Behaviour Policy

September 2026-27

This policy was agreed by the Governing Body of Grafton Primary School on:	September 2026
The next policy review is due to take place on:	September 2027
Governor (Name):	Sign:
Agreed by Headteacher: J Bana	
Staff responsible	A Carroll

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This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 13 - Children must be free to say what they think and to seek and receive all kinds of information, as long as it within the law

Article 15 – Children have the right to meet with other children and join groups as long as this does not stop others from enjoying their rights

Article 19 – Children have the right to be protected from being hurt or mistreated by anyone.

Article 28 – Education must develop every child's personality, talents and abilities and encourage children to respect for human rights, as well as respect their parents, cultures and the environment

Article 31 - Every child has the right to relax, play and take pat in a wide range of activities

Article 36 – Every child must be protected against any form of bad treatment.

Introduction

At Grafton Primary School we believe every child has a right to learn, teachers have the right to teach and this will only happen if there is an ethos of positive behaviour.

Our school values of **Respect, Honesty, Kindness, Determination, Gratitude and Curiosity** are embedded in everyday life at Grafton Primary School. They enable our children to develop the personal qualities that result in a sound understanding of the essential need for an agreed code of conduct that allows all children to access a safe and happy learning environment where all children's dignity is respected.. Children are expected to show a caring attitude towards other people and a respect for their surroundings. We believe that positive behaviour is based on mutual respect between children and adults. Therefore, all staff, parent helpers, students etc. must adopt this philosophy. We have high expectations of children's behaviour and will support children to make positive choices.

As a school, we know that in order to improve the outcomes for our pupils, we need to understand the many different challenges our children may experience throughout their time here at Grafton. These behaviours may present themselves as being unsettled, disconnected, disengaged or distressed when in school. Behaviour is a form of communication and if a child's need is not being met, social and emotional difficulties may manifest themselves in the form of a child becoming withdrawn, isolated or a behavioural issue. At Grafton Primary, we understand that all behaviour is a form of communication and we will support children to understand their behaviour, the impact of this and help them to make appropriate choices or changes. Positive relationships within our school community are vital in ensuring that children feel supported and safe. Children are taught about their own feelings and emotions and that of others.

Aims

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The aims of this policy are to:

1. To maintain a happy, Rights Respecting, caring and positive atmosphere with staff and pupils
2. To inspire pupils to take pride in and responsibility for themselves, their learning, their actions and environment
3. To develop strategies to cope with their emotions and regulate their behaviour.

Behaviour system - We follow the Grafton Code of Behaviour

The Grafton Behaviour Code is based around our agreed expectations of behaviour and incorporates some of the psychology of Positive Pathways, including restorative justice and the explicit teaching of behaviour expectations in order to encourage positive behaviours and learning environment.. Our agreed expectations are:

We are respectful
We are kind
We listen to others
We have good manners
We are honest
We always try our best

Within this ethos, we know that our children will work hard, be proud of their achievements and value the achievements and rights of others. Our high expectations of behaviour apply at all times, with all people and in all places, not only during the school day but beyond in the wider community and whilst online.

It is the responsibility of **all staff** members to ensure that the children follow the rules through modelling desired behaviour, praising and giving recognition for the expected behaviour and implementing the agreed consequences for inappropriate behaviour. We choose to identify positive rather than negative behaviours in order to create an atmosphere where individuals are valued and

each member of the school community feels safe and secure. We agree that a consistent and fair approach to discipline is vital for children to be able to learn effectively and any behaviour that prevents children from learning will not be tolerated.

However, as an inclusive school, we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children. Behaviours must be put in context and require all staff to use their professional judgement (e.g. a child with specific needs may need a simplified behaviour system such as a happy or sad face or a child with additional behaviour needs may have targets identified on a behaviour plan or have a daily achievement card).

Behaviour plans for specific children are written by staff, and include the voice of the child wherever possible, these are also shared with parents/ carers in order for school and home to work effectively together to support the child. Behaviour plans identify any specific needs and highlight what support will be put into place. They also set very clear expectations and outcomes for the child, with recognition and consequences for different types of behaviour.

Respecting Rights

A rights-respecting school is a community where children's rights are learned, taught, practised, respected, protected and promoted.

There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem.

The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community.

- Children are healthier and happier
- Children feel safe
- Children have better relationships
- Children become active and involved in school life and the wider world

We will not tolerate:

- Bullying (including racism, sexism and homophobia) whether verbal, cyber, physical or emotional
- Fighting or deliberately hurting others
- Swearing or inappropriate language
- Damaging property
- Physical or verbal assaults on children or staff
- Persistent disruptive behaviour

Partnership with Parents

A strong partnership between home and school is of real benefit to children. We aim to share good news and achievements as well as any concerns or details of any behaviour incidents in a timely manner with parents/ carers. For children who are not following the expected code of conduct the child will receive a behaviour reflection letter and parents will be informed about the behaviour incident. Individual children may have targets which we would ask parents to share regularly with their children so that we can work together to ensure the very best behaviour outcomes for every child. We want to know at an early stage of any concerns that you or your child may have. We will endeavour to explore your concern as soon as possible and request that you contact your child's

class teacher in the first instance. Your concern will be investigated and reported back to you in a timely manner.

We want our children:

• To be safe, happy and feel confident in school
• To make positive behaviour choices all of the time
• To be assertive yet respectful

The staff will actively teach all children that if they are being subjected to unwanted behaviour to say, **"Stop it, I don't like it".** The expectation is that undesirable behaviour will cease immediately. If this behaviour continues, the child will then be expected to tell an adult about their concerns, who will then follow this up.

Recognition of behaviour

We always want to acknowledge and recognise those children who demonstrate our core values in all aspects of their life, always choosing to work hard and make appropriate behaviour choices.

Recognition at Grafton looks like;

- Verbal praise which is purposeful (from adults and other children)
- Shout outs/ Proud posts/ Positive affirmations – displayed in class
- Daily celebration of children in class - in order to acknowledge and recognise positive behaviours, children may get to choose something that they might like to do (e.g.play a game, listen to a piece of music, choose a book for the class to share, be a helper and do a special job etc)
- Dojo points
- Written praise through celebratory comments in marking
- Allowing children to share work with the rest of the class, other classes or teachers
- Displays of children's work
- Rights Respecting Certificates
- Letters/ postcards from an adult to identify positive things that we have noticed
- Weekly celebration assemblies
- Informing parents/ carers of positive behaviours which have been observed (either verbally at the end of the day, a positive phone call home or via email)
- Golden Time - all classes have 15 -20 minutes of Golden Time on a Friday afternoon
- Headteacher award and call home to parent from HT

Dojo Points

Children can earn dojo points for demonstrating positive behaviours in line with our core values and golden rules. Every child can select an avatar character that they like and they can receive

certificates and rewards for earning Dojo points. We never remove dojo points once they have been earned.

Restorative actions/ consequences

We focus on restorative actions and interventions which encourage us to build and maintain relationships. All interventions should be used in a respectful way as part of a plan to help a pupil, where able, to understand the consequences of his/ her behaviour and to take responsibility for changing that behaviour.

Low level behaviours

Low level behaviours are addressed by staff in class by following the procedure below.

LOW LEVEL BEHAVIOURS

Child is reminded of the rules

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Child starts to demonstrate low level behaviour
Verbal warning is given

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Child continues with behaviour
Child moves away from main class group to have time in calm corner for reflection or is given a reset lanyard for a structured walk (time is relevant to child's age)

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Child returns to main class group

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Child still not engaged

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Behaviours are logged
Step One behaviour log - Child misses 5 minutes of Golden Time

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Behaviours are logged
Step Two behaviour logs - Child misses 10 minutes of Golden Time

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Behaviours are logged
Step Three behaviour logs - Child misses 15 minutes of Golden Time
On-call support is requested

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Behaviours continue
Child receives teacher reflection

Significant behaviours

- More significant behaviours will result in an SLT reflection at lunchtime. Pupils displaying any of the following behaviours, will be receive a lunchtime reflection;

1. ***Physically hurting someone else***
2. ***Verbal abuse to others, including swearing and using inappropriate language***
3. ***Repeated refusal to follow instructions***
4. ***Destruction of school property***
5. ***Bullying***

Staff will follow the procedures below;
1. When a school adult witnesses any of the identified behaviours, they will report it to a member of SLT, in the first instance this should be the phase leader.
2. The staff member will log the incident as soon as possible
3. The teacher to send the child to the allocated reflection room at lunchtime
4. SLT will keep a reflection log of any child who attends reflection

Pupils in EYFS and KS1 receive a 15 minute reflection, Pupils in KS2 receive a 30 minute reflection, The agreed time might be for more than one day depending on the severity of the incident. Parents will be notified about any reflections that their child receives by the class teacher and will receive a behaviour letter.

Serious incidents/ unsafe behaviour (Suspensions/ Exclusions)

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Although we do focus on positive behaviours, we also want to ensure that every child has the opportunity to learn in a safe environment and have high expectations of children's behaviour to ensure this. In serious incidents where it is deemed that a child is displaying unsafe behaviours which may affect their safety or that of others, we will take appropriate actions. Positive handling of a child is always a last resort and should only happen if absolutely necessary to safeguard the child or other children. An adult will co-regulate with any child who is in distress and an adult will also co-regulate with a class who have been exposed to unsafe behaviours. Behaviours of a child outside of school are also taken into account when looking at whether a suspension or exclusion may be necessary. We follow the DfE guidance on Suspension and Permanent Exclusions (2023) School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

Serious incidents may result in a suspension or exclusion. Suspension/ Exclusion is always a last resort but could occur if:

- A child's behaviour continues to affect the education and well-being of others
- The safety of children or staff cannot be guaranteed
- A serious incident involving physical/verbal abuse has arisen
- Property has been damaged

Parents/ carers will be informed immediately of decisions made about the suspension or exclusion of their child.

Recording behaviour incidents

- All behaviour incidents will be recorded on our electronic monitoring system by the member of staff who dealt with the incident.
- Each term, SLT will review all behaviour incidents to determine whether an Pastoral Support Plan/ Behaviour Plan should be implemented. If it is deemed necessary, a meeting will be arranged between parents, class Teacher and child to draw up the required plan. Members of the inclusion team may also support in this process
- If the Behaviour Plan fails to have a desired impact the school will seek the support of external agencies

Child on Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer-on-peer abuse within our school and beyond. Our school recognises that children are vulnerable to, and capable of, abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child will not be tolerated or passed off as part of "banter" or "growing up" and we understand that nonrecognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. We recognise that Child on Child can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery.
- Bullying
- Radicalisation
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)

- Technology can be used for bullying and other abusive behaviour.

In cases where Child on Child Abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti- bullying policy, child protection policy and online safety policy.

Anti-bullying *(Please see separate Anti-bullying Policy)*

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This includes any bullying that takes place outside of school and any online bullying.

Searching, Screening and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. (see DFE guidance on Searching, screening and confiscation 2018). Searching, screening and confiscation in schools - GOV.UK (www.gov.uk)

Mobile Phones and Personal Electronic Devices

Use of mobile phones and personal electronic devices during school hours is strictly forbidden. Only children in Year 5 and 6 are permitted to bring their phone to school if they walk to school or walk home on their own. Parents must sign an agreement prior to their child bringing their phone into school. Phones must be switched off and handed in to teachers upon entering the school and must not be switched back on until the child has left the premises. Any infringement of this rule will involve the confiscation of the device until the end of the school day or a ban on the child bringing their phone to school. If a pupil is found to have taken a photo in school time, and then shared it, it will be treated very seriously by the school. Parents/ carers will be contacted regarding any infringement of the rules.

Reasonable force/ Positive Handling *(See Positive Handling Policy/ Safeguarding and Child Protection Policy)*

The use of positive handling is always a last resort and de-escalation strategies are used initially to help pupils regulate if they become dysregulated. However, if there is a risk of injury to that pupil, another pupil or staff, positive handling techniques may be used. Key staff are trained in positive handling techniques, using Team Teach. Parents are notified of any positive handling incidents and a record is kept in a bound and numbered book.