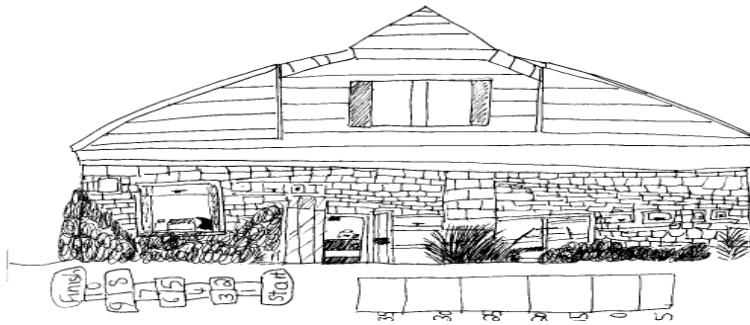


Graveley Primary School

A Church of England (VC) School



Behaviour Policy

Date of policy	Autumn Term 2026
Date ratified by the Governing Board	16/9/2026
Date of next review	Autumn Term 2027

At Graveley Primary School, we believe that every child deserves unconditional positive regard (UPR). A child will thrive when they know that adults are there to support them, not only through the positive times, but also in their more difficult moments.

Kindness is central to all we do. Kindness must be modelled, shared and explicitly taught through every interaction between an adult and a child. It should form the foundation of children's interactions with each other.

The core beliefs of Graveley Primary School are that:

- **Behaviour communicates:**

We believe that behaviour communicates information about need and recognise that some learners will require additional, individual support to help them with their development. We also understand that needs can change and we will adapt our approach accordingly. Being aware of each child's needs and their individual circumstances helps us to act in the fairest way

- **Behaviour can change:**

We strongly believe that behaviour is a learnt response that can be changed. It can be changed when pupils feel safe, lowering their toxic stress levels. It can be changed by repairing adverse brain development through playful, empathic and reflective adult/child relationships. It can be changed by providing repeated positive relational experiences, which enables pupils to view relationships as nurturing, not threatening. Praising and a system of rewards are more likely to change behaviour than blaming and punishing. We understand that behaviour does not change all at once and we will stagger expectations and offer praise when progress is made.

- **Behaviour is about everyone:**

We all have a role to play in modelling, supporting and managing behaviour. Reinforcing good behaviour helps our children feel good about themselves. As a team, we understand that our actions will be scrutinised and will exemplify our core values to learners with on-going clear examples. We always consider the safety of other children, the impact on learning and strive to minimise disruption while helping children acquire self-discipline.

- **Behaviour is linked to our Christian and British Values:**

We believe that it is our responsibility to contribute to pupils' personal development through the promotion of fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Christian values encourage pupils to build strong, positive relationships with one another and with adults, fostering a sense of community and mutual respect.

We believe that, to facilitate teaching and learning, pro-social behaviour must be demonstrated in all aspects of school life. We are committed to following a relational approach to managing behaviour which :

- Develops strong, connected relationships with our pupils to enable early intervention
- Promotes, teaches and celebrates pro-social behaviour
- Promotes self-esteem, self-discipline and positive relationships based on mutual respect and kindness
- Ensures equality, equity and fair treatment for all
- Teaches children to self-regulate their emotions and behaviours by modelling co-regulation
- Praises and rewards pro-social behaviour
- Challenges anti-social behaviour and teaches children about its impact and how to change behaviour
- Provides a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encourages positive relationships with parents/carers
- Promotes a culture of praise and encouragement in which all pupils can achieve.

1. Key roles and responsibilities

- 1.1** The Graveley School Governing Body will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation. They will also approve this policy.
- 1.2.** The Graveley School Governing Body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3.** The Graveley School Governing Body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.4.** The Headteacher is responsible for reviewing this behaviour policy, in conjunction with the Deputy Headteacher and Governing Body. They will ensure that the school environment encourages pro-social behaviour and that staff deal effectively with anti-social behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- 1.5.** Adults, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.6.** Adults, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 1.7.** Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 1.8.** Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling pro-social behaviour in the home.
- 1.9.** Pupils are responsible for their own behaviour both inside school and out in the wider community.
- 1.10** Pupils are responsible for their social and learning environment and agree to report all anti-social behaviour to a trusted school adult.

2. Definitions

2.1 For this policy, the school defines “serious unacceptable behaviour” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, damage school property and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual based on disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation • Persistent and/or deliberate disruption to the learning of others
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Racist remarks
- Possession of legal or illegal drugs, alcohol or tobacco
- Absconding from the classroom and/or the school grounds
- Throwing items in anger, either in the classroom or on the playground
- Refusing to comply with protective consequences
- Theft
- Swearing or threatening language
- Fighting or aggression towards adults or children
- Possession and/or use of a weapon of any kind either actual or threatened.
- Physical assault on adults or children
- Spitting and biting
- Damage to property
- Inappropriate use of mobile phones

2.2 For this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Calling out and interrupting in class
- Inappropriate body language with others, such as not keeping hands to oneself
- Failure to follow instructions
- Disrupting the learning of others
- Not following classroom rules
- Graffiti on workbooks

3. Training of staff

- 3.1.** As a school, we recognise positive behaviour must be taught and more importantly, consistently modelled by all staff – this is how children learn. We realise that as adults, we are responsible for creating the culture of the school – we ‘make the weather.’ Our priority is therefore to ensure that all staff engage with, understand, agree to and carry out a relational approach to managing behaviour. As such, all staff receive training in relation to the intent of the approach and the body of data that evidences its effectiveness.
- 3.2** All staff will receive training on this policy as part of their induction.
- 3.2** Teachers and support staff will receive further annual training as part of their development focusing on a range of elements within the relational approach, including but not limited to:
- Unconditional positive regard for all our children.
 - Reasonable, proportionate and necessary responses to negative behaviour.
 - ‘Connection before correction’ – establishing positive, strong and professional relationships.
 - Removing all shame associated with responses to negative behaviours.
 - Providing ‘flexible consistency’ for our children.
 - Promoting a culture of inclusivity.
 - Building strong, professional relationships.
 - Diffusing negative behaviours before they escalate.
 - How to hold effective restorative conversations.

4. Pupil expectations

- 4.1.** Pupils and parents/carers will be expected to uphold our school values of:

Belonging, Faith, Love, Hope, Justice, Resilience

Expectations include:

- Arrive to school on time and fully prepared.
 - Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
 - Behave in a pro-social manner towards all staff and pupils.
 - Follow classroom rules and procedures.
 - Show respect for the opinions and beliefs of others.
 - Complete classwork as requested.
 - Report unacceptable behaviour.
 - Show respect for the school environment.
- 4.2.** The school will ensure that pupils uphold our values by teaching them how to behave sensibly, such as how to:
- Line up in groups when entering or leaving the classroom.
 - Sit safely on school chairs, carpets, hall floors, etc.
 - Use appropriate voice levels and language, showing good manners.
 - Raise their hands when they wish to speak in class or assemblies.
 - Model good behaviour and kindness to other pupils.
 - Work as a team and respect others’ views, beliefs and faiths when engaging in tasks.
 - To recognise the impact of their behaviour and actions on the learning and well-being of others

5. Staff Expectations

5.1. All staff will adhere to the Graveley School Code of Conduct.

5.2. All staff will treat pupils with respect and understanding through:

- Having unconditional positive regard for all children in our school
- Speaking calmly and politely at an appropriate volume
- Using positive phrasing when discussing negative behaviour
- Using warm, restorative body language which does not intimidate
- Avoiding behaviours that may belittle or humiliate a child, either publicly or more privately
- Issuing restorative consequences, when needed, which are either educational and/or protective in nature
- Allowing space and time for children to be able to regulate their emotions and behaviours, modelling this with co-regulation

5.3. All new members of staff will receive training from the Deputy Headteacher on the appropriate methods of **using physical contact to direct and/or steer pupils.**

If physical contact is required to steer a pupil towards an activity, or escort away from a dangerous situation the following techniques should be used: 'Offering an Arm', 'Supportive Arm', 'Open Mitten Guide', or 'Open Mitten Escort'.

This approach adopts the least intrusive intervention for the shortest period of time, to achieve the aim of defusing or preventing escalation.

Pupils **should not** be carried by members of staff, unless there is a significant risk of harm or has an individual behaviour plan.

5.4 Staff will only use "**Restrictive Physical Intervention**" (the term used to describe interventions where the use of force to control a person's behaviour is employed using bodily contact) in exceptional circumstances as a last resort and only to prevent a pupil from injuring self or others. **All restrictive physical intervention will be**

- **Necessary**
- **Reasonable and**
- **Proportionate**

Any restrictive physical intervention must be reported to a member of SLT and jointly recorded and logged on the school's internal record system, held in the Head's Office. Parents must also be informed.

5.5. Staff will strive to build positive relationships with all pupils through a commitment to analysing behaviour with the aim of supporting pupils to overcome barriers to learning.

26. Teaching and rewarding pro-social behaviour

6.1. The school will teach pro-social behaviour through:

- Developing positive relationships
- Role-modelling pro-social behaviour always
- Demonstrating consistency in responses, strategies and approaches
- Providing rewards and positive reinforcement (see below)
- Providing feedback and recognition in response to behaviour
- Collective Worship with a focus on pro-social behaviours and the Graveley Values
- PSHE lessons

The school aims to instil in children intrinsic motivation for behaving with respect and kindness. However, we may also use the following rewards for displaying pro-social behaviour:

Verbal and non-verbal praise.

Class Dojo messages to parents.

Public display of work to be celebrated.

Occasional reward stickers linked to the values.

Opportunities for greater responsibility in school.

Sharing good work or behaviour with other members of staff.

Whole class reward systems.

The annual "Graveley Values Award."

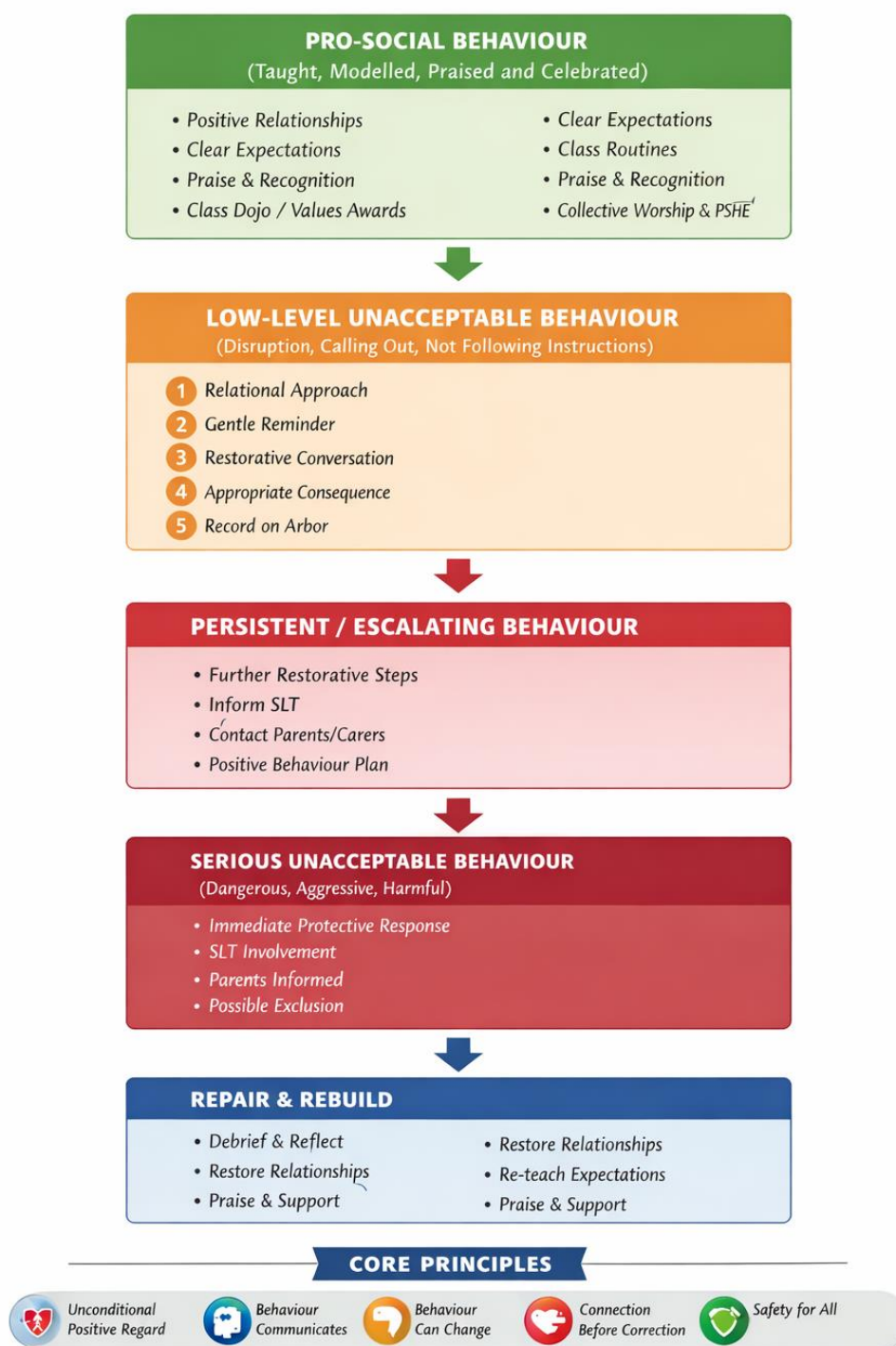
7. Response to inappropriate behaviour and consequences

- 7.1** The school has a restorative approach to behaviour and understands that consequences alone do not positively impact future behaviour. Our aim is never to 'punish' negative behaviours but to keep all children safe, maximise learning, encourage reflection, discussion and to positively impact future behaviour.
- 7.2** Where pupils are exhibiting inappropriate behaviour, adults will strive to disempower that behaviour by ignoring and focusing their attention on pro-social behaviours in the classroom.
- 7.3** When pupils display dangerous, aggressive and/or threatening behaviour, the school will act in line with guidance and always with the best interests of that child and the other children at heart. **7.4** Consequences are never thought of as punishments. They must always have a purpose and be either:
- Educational (learning to behave in a different way or learning to understand the impact on others)
 - Restorative (actively working to mend or fix a situation or relationship)
 - Protective (an action taken to keep the child or others safe)
- 7.5** For some children, a positive behaviour plan may be written to support the management of difficult or dangerous behaviour in an individual way according to the needs of the child. These plans are co-ordinated by the Deputy Head and written in conjunction with the teaching team and parents.

7.6 The diagram below shows a typical response model for supporting behaviour at Graveley Primary School.

Typical Response Model for Supporting Behaviour

Graveley Primary School



7.7 At Graveley Primary School, we recognise that, at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. This is particularly important to consider when the child may have Special Educational Needs. This is always considered on an individual basis to ensure equity for all.

7.8 We recognise that the behaviour of some children may sometimes be an involuntary expression of distress or crisis. Although restorative, protective and educational consequences are always used, this is always considered on an individual basis to ensure equity for all.

Rooted in God's love, growing together in hope."
Ephesians 3:17

- 7.9** Teachers will use their judgement when issuing consequences, considering whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- 7.10** At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour. This de-briefing will happen in an age-appropriate way after sufficient emotional recovery time.
- 7.11** Incidents of child-on-child abuse, sexual harassment or intimidation will be taken extremely seriously and will always result in a phone call home, reparative consequences and further, bespoke education for the perpetrator. It may result in a fixed term exclusion.
- 7.12** Any member of staff who witnesses a display of unacceptable behaviour, or who issues any consequence to a pupil, must report this to the Head Teacher and record it on CPOMS.
- 7.13** The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

8. Outside school and the wider community

- 8.1** Pupils at the school must agree to represent the school in a positive manner.
- 8.2** The guidance laid out in this policy applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 8.3** Complaints from members of the public about anti-social behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Policy.

9. Recording

- 9.1** All behaviour incidents are recorded in CPOMS, and the following types of behaviour are reported directly to SLT to ensure appropriate challenge and support is in place:
- Bullying
 - Violence
 - Any derogatory use of language relating to protected characteristics (racism, homophobic language etc)
 - Harmful Sexualised behaviour (including sexualised language)
- Any of the above will also be reported to parents.
- 9.2** Behaviour incidents are analysed regularly by the SLT to ensure proactive approaches to improving and supporting behaviour.

10. Monitoring and review

- 10.1** This policy will be reviewed by the Head Teacher, Deputy Headteacher and the FGB on an annual basis, who will make any necessary changes and communicate this to all members of staff. It will be published on the school's website.