BEHAVIOUR POLICY

2026 - 2027

Date	January 2025
Compiled by	Kathryn Dearing & Julia Kinch
Ratified by Governors	
Date for review	
Amendments	Updated consequence chart Updated information on Zones of regulation Updated information on Restorative Practice Updated information on Playground Behaviour Additional information included about TrackIt Lights

Looking to the future from the foundations of our past



Godfrey Ermen, local cotton mill owner, left money when he died for *"the benefit of any charitable philanthropic literary or educational institution . . . or in the formation and maintenance of hospitals, libraries, baths, wash-houses, model cottages, and generally in support of any object which may seem worthy of* ***encouragement*** *and assistance."*



Reflecting on our Christian foundation, the Bible reminds us through St Paul's letter to the Thessalonians:

"Therefore encourage one another and build each other up, just as in fact you are doing."

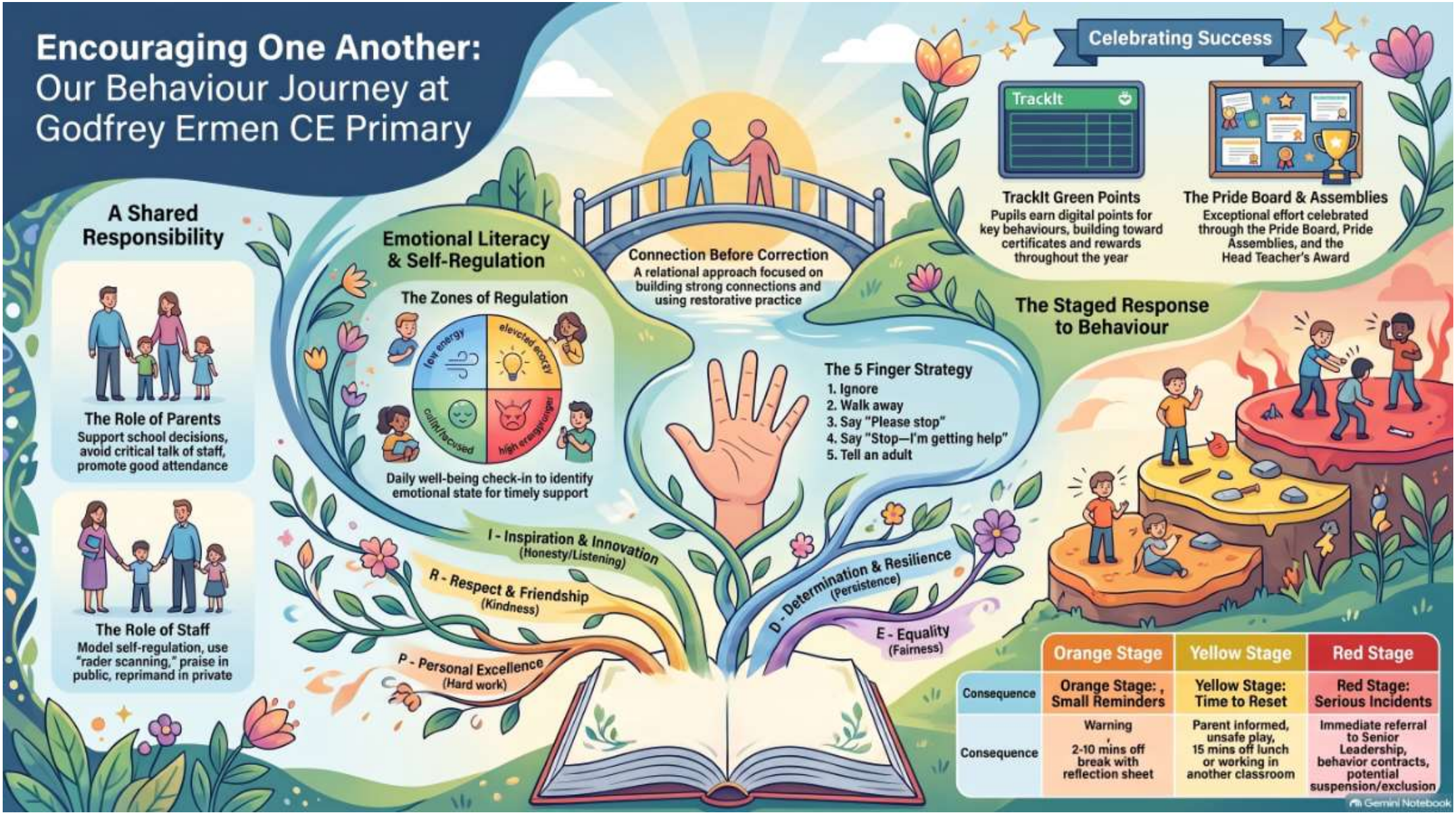
Thessalonians 1 5:11

By honouring God and our trusted foundation, we desire to live out our values by **encouraging** each other to work together, serving God and our community, to be the best we can be for ourselves, our families, our community and the wider world.

We are going to **encourage** each other through our PRIDE values:

VALUE	FOUNDATION	We look to the future to…
Personal Excellence	In all the work you are doing, work the best you can. Colossians 3:23-24	…work hard. … follow our learning rules.
Respect & Friendship	The whole law is made complete in one command: "Love your neighbour as you love yourself." Galatians 5:14	…be kind and gentle. … care for our environment.
Inspiration & Innovation	Continue to think about the things that are good and worthy of praise. Think about the things that are true and honourable and right and pure and beautiful and respected. Philippians 4:8	… listen. … be honest.
Determination & Resilience	I can do all things through Christ because he gives me strength. Philippians 4:13	… feel confident to try and know we can make mistakes. … not give up.
Equality	Now, in Christ, there is no difference between Jew and Greek. There is no difference between slaves and free men. There is no difference male and female. You are the same in Christ Jesus. Galatians 3:28	… be fair. … keep each other happy.

Our behaviour policy in a nutshell:



At Godfrey Ermen CE Primary School, we believe every child deserves the opportunity to learn and thrive, and every teacher deserves the right to teach in a calm and respectful environment. To achieve this, we all share the responsibility of setting high expectations for behaviour and being consistent in how we guide and support our pupils.

We encourage children to show respect for one another, for adults, and for property, and to demonstrate kindness and good manners in all they do. Behaviours such as foul language or any form of verbal or physical harm are not acceptable from any member of our school community.

We are proud of the excellent behaviour shown by the vast majority of our pupils. However, we recognise that some children may need extra support to meet these expectations. It is important that we identify these behaviours early and work together to develop positive strategies. While occasional adult guidance is sometimes necessary, our behaviour policy is rooted in praise, encouragement, and the building of strong, positive relationships—helping every child to grow and succeed.

Aims of the Policy

- To create a calm, purposeful, and joyful atmosphere where every child feels safe, valued, and ready to learn.
- To inspire our pupils to develop a positive attitude towards school and a love for learning that lasts a lifetime.
- To nurture caring and respectful relationships, celebrating achievements of all kinds so every child feels appreciated.
- To encourage independence and self-discipline, helping each child take responsibility for their own choices and behaviour.
- To ensure a consistent and supportive approach to behaviour across the school, working in partnership with parents and carers.
- To make expectations clear and provide safe boundaries that allow children to flourish with confidence.
- To promote understanding and awareness of positive behaviour, guiding children towards kindness, respect, and responsibility.

Our School Values

We believe that every member of our school family plays an important role in living out our values each day. Together, we strive to uphold these principles with encouragement, kindness, respect, and a sense of shared responsibility, creating a community where everyone feels valued, supported and encouraged.

Looking to the Future from the Foundations of Our Past

St Paul reminds us:
"Encourage one another and build each other up."
1 Thessalonians 5:11

Honouring God and our Christian foundation, we strive to live out our values—working together to serve God, our community, and be the best we can for ourselves and others.

Our Christian ethos underpins our **PRIDE values**:

Personal Excellence
"Work at everything with all your heart."
Colossians 3:23-24

Respect & Friendship
"Love your neighbour as yourself."
Galatians 5:14

Inspiration & Innovation
"Think about what is true, right, pure, and worthy of praise."
Philippians 4:8

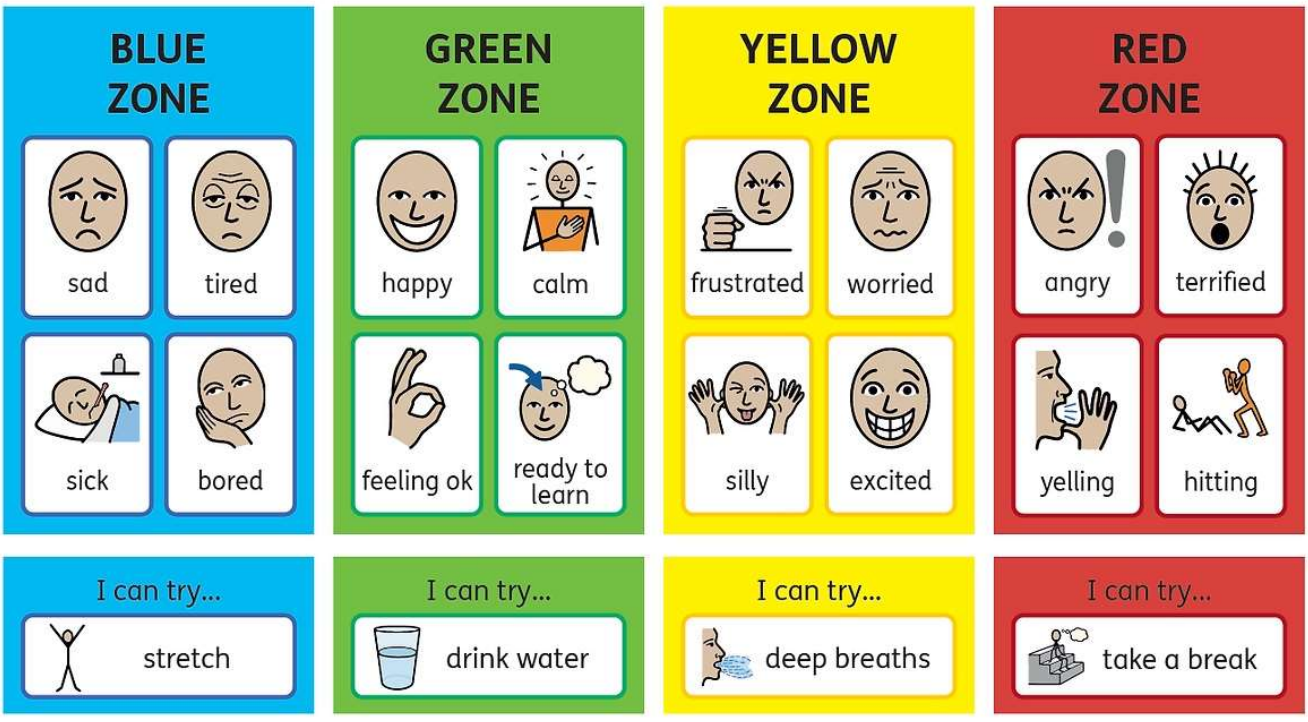
Determination & Resilience
"I can do all things through Christ who strengthens me."
Philippians 4:13

Equality
"In Christ, there is no difference… you are all one."
Galatians 3:28

Our Expectations for a Happy and Respectful School

Rooted in our Christian ethos and guided by our PRIDE values, we place relationships at the heart of all we do. We seek to uphold these values by nurturing a caring, respectful community where every child feels known, valued, and encouraged. Our **relational approach**—*connection before correction*—helps children make positive choices and grow academically, personally, and spiritually.

As part of this, we use the **Zones of Regulation** to support emotional literacy and wellbeing. Each morning, children identify how they are feeling and place themselves in a zone, with the opportunity to update this throughout the day. Staff use this information thoughtfully to monitor pupil wellbeing, offer timely check-ins and regulation strategies, and adapt support so every child feels safe, ready, and able to learn. Children are then able to identify strategies to help them when they are in specific zones.



Positive behaviour is a collective responsibility, and it requires the active involvement of all stakeholders—staff, pupils and parents—working together to create a safe, respectful, and encouraging environment for every child

Pupils:

- **Treat everyone in our school community with kindness and respect,** following the Golden Rule: "Do to others as you would have them do to you."
- **Respect** school property, each other, and all adults by taking responsibility for your actions.
- **Use good manners and politeness** in all situations.
- **Take pride** in your learning and always try your best to complete tasks.
- **Move safely and calmly** around school, inside and out.
- **Be considerate** by not disturbing other classes when walking through school.
- **Celebrate diversity** by ensuring our words and actions are free from any form of bullying or discriminatory language or behaviour, including those related to protected characteristics such as race, religion, gender, sexual orientation, disability, and more.
- **Show resilience** by keeping going when things are challenging and having a desire to improve.
- **Celebrate success**—your own and others'—with joy and **encouragement.**

Staff:

Relationships, Values & Culture

- **Display and make regular reference to the PRIDE values and school rules**, embedding them into relationships and routines (including **Phase 1 & 2 'Learning Rules'** in a focal place).
- **Display and make regular reference to Zones of Regulation**, embedding them into relationships and routines so that children and staff can work together to recognise emotions and support each other, and build independence in self-regulation.
- **Embed the class charter** into daily routines and refer to it throughout the day to guide expectations and shared responsibility. (This is set at the beginning of each year).
- **Provide every child with opportunities to succeed**, recognising and celebrating their unique strengths.
- **Inspire pupils through encouragement and praise**, celebrating successes and fostering a sense of belonging and achievement.
- **Foster team spirit** in the class and celebrate the unique qualities of each child.

Calm, Safe Teaching Environment

- **Create a calm, purposeful, and safe classroom**, with an orderly physical environment that supports positive behaviour.
- **Be a calm, steady presence**, modelling self-regulation and respect.
- **Encourage quiet, respectful movement** in and out of school to maintain a calm atmosphere.
- **Be punctual and present when on duty**, modelling reliability and care.
- **Set high expectations for uniform**, fostering pride and belonging.
- **Focus on positive language choices** rather than saying "Don't…"

Daily Routines & Structured Support

- **Begin each morning and afternoon with a well-being check-in** to connect and gauge emotional readiness. (Opportunity for children to reflect on Zones of Regulation).
- **Plan short mindfulness moments** to pause, reflect, and prepare for learning.

- **Teach and revisit positive behaviour** (e.g., co-creating a class charter).
- **Restorative approaches employed** to move on.

Recognition, Feedback & Subtle Regulation

- **Use 'radar scanning'** to stay aware of engagement and needs.
- **Use the least invasive intervention** to redirect behaviour, maintaining dignity and connection.
- **Offer effective, constructive feedback**, following "*Praise in Public; Reprimand in Private.*"
- **Celebrate achievements** with a **Pride Board** and the **Track It green points** system.
- **Reinforce good choices and work** by informing parents/carers (stickers, certificates, notes, texts, WEDUC)

Consistency, Collaboration & Safeguarding

- **Be consistent and fair**, building trust through positive relationships and mutual respect.
- **Maintain shared expectations across staff**, ensuring consistency for every child.
- **Plan responsive Circle Time/Jigsaw sessions** based on class needs; reflect and adapt.
- **Use Positive Handling Plans** where appropriate, reflecting on individual triggers and strategies; review with the **Phase Leader**.
- **Inform and involve parents/carers** in support plans and ongoing communication.
- **Challenge and address any bullying or discriminatory behaviour**—including those related to **protected characteristics** (race, religion or belief, sex, sexual orientation, gender reassignment, disability, age, pregnancy and maternity, marriage and civil partnership). (Reinforced in worship sessions throughout the week).
- **Utilise the Track It system** to track behaviour patterns and identify additional support or strategies to enable success and regulation.

How Parents Can Support Our Behaviour Policy

- **Respect and trust staff** by supporting their decisions and reinforcing the school's expectations at home.
- **Model positive behaviour** and language when interacting with staff, pupils, and other parents.
- **Communicate openly and promptly** with school staff about any concerns or issues affecting your child's behaviour or wellbeing.
- **Encourage your child to follow school rules and values**, reminding them of the importance of respect, kindness, and responsibility.
- **Celebrate your child's successes** and praise positive behaviour both at school and at home.
- **Work in partnership with the school** by attending meetings, reading and using communication tools to inform, and engaging with behaviour support plans when needed.
- **Promote and encourage good attendance and punctuality**, as these contribute to a calm and consistent learning environment.
- **Avoid negative or critical conversations about staff in front of children**, as this can undermine respect and trust.
- **Support restorative approaches**, helping your child reflect on mistakes and learn from them.
- **Uphold the school's stance on equality and inclusion**, reinforcing that bullying or discriminatory behaviour is never acceptable.

How this reflects our PRIDE values:

Personal Excellence: We nurture high standards and a love of learning.

Respect & Friendship: We build kind, trusting relationships.

Inspiration & Innovation: We encourage curiosity and creative thinking.

Determination & Resilience: We support perseverance through challenges.

Equality: We affirm the dignity and worth of every child.

How Governors are informed about Our Behaviour Policy:

- **Half-termly reports** provide feedback on school initiatives and trends in behaviour – including the use of interventions, suspensions and exclusions.
- **Attend school link visits and fact finds**, to experience the school day, first -hand, and see the impact of this policy and other initiatives and meet with school leaders.
- **Feedback from staff and pupils and other stakeholders (incl., external agencies)** through external reports and meetings.
- **Hold school leaders to account** through impact statements on reports and action plans.

Inclusive Support

We recognise that inclusion means understanding that not all pupils will consistently meet behaviour expectations, and some may need additional support. Our approach is rooted in empathy and proactive strategies to encourage every child succeed. We promote positive behaviour at an individual level through the following:

- **Reinforce positive behaviour** and celebrate good choices.
- **Praise children who seek adult help**, supporting them to resolve issues and make apologies where necessary.
- Use **3 or 5 Point Scale, Zones of Regulation and Emotion Coaching** to help pupils recognise emotional states and develop calming strategies to return to their 'thinking brain.'
- Share concerns with **Phase Leader, SENDCO, and SLT** to devise an **Individual Positive Handling Plan.**
- Engage and involve **parents/carers** in support plans.
- Provide **close staff support**, such as playing near a member of staff during playtime.
- Offer targeted **interventions**, including:
    - Small group friendship support
    - Supported small group activities
    - Forest School sessions
    - Emotion Coaching
- Make referrals to **external agencies** where necessary (e.g., CAMHS, PIT, LSS, GADDAM, EMTAS Youth Service).
- Use **behaviour contracts** to support children in making positive choices, working towards clear goals and rewards.

Rewards:

We believe in celebrating effort, achievement, and positive choices as part of our relational approach. Rewards are designed to motivate and affirm pupils, helping them feel valued and proud of their

contributions. These include verbal praise throughout the day, Pride Points for demonstrating our school values, and notes home/ WEDUC messages to share successes with families. Pupils can also earn a range of certificates presented in our Pride Assembly, stickers for immediate recognition, and a Head Teacher's Award for exceptional effort or behaviour. Opportunities for responsibility, such as becoming a School Council representative or taking on monitor roles, are also offered as rewards, fostering leadership and a sense of belonging within our school community.

Children receive a green TrackIt point for demonstrating key behaviours. These are assigned by staff throughout the school day and build up to certificates for achieving key targets throughout the year.



Consequences

In school, pupils are supported to understand that negative choices affect others and are not acceptable. When inappropriate behaviour occurs, staff respond in proportion to its seriousness, guided by our Agreed Consequences Chart, which outlines examples of low, medium, and high-level behaviours and their corresponding responses. These are recorded in the TrackIt systems to identify patterns and next steps. Persistent low-level behaviour is escalated appropriately, while harmful or dangerous actions are treated as high-level incidents requiring a higher-level response. This consistent approach empowers staff to uphold clear boundaries, helping pupils feel safe and confident in trusted adults. Consequences may include discussion and reflection during break time, and where necessary, completion of a Reflection Sheet to encourage pupils to consider triggers, learn from mistakes, and restore relationships through apology and making amends. High-level incidents require staff to meet the same day to review antecedents, plans as needed. Through these steps, we aim to guide pupils towards positive choices while maintaining a calm, respectful school environment.

Restorative conversations also include the sharing of patterns in behaviour and setting positive targets to redirect behaviours.

Lunchtime and Break Times

Our aim during lunchtime and break times is to ensure that children feel safe, happy, and engaged in positive play. Staff will manage any issues calmly and fairly. If an incident is more serious, it will be recorded and may result in the child being removed from lunchtime/ break time activities and referred to a member of the Senior Leadership Team.

We also use these times to celebrate positive behaviour. Children demonstrating our School Values will be rewarded with Pride Points, reinforcing kindness, respect, and responsibility.

Playground Rules

1. **Play safely and kindly** – play fighting is not allowed so everyone can enjoy their time together.
2. **Show our School Values** in everything you do –encouragement, respect, kindness, and teamwork make playtimes happy for all.
3. **Keep everyone safe** – the fitness equipment, jungle gym and sports activities (football, basketball etc.) will be closed if they are wet/icy.
4. **Use equipment properly** – please don't climb on rails, benches or other structures.
5. **Listen for the first whistle** – pause and get ready to line up.
6. **On the second whistle** – walk calmly to your line where an adult will be waiting to greet you.
7. **Staff will be in different zones** so the whole playground is supervised and everyone feels safe.

Self- Regulation Strategies:

It is our aim to instil in our pupils a natural moral compass based on our school values. However, we are realistic and know that wrong choices can be made and fall-outs do happen – which is where it is so important that our pupils are aware of strategies to 'deal with the feeling' so that they can choose the best course of action.

Through a progressive approach, our pupils will first be taught the '5 Finger Strategy before adopting a strategy of 'Dealing with the Feeling' linked to the Zones of Regulation.

Physical Intervention

The use of physical intervention is used as a last resort when a child is making themselves or others unsafe or causing significant disruption and whether it is necessary and proportionate. This is fully detailed in the school policy on use of restrictive intervention.

All incidents are recorded through the Red Level reporting in TrackIt lights with additional information recorded into pupil logs. Parents/carers are informed through phone calls and meetings, followed up with a letter.

Staff trained in the Team Team Approach to physical Interventions are:

Sophie Durnford	**Faye Donohue**	**Amy Haynes**
Zoe Olivieri	**Tracy Williams**	

The 5 Finger Strategy

The 'Five Finger Strategy' is a powerful tool for children to use to make a positive choice.

Pupils can take charge of the situation by controlling *their own choices*- not focusing upon anyone else's.

The 5 Finger Strategy means that if you are upset by something you can:

1) Ignore
2) Walk away
3) Say politely, "Please stop."
4) Say firmly, "Stop – this is making me really unhappy…. If you don't stop, I'm going to get some help!"
5) If the issue is still not resolved – Tell an adult.



We do not tolerate unacceptable behaviour and whenever adults are informed of an incident, they will investigate thoroughly and respond with what they feel is the right balance of sanctions and education.

Restorative Practice

Our school is committed to fostering a positive, inclusive environment where relationships are at the heart of behaviour management. We adopt a **progressive restorative approach**, which prioritises building strong connections and repairing harm when things go wrong, rather than relying solely on consequences.

Core Principles:

- **Proactive Strategies:** We teach empathy, respect, and responsibility through daily interactions and planned activities, helping children understand the impact of their actions on others.
- **Restorative Responses:** When conflict or inappropriate behaviour occurs, we encourage dialogue, reflection, and accountability. This ensures that pupils learn from mistakes and relationships are strengthened.

Examples of Restorative Strategies:

- **Circle Time:** Regular sessions where pupils share thoughts and feelings, promoting mutual respect and understanding.
- **Restorative Conversations:** Structured discussions between pupils and staff to explore what happened, how people were affected, and what can be done to make things right.
- **Peer Mediation:** Trained pupils support their peers in resolving minor conflicts through guided dialogue.
- **Repair and Reconnect Activities:** Opportunities for pupils to take positive actions to restore trust, such as helping with classroom tasks or creating an apology letter.
- **Use of Zones of Regulation** to talk through emotions and strategies for self-regulation and plan personalised approaches to managing situations.
- **Social Stories** provide opportunities to reflect on situations that may occur regularly and plan ways to support children when they are faced with these situations.

By embedding these practices consistently, we create a culture of trust, fairness, and belonging, where mistakes are viewed as opportunities for growth.

See also:

Restrictive Physical Intervention Policy, Absconding Policy Supervision Policy, Code of Conduct, Hate Crime Policy, Home School Agreement, Equality Scheme, Child Protection and safeguarding TrackIt Lights.

BEHAVIOUR CONSEQUENCES AND REFLECTION

Our behaviour policy encourages pupils to make good choices and uses consequences to reflect on how to make better choices in the future.

Not following instructions Interrupting/shouting out Disrespectful / silly Not caring for school property Not in the right place Not on task or prepared for the lesson Negative attitude / refusal Being unkind	**Staged response to behaviour:** Warning ↓ 2 mins off break ↓ 5 mins off break ↓ 10 mins off break + reflection sheet ↓ Full break + reflection sheet
Persistent orange behaviours plus: Being unkind - **in/out of school** Unsafe play Winding up others – **in/out of school** Distracting others Throwing objects Making a mess Leaving class without permission	**Continual orange level behaviour leads to a yellow consequence.** **At yellow level, parents are informed by class teacher:** Full break + reflection sheet ↓ 5 mins off lunchtime ↓ 10 mins off lunchtime + reflection sheet ↓ 15 minutes off lunchtime + reflection sheet ↓ Work in another classroom for a set period of time **Behaviour contracts issued for repeated behaviours, missing privileges (e.g., walking home)**
Behaviours in/out of school will be addressed (including online): Bullying Aggressive behaviour Derogatory language Physical aggression/violence towards others Damaging school property Leaving school without permission Making yourself or others unsafe Stealing Continued defiance/refusal/negative behaviour	**Sent straight to HT, DHT or Phase Lead to issue a consequence from the list below and parents will be informed:** • Full lunchtime consequence in the quiet corridor • Work in another classroom for a set period of time • Stay after school to complete work • Suspension for a period of time (out of school) • Permanent exclusion **Behaviour recorded, contracts in place if needed, and reported on the system**

Definitions of the behaviours are explained in more detail below.

Orange-Level Behaviours

Not following instructions
Choosing not to do what an adult has asked, either by ignoring the instruction, doing something different, or delaying without a valid reason.

Interrupting / shouting out
Speaking over others, calling out answers, or making noises without permission during lessons or assemblies.

Disrespectful / silly behaviour
Behaviours that show a lack of respect for adults, pupils, or learning time, including inappropriate joking, mocking, or acting in a way that disrupts learning.

Not caring for school property
Using school equipment, furniture, books, or the building carelessly or inappropriately, which may lead to damage.

Not in the right place
Being somewhere without permission, such as leaving the classroom, lining up incorrectly, or not going where an adult has directed you.

Not on task or prepared for the lesson
Not engaging with learning, failing to start work, lacking required equipment, or being unready to learn.

Negative attitude / refusal
Responding to requests with rudeness, complaining, arguing, or refusing to complete work or follow instructions.

Being unkind
Using words or actions that hurt someone's feelings, upset them, or make them feel excluded.

Persistent Orange Behaviours – Yellow Level

Being unkind – in or out of school
Repeated unkind behaviour towards others, including incidents that happen outside school or online that impact school relationships.

Unsafe play
Playing in a way that could hurt yourself or others, such as rough play, ignoring playground rules, or misusing equipment.

Winding up others – in or out of school
Deliberately irritating, teasing, or provoking others to get a reaction, including behaviour outside school that affects school life.

Distracting others
Behaviours that stop other pupils from learning, such as talking, making noises, or interfering with their work.

Throwing objects
Throwing items in a way that is unsafe, inappropriate, or disruptive, whether they belong to the pupil or the school.

Making a mess
Deliberately creating unnecessary mess inside or outside school, including refusing to tidy up after yourself.

Leaving class without permission
Walking out of the classroom or learning area without being given permission by an adult.

Serious Behaviours (In / Out of School, Including Online) – Red Level

Bullying
Repeated, intentional behaviour that hurts another person physically or emotionally, often involving an imbalance of power.

Aggressive behaviour
Threatening, intimidating, or hostile actions towards others, including shouting, gestures, or physical actions.

Derogatory language
Using words or phrases that are insulting, offensive, or meant to belittle others.

Physical aggression / violence towards others
Using physical force against another person, such as hitting, kicking, pushing, or fighting.

Damaging school property
Deliberately breaking, vandalising, or misusing school buildings, furniture, or equipment.

Leaving school without permission
Going off the school site during the school day without authorisation from a responsible adult.

Making yourself or others unsafe
Any behaviour that puts the pupil or others at risk of harm.

Stealing
Taking something that does not belong to you without permission.

Continued defiance / refusal / negative behaviour
Ongoing or repeated refusal to follow adult instructions or school rules, despite earlier support or consequences.

✅ Good Choice

These choices help everyone feel safe, happy, and ready to learn.

Ready to Learn

- Follow instructions from adults the first time
- Wait your turn to speak
- Stay focused by ignoring other behaviour and try your best
- Bring the right equipment and be ready to learn

Respectful Behaviour

- Use kind words and good manners
- Listen when others are talking

- Be honest and take responsibility for your actions
- Treat everyone fairly and with respect

Safe Behaviour

- Keep hands, feet, and objects to yourself
- Play safely and follow playground rules
- Move calmly around the school (including in the school hall)
- Make choices that keep yourself and others safe

Looking After Our School

- Take care of books, equipment, and the building
- Tidy up after yourself – in the classroom, after playtime and in the hall
- Use school property properly
- Show pride in our school

Being Kind and Helpful

- Include others and help them feel welcome
- Use kind actions and kind words
- Help solve problems calmly using your 5-finger strategy
- Tell an adult if you are worried or need help

🌟 **Remember:**

Good choices lead to learning, fun, and success for everyone.

✅ **GOOD CHOICES**

Make the right choice at every stage

🟠 **ORANGE STAGE**

Small reminders – we can fix it here

✅ **Good Choices Look Like:**

- ✋ Following instructions the first time
- 🤫 Waiting your turn to speak
- 🎯 Staying on task and trying your best
- 😊 Being polite, calm, and respectful
- 📚 Looking after classroom equipment

🟢 *Make a good choice now to get back on track.*

🟡 YELLOW STAGE

Behaviour is continuing – time to reset

✅ Good Choices Look Like:

- 👂 Listening carefully to adults
- ✅ Accepting reminders and correcting your behaviour
- 🤝 Treating others kindly and fairly
- 🧰 Being ready to learn with the right equipment
- 🧠 Thinking about how your choices affect others

🟢 *You can still turn this around.*

🔴 SERIOUS BEHAVIOUR

Unsafe or unkind behaviour – not okay

✅ Good Choices Look Like:

- 🛑 Keeping hands, feet, and objects to yourself
- 💬 Using respectful, kind language
- 🛡️ Making choices that keep everyone safe
- 🌈 Including others and showing care
- 🧑🏫 Asking an adult for help when you feel upset

🟢 *Adults will support you to make safer choices.*