

Galliard Primary School



Behaviour Policy

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The review date is a guide and the policy remains in place until such time as it has been reviewed or superseded by updated relevant statutory guidance

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1. Aims

At Galliard Primary School, we believe that all children have the right to learn in a safe, calm, inclusive and supportive environment. We are committed to developing a culture where positive relationships, emotional wellbeing and high expectations enable every child to thrive.

This policy aims to:

- Create a calm, safe and purposeful learning environment for all.
- Promote positive relationships based on trust, respect and belonging.
- Establish a whole-school relational and trauma-informed approach to behaviour.
- Support children to develop self-regulation, resilience and personal responsibility.
- Ensure behaviour expectations are explicitly taught and consistently modelled.
- Provide a predictable and fair approach to behaviour that preserves dignity.
- Support pupils to reflect on the impact of their actions and repair relationships where harm has occurred.
- Define unacceptable behaviour including bullying, discrimination and child-on-child abuse.
- Meet the needs of all learners, particularly those with SEND, SEMH needs and children who may have experienced trauma or adversity.

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2023
- 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

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

3. Definitions

Unacceptable behaviour is defined as:

- Disruption in lessons, around the school and at break and lunchtimes
- Disrespect for the values of the school

Serious misbehaviour is defined as:

- Repeated breaches of the school rules and values
- Any form of bullying
- Sexual violence or assault
- 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
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

4. Bullying

At Galliard Primary School, we believe that bullying is wrong and we will not tolerate anyone being bullied in our School.

Bullying is defined as the repetitive, intentional harming of 1 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: • 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 approach to preventing and addressing bullying are laid out in appendix 1

5. Roles and responsibilities

5.1 The governing board

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

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this policy.
- Ensuring the school environment promotes positive relationships and excellent behaviour.
- Ensuring all staff understand and implement the school's relational approach.
- Providing training and support in trauma-informed practice and behaviour management.
- Monitoring implementation of the policy.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and Staff

Staff are responsible for:

- Creating calm, safe and welcoming learning environments.
- Establishing positive relationships with pupils.
- Teaching, modelling and reinforcing expected behaviours.
- Implementing this policy consistently.
- Maintaining high expectations for all pupils.
- Understanding that behaviour is often a form of communication.
- Supporting pupils to regulate, reflect and repair following incidents.
- Seeking to understand the needs underlying behaviour.

Teachers lead behaviour within their own classrooms through strong routines, positive relationships and consistent implementation of this policy.

Senior leaders provide coaching, support and guidance where required. Classroom teachers remain the primary adults responsible for managing behaviour within their classes.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle any behavioural issues.

5.5 Pupils

Pupils will be taught:

- The school's values, expectations and routines.
- The importance of being Kind, Safe and Responsible.
- How to regulate emotions and seek help appropriately.
- How to resolve conflict respectfully.
- How restorative conversations help rebuild relationships following difficulties.
- How to take responsibility for behaviour and repair harm where needed.
- The pastoral support that is available to them to help them meet the behavioural standards

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

At Galliard Primary School, we believe behaviour is a curriculum that must be explicitly taught, modelled and practised.

We recognise that children are continually learning how to manage emotions, relationships and behaviour. We also recognise that behaviour may be influenced by a child's developmental stage, additional needs, adverse childhood experiences, trauma, anxiety, attachment needs or challenging life circumstances.

We are committed to a relational and trauma-informed approach to behaviour.

We believe:

- Every child can succeed.
- Every child deserves a fresh start.
- Behaviour is a form of communication.
- Positive relationships underpin positive behaviour.
- Children learn best when they feel safe, valued and understood.
- Boundaries and consistency provide security.
- Reflection and repair are more effective than punishment in developing long-term behavioural change.

Our school values are:

- Be Kind
- Be Safe
- Be Responsible

These values underpin every interaction across the school community.

Consistency

Consistency means adults responding predictably, calmly and fairly.

Consistency does not mean treating every child identically. It means maintaining the same high expectations whilst responding appropriately to individual needs.

Effective behaviour practice requires:

- Positive relationships.
- Clear routines.
- Explicit teaching of expectations.
- Calm and predictable adult responses.
- Consistent language.
- Opportunities for reflection and repair.
- High expectations and high support.

6.1 Mobile phones

- Pupils are not allowed SMART phones. We encourage Primary age children, in line with Enfield Local Authorities' recommendation not to have access to a mobile phone.
- Pupils are not allowed to have mobile phones with them on-site.
- On arrival to school they must hand their mobile phone to their class teacher and it will be stored safely in the school office and collected at the end of the day.
- Parental permission will need to be provided

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and culture for positive behaviour within the school.

Adults will:

- Greet pupils positively.
- Establish and maintain predictable routines.
- Build strong relationships.
- Use positive recognition.
- Teach behavioural expectations explicitly.
- Maintain calm and respectful interactions.
- Focus on prevention and early intervention.

7.2 Safeguarding

The school recognises that changes in behaviour may indicate that a child requires additional support or protection.

Staff will always consider whether behaviour may be linked to:

- Safeguarding concerns.
- Abuse or neglect.
- Mental health difficulties.
- Trauma.
- Adverse childhood experiences.
- Family circumstances.

Where appropriate, safeguarding procedures will be followed alongside behaviour support strategies.

<https://www.galliardprimaryschool.co.uk/safeguarding>

7.3 Recognition of Positive Behaviour

Positive behaviour will be recognised through:

- Verbal praise.
- Positive noticing.
- Positive phone calls home.
- Postcards home.
- Celebration assemblies.
- Star pupil awards.
- Positive recognition from senior leaders.
- Class rewards and shared celebrations.
- Leadership opportunities.
- Displays of excellent work and effort.

Recognition will focus on effort, improvement, kindness, being safe, being responsible and living the school's values.

7.4 Relational Behaviour Response & Responding to unacceptable behaviour

At Galliard Primary School all staff use a consistent stepped response when behaviour falls below expectations.

The purpose is to support children to make positive choices whilst preserving dignity and maintaining relationships.

Step 1: Reminder

A calm reminder of the expected behaviour linked to the school rules and values.

The reminder should be delivered respectfully and discreetly wherever possible.

Step 2: Take-Up Time

The child is given time and space to respond positively to the instruction.

Adults avoid repeated confrontation and allow the child an opportunity to self-correct.

Step 3: Warning (+1 Minute Reflection)

A clear warning is given.

The adult:

- Describes the behaviour.
- States the expected behaviour.
- Explains the next step if behaviour continues.

The child is provided with one minute to reflect and make a positive choice.

Step 4: Last Chance (+2 Minutes Reflection)

The child is calmly informed that they have reached their final opportunity to make a positive choice.

Two further minutes are provided for reflection and regulation.

Step 5: Additional Take-Up Time

The child is given one final opportunity to demonstrate the expected behaviour.

Step 6: Teacher's Choice

If behaviour continues, the teacher determines the most appropriate relational response.

This may include:

- A restorative conversation.
- Reflection and repair activity.
- Regulation support.
- Completion of missed learning.
- Parent communication.
- Behaviour support planning.
- Support from pastoral staff.
- Consultation & reflection with senior leaders.

The purpose of Teacher's Choice is to restore learning, maintain relationships and support future success.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Personal circumstances of the pupil will be taken into account and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Serious misbehaviour is likely to mean the earlier steps do not apply & will be referred on to SLT.

7.5 Regulation Before Resolution

Children who are emotionally dysregulated cannot effectively engage in reasoning, reflection or restorative conversations.

Where a pupil is distressed, overwhelmed or unable to regulate, staff will prioritise emotional regulation before discussion of behaviour.

Support may include:

- Co-regulation with a trusted adult.
- Access to nurture provision.
- Sensory regulation strategies.
- Movement breaks.
- Emotional coaching.
- Access to calm spaces.

When regulated, pupils will be supported to reflect, repair and reconnect.

7.6 Reflect, Repair and Reconnect

Following behaviour incidents, pupils will participate in restorative discussions where appropriate.

Adults may use restorative questions including:

- What happened?
- What were you thinking?
- What were you feeling?
- Who has been affected?
- How have they been affected?
- What needs to happen now?
- How can we make things right?

The purpose is to:

- Develop accountability.
- Encourage empathy.
- Repair relationships.
- Restore learning.
- Support positive future choices.

Children should leave restorative conversations feeling supported, understood and clear about expectations moving forward.

7.7 Restrictive Interventions

At Galliard Primary School, we are committed to creating a safe, supportive and inclusive environment where positive relationships, early intervention and effective de-escalation minimise the need for restrictive interventions.

We recognise that restrictive interventions can have a significant impact on pupils, staff and families. Therefore, our primary approach is always prevention, relational practice, regulation support and de-escalation. Restrictive interventions will only be considered when alternative strategies have been unsuccessful, are inappropriate in the circumstances, or where there is an immediate risk of harm.

What are Restrictive Interventions?

Restrictive interventions are deliberate acts by adults that restrict a pupil's movement, liberty and/or freedom to act independently. They may include physical and non-physical interventions. The use of reasonable force is one form of restrictive intervention.

Use of Reasonable Force

All school staff have the legal power to use reasonable force where it is necessary, proportionate and lawful to:

- Prevent a pupil from causing injury to themselves or others.
- Prevent a pupil from committing a criminal offence.
- Prevent serious damage to property.
- Prevent behaviour that is causing, or is likely to cause, serious disorder.

Reasonable force will only be used when absolutely necessary and must:

- Be proportionate to the circumstances.
- Use the minimum force necessary.
- Be applied for the shortest possible time.
- Be in the best interests of the pupil and others involved.
- Maintain the safety and dignity of everyone concerned.
- Never be used as a punishment, consequence or means of securing compliance.
- Cease immediately when the risk has reduced.

Considerations Before Any Restrictive Intervention

Wherever possible, staff will consider:

- The pupil's age, developmental stage and understanding.
- Any SEND, communication needs or disabilities.
- Medical needs.
- Mental health and emotional wellbeing.

- Known trauma, adverse childhood experiences or attachment needs.
- The potential impact of the intervention on the pupil's welfare and dignity.
- Whether alternative strategies could safely reduce the risk.

Unacceptable Practice

The school will never use restrictive interventions:

- As a punishment.
- To intentionally inflict pain or distress.
- In a way that restricts a pupil's airway, breathing or circulation.
- By applying pressure to the neck, throat, chest, abdomen, mouth or nose.
- In any manner that is degrading, humiliating or likely to cause harm.

Following an Incident

Following any significant restrictive intervention:

- The pupil's physical and emotional wellbeing will be checked.
- Appropriate support and restorative conversations will take place once the pupil is regulated.
- Parents/carers will be informed as soon as reasonably practicable.
- The incident will be recorded in accordance with statutory requirements.
- The incident will be reviewed to identify any lessons learned, additional support required or adjustments that may help prevent future incidents.

Recording and Reporting

The school will comply with its statutory duties to record and report significant incidents involving the use of force. Records will be completed as soon as practicable after the incident and will include details of the circumstances, actions taken and follow-up support provided. Parents/carers will be informed of significant incidents as soon as reasonably practicable.

Training

Appropriate staff will receive training in behaviour support, de-escalation and, where required, restrictive intervention techniques. Training will emphasise prevention, regulation, safeguarding, pupil welfare and maintaining positive relationships

7.8 Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Wherever possible the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, parents will be contacted to support the search.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

7.9 Off-site unacceptable behaviour

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

- 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

Consequences 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
- 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 a staff member (e.g. on a school-organised trip).

7.10 Online unacceptable behaviour (see our online safety policy)

The school can issue behaviour consequences to pupils for unacceptable online behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.11 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.12 Zero-tolerance approach 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 in line with the school consequences.

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 child protection and safeguarding policy for more information

<https://www.galliardprimaryschool.co.uk/safeguarding>

8. Serious Behaviour Incidents

Some incidents require immediate involvement of senior leaders.

These include:

- Child-on-child abuse.
- Bullying.
- Racist incidents.
- Sexual harassment.
- Sexual violence.
- Deliberate physical aggression.
- Significant damage to property.
- Serious threats or intimidation.
- Behaviour creating serious risk to safety.

In these circumstances senior leaders may become involved immediately.

A restorative approach will always be considered where appropriate; however, the school retains the right to implement suspension or permanent exclusion in line with DfE guidance.

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious response and will only be used in reaction to serious unacceptable behaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with behavior mentors
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

In all cases of exclusion, a clear code of practice will be followed, as set out in guidance found at:

<https://www.gov.uk/government/publications/school-exclusion>.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the Impact of SEND

The school recognises that behaviour may be affected by:

- Communication differences.
- Sensory needs.
- Autism.
- ADHD.
- Social, emotional and mental health needs.
- Trauma.
- Medical needs.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with unacceptable behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school will co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of poor behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

9.2 Adapting Responses

Reasonable adjustments may include:

- Visual supports.
- Alternative communication methods.
- Movement breaks.
- Sensory regulation support.
- Personalised behaviour plans.
- Risk assessments.
- Adult check-ins.
- Nurture support.

Individual needs will be balanced alongside the safety and wellbeing of the wider school community.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting Pupils Following an Incident

Following an incident, staff will support pupils to reconnect successfully with learning and relationships.

Support may include:

- Restorative conversations.
- Daily check-ins.
- Trusted adult support.
- Emotional literacy interventions.
- Nurture provision.
- Parent meetings.
- Behaviour support plans.
- Early Help support.
- Multi-agency involvement where appropriate.

The emphasis will always be on helping the child learn, succeed and feel connected to school.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour. Regular staff training is accessed by all staff including on,

- The needs of the pupils at the school
- How SEND and mental health needs impact behavior
- The proper use of restraint

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by Sera Kadem (AHT 4-6), Carly Lafferty (DHT 1-3).

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and The Governing at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by The Governing Body.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Restrictive interventions policy
- Mobile phone policy
- Online Safety Policy
- Equal Opportunities Policy
- PHSE Policy

Appendix 1: Our approach to Bullying

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

At Galliard Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

Vulnerable Groups: We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND) (Children with special educational needs and disabilities (SEND) | NSPCC Learning)
- Children from ethnic minorities (Safeguarding children from Black, Asian and minoritised ethnic communities | NSPCC Learning)
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are or are perceived to be gay, lesbian or bisexual (Safeguarding LGBTQ+ children and young people | NSPCC Learning)

Signs of Bullying

Staff and parents should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

E-safety is an important and on-going part of the school Curriculum and information for parents is included in newsletters and on the School's website. Online safety workshops are held to raise parents' awareness of cyber-bullying.

School Rules: Our school rules are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.

Our rules are as follows:

- Be kind
- Be safe
- Be responsible

How can parents help?

- By supporting the school in actively discouraging bullying in all forms (online or offline) particularly name calling and discriminatory behaviour
- By encouraging your child to be 'assertive' not aggressive
- By monitoring internet use
- By reporting any worries or concerns as soon as possible

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff. In any case of alleged bullying, a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) both individually and, if the victim agrees, together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation and accept a sanction, which may include losing play times, suspensions etc.

Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded on our **CPOMS** system. Parents of both parties should be informed of the agreed actions.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) again and agree clear expectations and likely further sanctions if the behaviour continues, this should be shared with the pupils involved. Any further incidents will lead to intervention, this may include a suspension and referral to outside agencies. Further monitoring, support and sanctions as deemed necessary will be put into place. Any necessary action will be taken until the bullying has stopped.

Further information on protecting children from bullying is available at:

[Protecting children from bullying and cyberbullying | NSPCC Learning](#)
[Recognising and responding to child abuse and neglect | NSPCC Learning](#)

Appendix 2

Galliard Relational Behaviour Response

Everyday Classroom Behaviour

1. Reminder
2. Take-Up Time
3. Warning (+1 Minute Reflection)
4. Last Chance (+2 Minutes Reflection)
5. Take-Up Time
6. Teacher's Choice

Teacher's Choice May Include

- Restorative conversation
- Reflection and repair activity
- Regulation support
- Catch-up of missed learning
- Parent communication
- Behaviour support plan
- Pastoral intervention
- SLT consultation

Our Core Principles

- Relationships first
- Behaviour is communication
- Every child deserves a fresh start
- Calm adults, calm children
- Repair over punishment
- High expectations and high support
- Consistency and predictability
- Reflection, regulation and responsibility
- Belonging for every child
- Be Kind, Be Safe, Be Responsible

Appendix 3

Our School Rewards System – positive noticing

These are taught at the beginning of the year and referred to frequently.

Staff reward the positive effort and achievement of individuals and groups for behaviour and work.

Rewards for Good Behaviour

1. Early Years and Key Stage One: These can include:

- Praise and approval from adults or peers
- Stickers, badges, certificates
- Allowed to show senior staff their work
- Good work on display in classroom, corridor
- Awarding stickers for good dining room behaviour
- Special person of the day/week
- Weekly achievement assembly

2. Key Stage Two: These can include:

- Stickers, certificates, charts
- Class certificates
- Class points collected and reported in assembly
- Weekly achievement assembly
- Termly certificates
- Special monitor jobs
- These strategies are adaptable and can be altered/added to on a regular basis

Reward System

In addition, there is a reward system that recognises both achievement and good behaviour. Initially children can strive to win merit stickers for either academic effort or good behaviour and these will be recorded on a chart which is issued to each class teacher at the beginning of the academic year. If a child earns a merit sticker from a teacher other than their class teacher, then this can be added to the class behaviour chart. Children receive badges according to the number of merit stickers they have been awarded and their badges are worn on their school uniforms for others to see. When a child has a badge, it is entered into the corresponding coloured book, e.g., Yellow badge into Yellow Book etc.

18 stickers = Yellow Badge

36 stickers = Silver Badge

54 stickers = Gold Badge

72 stickers = Ruby Badge

90 stickers = Diamond Badge

108 stickers = Headteacher's award for excellence

126 stickers = Governor's Award

The award system will start afresh each academic year and over the course of a year most pupils should be capable of earning a yellow badge at the very minimum.

