Griffydam Primary School

Whole School Behaviour Policy.

October 2026

We are a happy, caring, respectful community where children are encouraged to explore an exciting curriculum and become independent, resilient and confident learners, that are ready to take the next steps on their learning journey.

This policy is reviewed every year and was agreed by the Governing Board of Griffydam Primary School in October 2025 and will be reviewed again in October 2026

Signed: _____ Chair of Governors Date: _____



Part A: Behaviour

1) Behaviour Policy Principles

At Griffydam Primary School, we are committed to creating an environment where **exemplary behaviour is central to successful learning and personal development**. This policy supports our school's mission of Achieving together.

It is a working document that strengthens **positive relationships** among children, staff, parents, and the wider school community, and reflects our core values:

- **We are kind and respectful**
- **We are explorers**
- **We are part of a community**
- **We reach for the stars**

These values also support the government's five key areas of **British Values**, which we promote through all aspects of school life:

- Democracy
- Rule of Law
- Mutual Respect
- Tolerance
- Individual Liberty

2) Intent of the Behaviour Policy

The intent of this policy is to ensure that every member of our school community feels **valued, respected, and safe**. It promotes a culture where children and adults work together in a supportive and inclusive environment.

Our approach includes practical, consistent procedures that:

- Encourage children to make positive choices and take responsibility for them.
- Clearly define and model expected behaviour.
- Promote self-esteem, self-discipline, and mutual respect.
- Teach appropriate behaviour through early, positive intervention.
- Build strong partnerships with parents to support children's behaviour and wellbeing.
- Involve children in shaping and understanding the behaviour policy.
- Celebrate success and reward good behaviour to help every child thrive.

3) Purpose of the Behaviour Policy

This policy aims to:

- Provide a safe, caring, and inclusive environment free from disruption, bullying, discrimination, and harassment.
- Ensure all children are treated fairly and respectfully, and that positive relationships are nurtured.
- Offer clear expectations for behaviour to children, staff, and parents.
- Support a consistent and calm approach, where all adults take responsibility and follow up on behaviour.
- Help children understand and take ownership of their behaviour and its consequences.
- Set high expectations, where excellent behaviour is the norm for everyone.

4) Core Values

At Griffydam Primary School, our core values shape everything we do. They guide how we behave, learn, and interact with others, helping us grow into thoughtful, responsible, and resilient individuals.

- **We reach for the stars**
- We always strive to push the limits. We are resilient, and if at first we struggle, we always try again.
- **We are part of a community**

We know the impact of our actions can affect others around us. We care for our school community, our family community, and the wider community.

- **We are explorers**

We are discovering what's possible. We are curious and we like to think like mathematicians and scientists.

- **We are kind and respectful**

We choose to treat each other with kindness, warmth, and care, believing that everybody matters. These values are revisited regularly in class and across school life, helping to create a safe, inclusive, and inspiring environment for all.

5) Expectations of All Children

Children are expected to:

- **Follow and respect our core values**
- **Be polite and courteous**: Show respect to all adults, children, and visitors.
- **Listen attentively**: Pay attention to adults and peers during lessons, assemblies, and group activities.
- **Move calmly and safely**: Walk quietly around the school.
- **Try their best in all they do**: Show effort, perseverance, and pride in their learning and behaviour.
- **Work and play cooperatively**: Share, take turns, and support one another in learning and play.
- **Take responsibility for their actions**: Be honest, own their behaviour, and understand the consequences of their choices.
- **Care for the school environment**: Look after equipment, keep spaces tidy, and report any damage or graffiti.
- **Be inclusive and supportive**: Welcome others into games and activities, notice when someone needs help, and offer kindness.
- **Celebrate others' successes**: Be proud of their own achievements and those of their peers
-

6) Expectations of All Staff

- Model and uphold our core values.
- Greet children positively each morning.
- Build strong relationships and model respectful behaviour.
- Recognise and reward children who meet expectations.
- Address behaviour consistently and fairly.

- Speak to children with kindness and respect.
- Supervise all areas effectively.
- Discuss behaviour openly to help children understand rules.
- Create a safe, positive environment in classrooms and playgrounds.
- Treat each day as a fresh start.

7) The Headteacher Will

- Be a visible presence around the school.
- Regularly celebrate children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls, stickers and certificates.
- Support teachers in managing children with more complex or challenging behaviours.
- Review provision for children who require additional reasonable adjustments.

8) Parents Will

- Work in partnership with school to ensure consistent messages about expected behaviours.
- Support the school's rules and policies. (We understand that clarification may be needed at times; we respectfully ask that you speak to us as well as your child.)
- Inform school about any issues at home that might affect a child's learning or behaviour.

9) Members of Staff Who Manage Behaviour Well

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and use emotion thoughtfully to support children.
- Demonstrate unconditional care and compassion.
- Apply this policy consistently and fairly to all children.

10) Children Want Adults To

- Give them a fresh start each day.
- Help them learn.
- Listen, take an interest, and smile.
- Be fair with praise and sanctions.

11) The 1, 2, 3 Behaviour System

We use the **1, 2, 3 behaviour system** to ensure consistency and fairness across the school. It:

- Praises children who make good choices and try their best.
- Supports children who are struggling and gives them opportunities to improve.
- Is simple, clear, and easy to understand.

13) Recognition and Rewards for Good Behaviour and Effort

At Griffydam Primary School, we celebrate and reward children who consistently demonstrate our core values and meet behaviour expectations. Recognition is given for positive behaviour, learning attitudes, kindness, helpfulness, academic achievement, home learning, and contributions to the school community.

Ways We Recognise and Reward

Positive Praise

- Staff regularly use verbal praise and share positive feedback with parents through informal conversations or messages home.
- Value stickers

House Points

Children earn house points for:

- Good behaviour
- Following school values
- Being polite and helpful
- Showing kindness
- Supporting others
- Sharing learning with the Headteacher

Weekly totals are announced in assembly. The winning house enjoys a lunchtime reward the following week. The house with the most points each half term earns a special treat or experience.

Weekly Certificates a way to hand out the Griffydam Stars below

One child from each class is awarded a certificate in assembly for showing outstanding behaviour or effort linked to our school values. These children also spend time with the Headteacher to share their learning and experiences.



Griffydam Star Awards from December 2025 – Link to website

Children earn **Headteacher's Certificates** for outstanding behaviour and effort. These certificates build toward special enamel badge awards:

- ⭐ **Griffydam Blue Star** – 4 certificates
- ⭐ **Griffydam Purple Star** – 8 certificates
- ⭐ **Griffydam Bronze Star** – 12 certificates

- ⭐ **Griffydam Silver Star** – 18 certificates
- ⭐ **Griffydam Gold Star** – 24 certificates
- ⭐ **Griffydam Diamond Star** – 30 certificates

These badges are awarded during celebration assemblies and are a proud symbol of achievement and commitment to our school values.

14) Sanctions for Poor Behaviour and Effort – Magic 1-2-3 System

At Griffydam Primary School, we believe that children learn best in a calm, respectful, and consistent environment. When behaviour falls below expectations, we use a clear and fair system to help children reflect, reset, and make better choice We expect that poor choices will have a consequence. Our **Magic 1-2-3 system** supports children in understanding their behaviour and encourages positive change through reflection and adult guidance.

Step	Action	Details
A gentle reminder of the school rule or expectation delivered privately where possible. Staff may refer to positive examples of good behaviour to reinforce expectations.		
1	Reminder	• That is a One followed by a reminder of the school rule (show respect) or the requirement (I needed you to….) delivered privately wherever possible. • Zones of Regulation intervention – child to identify how they are feeling – feeling cards/strategies to calm. • Support from an adult wherever possible and if needed.
2	Caution	• That is a Two followed by a clear verbal caution (as above) delivered privately wherever possible. • Use the phrase 'Think carefully about your next step.'
3	Time Out (10 minutes)	• That is a Three followed by missing 10 minutes of play. • Use the scripted intervention (see appendix) towards the end of the time. • Recorded on CPOM's. • Time to complete reflective sheets – Zones of Regulation. Separate to missing play/time out. • Restorative meeting to be held. • The child can be asked to have a timeout If behaviour continues after receiving a 3, then another 3 would be given and the consequences followed.
4	Serious Incident	*"That is a Four"* – for serious incidents that put the child's or others' safety at risk, show disrespect to adults. Child misses playtime and lunchtime to reflect on their behaviour (may be over the next day if incident occurs late in the day). With a non IT based task. Straight Number 4 behaviours include: • Leaving the classroom • Walking around the classroom in an intimidating way. • Persistent lies • Bullying – physical, verbal, emotional, cyber • Defiance • Violence towards adults or peers • Threatening behaviour • Discrimination against any of the nine protected characteristics • Stealing • Swearing Class teacher to contact parents by phone. Restorative meeting to be held. Second repeat incident of bullying may result in a suspension.
5	Weekly Monitoring	Following 3 or more Step 3 incidents or 2 or more Step 4 incidents within 5 days. Class teacher and Head Teacher meet with the child and parents to support behaviour

		choices. A behaviour plan is implemented. Trips offsite may not be attended until the behaviour has improved for level 5- 10
6	Behaviour Support Programme	If behaviours do not improve, a bespoke, supportive package is implemented. The child works with staff to address concerns. May involve external professional support. Support may include: ● Reflection work (Zones of Regulation) ● Supporting younger children ● Jobs that allow for adult conversation/restorative work ● Time out in other classrooms ● ELSA-type support (Alternative provision at lunchtime)
7	Internal Reflection	If behaviours persist, the child completes a 1-day internal reflection. They work separately from peers and take breaks/lunch independently. Parents informed by phone and confirmed by letter.
8	Fixed-Term Suspension	For continual unacceptable behaviour or serious verbal/physical violence. Child may be excluded from school. Length of suspension depends on severity. Parents contacted by phone and asked to collect the child. Confirmed by letter. Reintegration meeting held upon return.
9	Repeat Fixed-Term Suspension	Repeated fixed-term suspension as per Step 8. Same procedures followed.
10	Permanent Exclusion	Applied in cases of persistent, severe behaviour. Child is removed from the school roll. Parents contacted by phone and asked to collect the child. Confirmed by letter.

Griffydam Primary School reserves the right to adjust this policy for individual children based on their **social, emotional, and mental health needs**.
In consultation with parents/carers, the school may **accelerate or slow down** the behaviour process depending on the specific circumstances of each child.

Behaviour Support Strategies

- **Time Out**
- A short period for the child to calm down, reflect, and recompose themselves. Upon return to class, an adult will speak with the child to:
    - Reset boundaries
    - Reflect on next steps
    - Remind them of previous positive behaviour

Restorative Meeting

This may be:

- A brief chat during break time
- A more formal conversation during lunch

The meeting will explore:

- Reasons for poor choices

- Impact on others
- Strategies for making better choices

A proforma is available to help children prepare, if appropriate. *See Appendix 1 for further details.*

15) Additional Consistency Guidelines for Staff – Griffydam Primary School

a) Movement in and Around School

At Griffydam, all movement around the school should be **purposeful and calm**. Staff must ensure that children are **appropriately supervised** at all times, whether moving individually or in groups. Children are expected to behave respectfully whether accompanied by an adult or not.

Playtime Transitions – Two-Bell System:

- **1st bell** – Children walk to the line
- **2nd bell** – Children stand in silence, ready to return to class

b) Playtime Supervision

- **Teachers and Teaching Assistants** are expected to carry out playtime supervision duties.
- Staff must make sure that the person on duty is present before releasing their class.

  While on duty:
  - Staff should **monitor the areas actively**,
  - Staff should **avoid standing and chatting** with colleagues and be mindful of their **positioning** to ensure maximum visibility and supervision.

c) Behaviour at After School Events (e.g. PTA)

- At **out-of-school hours events** held on the school site, such as those organised by the **PTA**, **parents are fully responsible** for their child's behaviour and supervision.
- If concerns arise, parents may be asked to **attend events** to support their child but this must be with the agreement of the headteacher and they will need a DBS.

d) Safety during residentials

- We are an inclusive school and would like all children to attend residentials and will, where possible, we will adapt the residentials for individual children to allow them to be accessed. For example: If we know children cannot manage for 24 hours invite them for a shorter period of time like school hours to allow them to participate successfully.
- It may not be in the best interest of the child or its peers if a child has been on a level 5 in the last 10 weeks. The headteacher will deicide if it is appropriate for the child to attend the residential and any monies paid to school will be returned prior to the trip if the child is not allowed to attend.

e) Trips

- The headteacher will decide if it is safe for a child to attend the trip based on their behaviour and the safety of all children and staff.

16) Children with Special Educational Needs and Disabilities (SEND)

At Griffydam Primary School, we understand that some children may face particular challenges or circumstances that make consistently good behaviour more difficult to achieve. While the **school rules apply to all children**, staff will use **individualised strategies** to support children in making appropriate choices and feeling proud of their behaviour.

- **Zones of Regulation**

  We use the **Zones of Regulation** to help all children understand and reflect on their emotional state and learn how to regulate it. This approach is especially valuable for

children with additional needs, helping them to develop self-awareness and emotional control.

- **Individual Behaviour Charts**

  For children who require additional support, a **personalised behaviour chart** may be used. This chart focuses on a **single, achievable target**, such as: *Keep my hands to myself or Follow adult instructions.*

  The chart is:

  - **Signed by the adult** leading the session
  - Marked with a **smiley face** or a sticker if the child achieves their target
  - **Reviewed with the Headteacher**, either **daily or weekly**, depending on the agreement made with staff and parents/carers

  This system provides clear expectations, positive reinforcement, and a consistent structure to help children succeed.

- **External Support**

Where necessary, Griffydam will seek advice and involvement from **external agencies**, such as:

- Educational Psychologist
- Specialist Learning Services
- Oakfield Outreach

17) Physical Intervention – Griffydam Primary School

Power to Use Reasonable Force

Members of staff at Griffydam Primary School have the legal power to use **reasonable force** to:

- Prevent a child from committing an offence
- Prevent injury to themselves or others
- Prevent damage to property
- Maintain good order and discipline in the classroom

Use of Physical Restraint

Physical restraint will only be used as a **last resort** and solely as a method of **safety and control**.
Staff will use their **professional judgement** to determine whether physical intervention is necessary, based on the specific circumstances of the incident.
Situations where physical restraint may be appropriate are outlined in the school's **Positive Handling Policy**.

Training and Planning

- Staff working with children who may be at risk of needing physical intervention will undertake **Team-Teach Training**.
- Where a child presents a high risk of requiring positive handling, an **Individual Positive Handling Plan** will be developed in consultation with parents/carers and relevant professionals.

After an Incident

Following any instance of physical intervention:

- The child will be supported to **calm down** until they are ready to discuss the incident.
- The **Headteacher** will be informed **immediately**, and where possible, **during** the intervention.
- The incident must be:
    - **Recorded in the Red Book**
    - **Written up on CPOMs**
    - **Communicated to parents/carers**

Consideration for Vulnerable Pupils

When using reasonable force in response to incidents involving children with **SEND or medical conditions**, staff will take into account the **vulnerability** of these pupils and respond with appropriate care and sensitivity.

PART B – Exclusions – Including Fixed-Term Suspension and Permanent Exclusion

Stages 10–12: Fixed-Term Suspension and Permanent Exclusion

At Griffydam Primary School, we aim to support every child to succeed and thrive. **Suspension or exclusion** is considered a **last resort**, used only when all reasonable strategies have been attempted and have not succeeded. This includes the use of internal sanctions and any available support.

The decision to suspend or exclude a child can **only be made by the Headteacher** and will follow the Department for Education guidance:

'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – September 2023'.

Reasons for Suspension or Exclusion

Fixed-term suspension or permanent exclusion may be considered in cases such as:

- Persistent misbehaviour that seriously affects the **safety and learning of others**
- **Serious assault** on another child or member of staff
- **Significant damage to property**
- Repeated breaches of the school's behaviour policy
- **Lunchtime suspensions** may be used if behaviour during this time consistently violates expectations

Permanent exclusion will only be used in **exceptional circumstances**, and the school will always seek to work with families to avoid this outcome.

Suspension Procedure

- Most suspensions are **fixed-term** and typically last **between one and three days**
- The Headteacher may suspend a child for **up to 45 school days** in a single academic year
- The **Governing Board** will review:
    - All permanent exclusions
    - Any fixed-term suspensions exceeding **15 days** in a term
    - Any suspension that causes a child to miss a **public examination**

Following a suspension:

- Parents/carers are contacted **immediately**, where possible
- A formal **letter** is sent with details of the suspension and return date
- The **Chair of Governors** is informed and receives a copy of the letter
- The **Local Authority** is notified via their online system on the **same day**
- Parents have the right to make **representations** to the Governing Board and Local Authority

Return to School:

- A **reintegration meeting** is held with a member of the **Senior Leadership Team** and relevant staff
- An **Individual Behaviour Plan** will be reviewed or created, including a future review date
- During suspension, children must **not be on school premises**, and parents are responsible for **daytime supervision**

- For suspensions longer than one day, **work will be sent home** for completion
- All records are stored **confidentially**

Permanent Exclusion

Permanent exclusion is a **serious decision** and may be considered in two main situations:

1. **Persistent and Defiant Misbehaviour**

After all other strategies have been exhausted, including support and intervention. This may include:

a. Ongoing disruptive behaviour
b. Bullying (including **racist or homophobic bullying**)
c. Repeated possession or use of **illegal substances** on school premises

2. **Exceptional Circumstances**

Where a single incident is so serious that exclusion is appropriate without prior interventions. Examples include:

a. Serious actual or threatened **violence**
b. Sexual abuse or assault
c. Supplying illegal drugs
d. **Carrying an offensive weapon** (as defined by the Prevention of Crime Act 1993)
e. Arson
f. Behaviour that poses a **significant risk to the child's own safety**

In such cases, the school may involve the **police**. These examples are not exhaustive but reflect the seriousness of behaviours that may lead to permanent exclusion.

Monitoring and Review

This policy will be reviewed **annually** by the **Headteacher** and **Senior Mental Health Lead**. Any updates will be communicated to staff and relevant stakeholders.
This policy will be made available for **Ofsted inspections** and reviews upon request.
Next scheduled review: October 2026

Appendix 1: Additional Details – Griffydam Primary School

Stage 2 – Last Chance: 30-Second Intervention

This short, structured conversation is designed to give the child a final opportunity to make a positive choice before a sanction is applied.

Scripted Approach:

- *"I notice that you are…"* (describe the poor behaviour)
- *"It was the rule about…"* (state the rule that was broken)
- *"You have chosen to…"* (state the consequence or sanction)
- *"Do you remember last week when you…"* (remind the child of a positive behaviour)
- *"THAT is who I need to see today. Thank you for listening."*
  The adult then gives the child **take-up time** to process and respond.

Restorative Meeting (Stage 3/4)

Once the child is calm and the situation has settled, a **restorative conversation** is held. This can be formal or informal and is designed to help the child reflect and repair relationships.

Initial Question:

- *"What happened?"*

(Staff will always speak to more than one individual to gather a balanced view.)

Follow-up Questions (choose five):

1. What were you thinking at the time?
2. What have you thought since?
3. How did this make people feel?
4. Who has been affected?
5. How have they been affected?
6. What should we do to put things right?
7. How can we do things differently in the future?
   Staff should remember: *Between your truth and their truth is THE truth.*

Zones of Regulation

Griffydam Primary School uses the **Zones of Regulation** to help children:

- Understand their emotional state
- Reflect on their feelings
- Learn strategies to regulate their emotions
  This approach supports children in making better behavioural choices and is especially helpful for those with additional needs.

Griffydam Primary School
Zones of Regulation Reflection Sheet

Name: _____ Date: _____ Time: _____

What I did that was unexpected:

_____

_____

_____

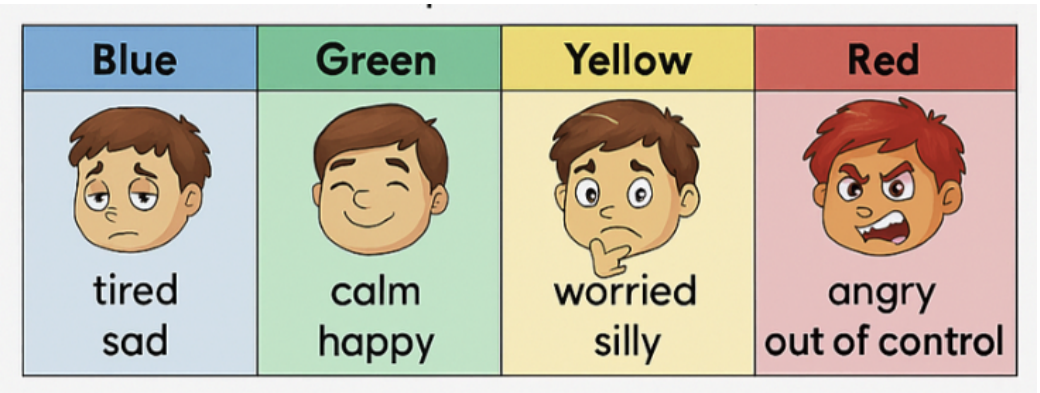
My unexpected behaviour made people:

_____

_____

_____

What mood was I in :



What tools can I use to get to the green zone:	What steps can I take to prevent this happening again?
_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____

What is the consequence of my actions?

_____



Childs Name



Target: To follow adult instructions first time.

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration / Morning PE					
Maths					
Reading					
Breaktime					
Literacy					
Lunchtime					
Afternoon Lesson 1					
Afternoon Lesson 2					
Reading					

Link to NHS Zones of Regulation information

https://www.nhsborders.scot.nhs.uk/media/1001858/Zones-of-Regulation.pdf

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