Behaviour, for termly reporting to Local Governing Board and where necessary the Local Authority.

Bullying, Racial and Equality Incidents

These incidents, are considered to be extremely serious and are treated with zero tolerance. All staff who become aware of an allegation of bullying, racial harassment, gender issues or radicalization must refer to the school's **AntiBullying and Anti Racism Statement**. Incidents should be reported to SLT and recorded on a Serious Incident Form.

Serious incidents are reported to the Local Governing Board termly for each school.

Sexualised behaviour/child on child sexual abuse

Any incidents of sexualised behaviour or peer on peer sexual abuse are dealt with by implementing appropriate sanctions outlined in the table above. Where necessary, the Designated Senior Person (DSP) will contact external agencies and/or Hertfordshire Children's Services for further advice following the school's **Child Protection Policy**. St Giles CoE Primary School has developed a carefully planned curriculum that teaches Relationships, sex and health education and provides extensive pastoral care for all pupils.

Physical Intervention

Our commitment to positive behaviour management means that physical intervention is used very rarely, and only as a last resort when all other preventative methods have proved ineffective. Physical intervention will never be used as a form of punishment. We have a number of staff trained in the 'Approach' technique of physical intervention. (Refer to the **Physical Intervention Policy.)**

Section 93 of the Education and Inspections Act 2006 affirms the lawful right for a member of staff to use reasonable force. It says, "School staff may use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil)
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school, or among any pupils receiving education at the school, whether during a teaching session or otherwise".

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency. Continued professional development is embedded for all staff to assist in achieving the aims of this policy

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

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There may be incidents in which the school's safeguarding procedures will be invoked in relation to behaviours causing a concern in response to forms of abuse.

This will be actioned by the head teacher and designated senior person (DSP).

This policy is shared with staff and governors annually. Parents can access the policy via the school website which is shared annually. Children in the school have regular PSHE lessons and assemblies that outline and reflect the content of the Behaviour Policy.

This behaviour policy has been written in accordance with the latest legislation and DfE guidance:

Link to A guide to the law for school governors:
http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl

Link to the Department's advice on the Equality Act 2010:
http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064 570/the-equality-act-2010

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:
http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-andgoverning-bodies

Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff':
http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-inschools/allegations-of-abuse-against-staff

Searching, screening and confiscation at school - GOV.UK (www.gov.uk)

Review and Monitoring

The Behaviour for Learning Policy is monitored by the Local Governing Board. The policy will be reviewed annually

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