



Griffin Park  
Primary School

# Behaviour Policy and Statement of Behaviour Principles



Written by	David Chapman
Ratified by Governors	25 -11-25
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Signed – Chair of Governors	Trevor Anderton
Signed – Headteacher	David Chapman



# Griffin Park Primary School Behaviour for learning Policy

**Revised:** November 2025

*This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).*

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](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [special educational needs and disability \(SEND\) code of practice.](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

This policy is written in line with Griffin Park's Written Statement of Behaviour Principles which have been developed and adopted by the governing body to guide the policy and practice related to behaviour in school.

To ensure that everyone in our school community succeeds and achieves their full potential, it is important that everyone understands what is expected of them in terms of behaviour. A fair, consistent approach to promote positive behaviour by encouraging children to make the right choices is what underlines the behaviour for learning policy.

We want children to make positive choices because they know it is **the right thing to do**, not because they are afraid not to.



## Golden Rules

For all areas of our school, we have some '**Golden Rules**', which we have agreed to follow. They are displayed in every classroom and other appropriate areas on our site.

Children are also expected to follow our **Golden Rules** when educated offsite along with any external provider's rules.

PSHE lessons and assemblies are used to reinforce not only what the rules are but also why our school community has chosen them.

### **The Golden Rules are:**

- **BE SAFE**
- **BE RESPECTFUL**
- **BE READY**

## Rewarding Positive Behaviour

In order to promote positive behaviour throughout school, children may be rewarded when they are seen following the **Golden Rules**. The use of rewards to maintain **positive behaviour** and encourage making the **right choices** should far outweigh the use of **consequences** (*See below*)

Rewards can be awarded to individuals, groups, whole classes or the whole school.

Rewards include but are not limited to:

- Praise (the most common and immediate form of reward)
- House Points
- Certificates for specific achievements
- Visits to the head/SLT/other class to share good behaviour/work with other staff members
- Stickers
- Extra break time
- Extra time doing a choice activity
- Calls/notes home
- Star of the week (celebrated in a weekly assembly where parents are invited)



## House Points

For displaying good behaviour and lots of effort, children will be awarded with house points on 'Trackit Lights.' This is an online recording system of reward points.

House points will only be given for effort and behaviour, not solely for producing good work (except where the effort to produce the work meets the criteria).

We do not take away house points for negative behaviour or wrong choices (see consequences).

Where pupil's behaviour constitutes a consequence or reward, an explanation will be given to the child why that is the case, and this should be linked to the **Golden Rules**.

## Consequences

When a pupil makes an incorrect choice and their behaviour falls below the expected standard, **consequences** will be used to encourage the pupil to reflect on what has happened.

These are intended to help pupils learn to make positive choices and this can take time. It is important to always remember that the aim is for pupils to understand the difference between right and wrong and help them grow emotionally as well as academically.

**Consequences** are not punishments and the term punishment should be avoided in order to make the point that any actions occur as a result of the pupil's behaviour.

Fair and consistent application of the **consequences** alongside appropriate use of rewards makes them more effective.

Not all children are the same and some children will require various strategies to be used to greater or lesser degrees in order to develop specific aspects of their behaviour (see other information below).

*'There is nothing so unfair as the equal treatment of unequal children.'*

## Hierarchy of Consequences

- Verbal Reminder
- Last to go out for break/lunch
- 10 Minutes Time-Out in neighbouring class
- Call for SLT Support (Recorded on CPOMs and reported to SLT)



Normally staff will work through the **consequences** in order but there may be occasions where it is justified to step up the **consequences** by one or more levels. This may be because of dangerous behaviour, bullying or repeated low-level disruption.

Staff may be required to discuss behavioural issues with parents at any stage of the **consequences** hierarchy. Reasons for this include safeguarding concerns, repeated low-level behaviour, where a pupil is on an individual behaviour plan or in positive instances, where a pupil has shown particularly good behaviour.

### **Break times/Lunchtimes**

During break-times and lunchtimes, where children are in the care of somebody other than their usual class teacher/TA etc, the **consequences** are modified slightly to allow for a consistent approach throughout the school

- Reminder
- 5 minutes time-out with adult on duty
- 10 minutes time-out 'by the wall' (Recorded on CPOMS at this level)
- 15 minutes outside the office (To be reported to class teacher and recorded on CPOMS)

Adults in charge will make the decision whether a verbal report needs to be made to the class teacher following use of the break-time **consequences**. This will be determined in the best interests of the pupil and to encourage them to make the right choices in the future.

### **Other information**

Some children may need to have specific behaviour plans put in place to help them develop certain aspects of their behaviour. This will be drawn up in conjunction with as many professionals as possible and the family will be consulted on the contents.

All adults who work with children on behaviour plans will be made aware of the contents and briefed on implementation.

Any individual behaviour plan will be as closely linked to the rewards and consequences detailed above and will promote positively the principles of **making the right choice**.

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.

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.

Teachers may occasionally use their discretion when issuing **consequences**. This might be in a situation where action is necessary to undo the **consequences** of negative behaviour and repair relationships. This could take the form of encouraging an apology or tidying up a mess that has been made.



## Anti 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
Racial	Racial taunts, graffiti, gestures
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



- All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place.
- Teachers keep records of all bullying incidents that happen using CPOMS. If teachers witness acts of bullying, they will either investigate it themselves or refer it to the SLT. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim and the perpetrator. Time is spent talking to the child who has done the bullying, discussing with them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the headteacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies.
- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time can be used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. The headteacher will lead circle time if there are specific issues within a class.



## Exclusions

School follows the [DFE guidance \(effective from September 2023\)](#) and associated regulations in relation to exclusion.

In cases of persistent unacceptable behaviour or any serious incident which affects the health and safety of others and where the other sanctions/strategies already listed have been exhausted, the Headteacher may decide to exclude a child from school for a fixed period (normally up to 5 days, maximum of 45 days. If necessary, permanent exclusion may be considered in consultation with the Chair of Governors – this needs to be balanced by the potential issue of ‘tainting’ some Goves if they were then asked to be part of an exclusion panel).

In certain special cases, it is appropriate for the school to issue an internal exclusion. In this case a pupil may be expected to work in another class or with a member of the SLT. This is to provide respite for the pupil and the rest of the class as well as allowing time to devise and implement an individual behaviour plan.

In these cases, consideration for the safety, welfare and education of each pupil will be at the forefront of any decisions made and an effective return to the classroom will be the overall target.



## Complaints Procedure

If parents have any concern about the way that their child has been treated, they should contact the Headteacher. If the concern remains, they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Please contact our School Business Manager for this. There is a formal complaints policy on the school website.

We are aware of the need to monitor the school's **Behaviour for Learning Policy** regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

Signed: *David M. Chapman*

**Date: November 2025**

**Review Date: November 2026**



## 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.

The written statement of behaviour principles will be reviewed and approved by the curriculum committee name every year.