



Griffin Primary School

Behaviour Policy



1	Summary	Behaviour Policy			
2	Responsible person	Tom Havercroft			
3	Accountable SLT member	Louise Pitts			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Senior Leadership Team			
6	Who has been consulted and recommended policy for approval	Local Governing Body			
7	Approved by and date	LGB 29.8.24			
8	Version number	5.0			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)	Exclusions Policy			
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2024			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			

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1. Aims and objectives

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Not following simple instructions
- Poor attitude to learning and others
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Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes



- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Swearing or using offensive and abusive language
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers or vapours
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites



Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Governing Body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the head of school to account for its implementation.

5.2 The Head of School

The Head of School is responsible for reviewing and approving this behaviour policy. The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour through use of scripted language and setting high expectations
- Providing a personalised approach to the specific behavioural needs of particular pupils, including graduated response forms, risk assessments, safety plans and PHP
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Show green behaviour at all times
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions



Our rewards system is based on children receiving regular praise and intrinsic rewards, which must be explicitly linked to the behaviour that earned the praise. For example, “Well done!” becomes “Well done for doing the best work you can, I can see that you’ve tried really hard to write neatly!”

Children can earn TEAM Points for their positive actions at all points throughout the school day. Class teachers will divide their class into four teams. TEAM stands for: Teamwork, Effort, Attitude and Manners. It is the responsibility of the staff to add value to TEAM Points through their enthusiasm and their linked use of praise.

Each opportunity to give meaningful praise should be taken as a way of signaling clearly to the children when they are doing the right thing. Most importantly, children should be praised for specific reasons linked to TEAM, rather than linking praise to academic success or offering superficial praise without a clear reason. This is proven to promote more resilient, hardworking and ambitious learning behaviours in children. At the end of each week, the team with the most points will earn a reward to enjoy in class. Once TEAM points are awarded they **cannot be taken away**.

At several points throughout the day, classroom staff should highlight achievements and successes made by the children in their class with a TEAM point or by adding pupils to the Proud Cloud. A member of the Senior Leadership Team gives out proud stickers at the end of each day to pupils who are on the Proud Cloud.

Finally, children can earn the recognition of their peers each week by being awarded their class Star of the Week Award based on one of the 8 Griffin Values. Teachers and support staff will highlight one outstanding example per week to celebrate with the whole school.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Directed to work away from the classroom environment
- Expecting work to be completed at home, or at break or lunchtime
- Children to stay in at break or lunchtime
- Referring the pupil to a senior member of staff
- Phone calls home to parents
- Meeting with parent/carers, phase leaders and SEND coordinator to agree behaviour support or plan

8. Zero tolerance to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis



To assess the outcome and intervention required, Griffin Primary School takes guidance from 'The Aim Project' checklist.

For inappropriate behaviours this might include;

- Home/school liaison
- Setting appropriate boundaries and expectations in school
- Addressing concerns through the curriculum or another appropriate intervention

For problematic behaviours this might include:

- Possible referral to children's services
- A school safety plan being established
- Supporting with supervision and/or monitoring
- Addressing concerns through the curriculum or another appropriate intervention

For abusive/violent behaviours:

- Referral to children's services and the police
- An Academy safety plan being established
- Supporting with direct supervisions and restrictions in place.
- Individual work on understanding and controlling their sexual behaviour

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Safeguarding and Child Protection Policy for more information.

9. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Responding to a report
- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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



Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

10. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy, Code of Conduct and Disciplinary Policy for more information on responding to allegations of abuse against staff or other pupils.

11. Behaviour management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Set the high expectation that all children will display green behaviour all the time
- Use traffic lights to support and modify pupil's behaviour
- Use precise, scripted or declarative language to ensure pupils understand what they need to do
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Recognising and eliminating low-level disruption
 - Using positive reinforcement, such as praise, TEAM points and the Proud Cloud

Green behaviour and traffic lights



All staff have high expectations regarding behaviour and that every child will be in green. All staff are consistent and persistent in ensuring children understand what green behaviour should look like by using clear and concise language when setting expectations and giving instructions. It is a requirement that the spoken culture is the same across the school – using both green behaviour language to set expectations and declarative language to maintain these.

The school makes sure that the children are aware of what green behaviour looks like by having the school behaviour aims displayed around the school. Classes will hold regular discussions about what green behaviour means for their year group.

Children are asked to reflect on their behaviour, learn from the experiences and suggest what they would do in the future. Staff will lead conflict resolution and positive debriefs of incidents to support the children in making better choices in the future. Each behaviour incident is a learning opportunity for the child, and a chance for the staff to equip them with alternative actions should the same stressors arise later.

Traffic Lights

Traffic lights are used in every classroom as a visual tool to indicate level of behaviour for each child. If a child's behaviour is inappropriate a warning and a clear reminder of what green behaviour should look like will be communicated to the child. If the child does not alter their behaviour then the adult will move their name into amber, and tell them what positive action they need to do to get back into green. If a child is moved into red a consequence or a sanction could be put into place by the class teacher, Assistant Heads or Head of School.

12. Recording and reporting inappropriate behaviour

All incidents of inappropriate behaviour (i.e. bullying, absconding, damage, assault, serious disruption or persistent low-level behaviour) are recorded on CPOMs which alert the Head of School, Assistant Headteachers, Designated Safeguarding Lead or class teachers. Where a pattern of negative behaviour emerges, parents/carers will be invited in to discuss ways forward with school staff. All staff are responsible for behaviour management at Griffin and all behaviour is addressed.

13. Restrictive physical intervention

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment



- Be recorded by a member of staff, PHR completed and given to Head of School
- Parents to be informed
- Appropriate risk assessments and plans to be put into place

Please refer to our Restrictive Physical Intervention Policy for more information.

14. Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

15. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

The school's ELSA, and Safeguarding and Welfare Liaison Officer, can provide additional support, strategies and interventions to support the pupil, families and staff. Sessions will focus on the pupils needs and may include strategies for self-regulation, anger management, self-esteem, developing and maintaining positive relationships, etc.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

16. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection Policy.



17. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher in the last week of the Summer Term and some pupils will be given transition booklets for their new classes and key adults to revisit over the summer holidays. Transition meetings for staff are arranged in the summer term to discuss and transfer key information regarding pupil's behaviour issues and support/strategies in place. Parent and carers are welcome to arrange a transition meeting with the new teacher, in which the SEND coordinator or a member of the safeguarding team may attend to discuss the pupil's historical information, eliminate any concerns and discuss positive strategies and approaches that may support transition.

18. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. All staff are Team Teach Trained and this is updated regularly to ensure certifications are in date and practice is current. Behaviour management will also form part of continuing professional development. The school will use a range of agencies and services to provide relevant training for staff.

19. Suspensions and exclusions

The Head of School, or the most senior member of staff in school at the time, may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head of School, or the most senior member of staff in school at the time, may exclude a child permanently. It is also possible for the Head of School to issue a further fixed-term suspension or issue a permanent exclusion in exceptional circumstances e.g. if new information or evidence has come to light.

If the Head of School, or the most senior member of staff in school at the time, suspends or excludes a child, they inform the parents/carers immediately, giving reasons for the suspension or exclusion. At the same time, the Head of School makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the management group. The school informs the parents/carers how to make any such appeal. The Head of School informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the LA appeals panel decides that a child should be reinstated, the Head of School must comply with this ruling. In the absence of the Head of School, an Assistant Headteacher has the powers to exclude a pupil for the reasons above; this will be in consultation with the Head of School, Executive Headteacher or Chair of Governors.

Please refer to the Exclusions Policy for more information.



20. Monitoring and Review

This policy will be reviewed annually.

21. Appendix 1 – written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.