Crowmarsh Gifford C of E Primary School

Behaviour Policy

Scheme of Delegation	
Approval by:	**FGB**
Staff Lead Reviewer:	**Vania Eaglen**
Assigned Governor:	**FGB**
Date of Last Approval:	**October 2026**
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Publish:	**Website, staff shared area**

Crowmarsh Gifford Primary School is committed to upholding high standards of behaviour for all pupils. This statement outlines the core values and principles that guide and encourage positive behaviour throughout the school. The school values, Care, Grow, Persevere and Shine, sit at the heart of its expectations and shape the way members of the school community treat one another, respond to challenges, and contribute to the wider community.
This statement has been approved by the Headteacher and the governing board, who believe it reflects the school's ethos and recognises that strong, consistent behaviour expectations are essential for effective learning and for the personal development of every child.

Please also refer to the schools 'Behaviour Principles Written Statement' alongside this policy

Written statement of behaviour principles
1. All pupils, staff, visitors and members of the wider school community have the right to feel safe at all times at Crowmarsh Gifford Primary School.
2. Governors expect everyone within the school community to behave responsibly and to treat one another with respect.
3. Crowmarsh Gifford Primary School is an inclusive school where equality, respect and valuing the individual are central. All members of the school community should be free from discrimination.
4. The Governors believe that high standards and clear expectations of behaviour are fundamental to a successful and nurturing school environment.
5. Bullying or harassment of any kind is unacceptable, including when it occurs outside normal school hours. Measures to prevent and address bullying and discrimination will be applied consistently and reviewed for their effectiveness.
6. Children have the right to learn and to achieve their full potential.
7. Positive behaviour should be recognised and celebrated to encourage good conduct both inside and outside the classroom.
8. The school's legal duties under the Equality Act 2010 are upheld and reinforced through the Behaviour and Anti-Bullying Policies.
9. The Governors recognise that some pupils may require additional support to meet behaviour expectations, and such support should be provided.
10. The use of rewards and sanctions must take into account the individual circumstances and needs of each pupil. The Headteacher is expected to use their professional judgement in applying them.
11. Sanctions should be applied in a fair, consistent, proportionate and reasonable manner, taking account of SEND, disability and the needs of vulnerable children, and ensuring support is offered where needed.
12. The Governors emphasise that violence, threatening behaviour or abuse directed at school staff, whether by pupils or parents, will not be tolerated.
13. Expectations and consequences for unacceptable behaviour must be clearly understood by all staff and pupils and applied consistently.
14. Pupils are supported and encouraged to take responsibility for their actions.
15. Suspensions and exclusions must only be used as a last resort.
16. The ethos and values of Crowmarsh Gifford Primary School, Care, Grow, Persevere and Shine underpin all expectations for behaviour. These values guide how members of the school community treat one another, how they respond to challenges, and how they contribute positively to the school environment.

Linked to Articles 2, 3, 23 from the United Nations Convention on the Rights of the Child: The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis. The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their

decisions will affect children. Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn and grow in a calm, safe and caring environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a consistent and calm approach and to celebrate the best behaviours
- To use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination

The four Key Values of our Christian School are

- Care
- Grow
- Persevere
- Shine

Behaviour at our school is good because we have a string ethos which focuses on these values

Purpose of the policy

To provide simple, practical procedures for staff and children that

- Recognises behaviour norms and positively reinforces this behaviour
- Encourages children that they can and should make good choices
- Ensures consistency of expectations across the school
- Builds a community which values kindness, care, good temper and empathy for others

Expectation of Adults

We expect every adult to

- Meet and greet with a smile
- Treat each child fairly, with respect and understanding
- Refer to our school values in their daily conversations with children
- Never walk past or ignore pupils who are failing to meet expectations
- Follow up all behaviour including restorative conversations and communication with parents
- Plan lessons that engage, challenge and meet the needs of all pupils
- Deal with all poor behaviour in a non-public way

Behaviour is managed well where adults know their classes and develop positive relationships with all pupils

Expectations of Class Teachers

- Ensure that that their classes behave in a responsible manner
- Ensure that all children work to the best of their ability
- Remind children of their responsibilities and the rules for behaviour
- Contact a parent if there are concerns about the behaviour or welfare of their child

Expectation of SENDco

- To use behaviour data to target and assess interventions
- To provide support and advice to adults.
- To support teachers in managing pupils with more complex or challenging behaviour so that needs are being met.

Expectation of The Headteacher and the Senior Leadership Team

- Meet and greet learners at the beginning of the day
- Will be a visible presence around the school
- Celebrate staff, leaders and pupils whose effort goes over and above expectations
- Liaise with the SENDco to ensure provision where needed..
- Provide new staff with clear induction into the schools behaviour culture to ensure they understand the rules an routines.
- Ensure staff training needs are identified and met
- To support the staff in managing learners with more complex or negative behaviours
- Use behaviour data to target and assess the effectiveness of the behaviour policy and practice

The Governing Body is responsible for

- Reviewing and approving the Behaviour Policy
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Role of Parents

- Support the ethos and values of the school
- Support their child's learning
- Cooperate with the school and support reasonable actions
- Communicate with the school

Parent Concerns

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem the schools complaints procedure can be found on our school website.

Recognitions and Rewards

- Verbal praise
- House points
- Weekly certificates

Graduated Response to Low-Level Behaviour

At CGPS, we believe in providing children with clear boundaries, consistent routines and the opportunity to reflect and improve their choices. Our approach is calm, proportionate and rooted in restoration.

For low-level disruption or behaviour that does not meet our expectations:

1. **First Verbal Warning**
   The child is reminded of the expected behaviour and given the opportunity to correct their choice.
2. **Second Verbal Warning**
   A clear, calm reminder is given that continued behaviour will result in a consequence. The child is again given the opportunity to make a positive change.
3. **Consequence – Five Minutes of Missed Lunch Time**
   If the behaviour continues following two verbal warnings, the child will miss part of lunch time play.
   - Children will not be deprived of food.
   - Time missed will be proportionate.
   - The purpose of this time is reflection and restoration.

The time will be supervised and include a restorative conversation with an adult, focusing on:

- What happened
- Who was affected
- How the situation can be put right
- How a better choice can be made next time

Where an incident occurs in the afternoon, the consequence may be carried over to the following day's lunch break. This decision will be age-appropriate and proportionate to the nature of the incident.

While this graduated approach supports consistency, professional judgement remains central. In some circumstances, staff may move directly to a consequence or adapt the steps where this is appropriate to the age of the child, the context, or the seriousness of the behaviour. Equally, staff may choose to de-escalate or provide additional support where this better meets a child's needs. Adjustments will be made for pupils with SEND or for individual circumstances, in line with our duties under equality and safeguarding legislation.

Recording of names may take place during this process. This ensures fairness, consistency and appropriate monitoring of patterns over time, allowing staff to identify and support children who may need additional guidance or intervention.

Our aim is always to support children in developing self-regulation, responsibility and respect for others, in line with our school values.

Playtimes & Lunchtimes

If there are concerns at playtimes or lunchtimes staff on duty will take action in line with this policy. Where appropriate they will report this action to the class Teacher or SMT.

Extended Provision
If there are concerns outside of the normal school day staff on duty will act in line with this policy. Where appropriate they will report this action to the class Teacher or SMT.

Misbehaviour is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:
- Repeated breaches of the school rules that lead to unreasonable high level disruption of children's right to learn
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours
- Physical violence or verbal aggression directed towards an adult or pupil
- Use of object/weapons to hurt others
- Serious/ continued bullying incidents
- Vandalism leading to significant damage of school property and resources
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Consequences

In all cases the individual circumstances will be considered to ensure consequences are appropriate, impactful and restorative

Time out, restorative conversation and communication with parent
- Very often a short removal/ time out and a restorative conversation is enough for a child to change their behaviour.

Repetitive time out – meeting with teacher and parent
- A reflection card may be issued and a copy sent home.

Removal – parent to be informed. Pupil monitoring
Removal from the classroom is a serious sanction and will only be used when all other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. We use removal for the following reasons:
- To maintain safety for all pupils following an unreasonably high level of disruption
- To allow the pupil to regain calm in a safe space
- To enable the pupil to be taken to a place where their learning can be continued in a managed environment.

When a child has been removed from class, they will be guided to a safe space. Work will be planned for and provided by the class teacher to ensure that the child continues to learn. The appropriate paper work will be completed and parents will be contacted promptly.

Where removed children do not calm down, are unable to continue their work and continue to exhibit serious and unsafe behaviours, despite a range of strategies being attempted, school will phone parents to support with calming the child down. This will also help to restore stability for other children attending school.

Physical Intervention and Reasonable Force
Our approach to physical intervention reflects our school values and our commitment to keeping children and staff safe. Adults will use calm communication, positive relationships and de-escalation strategies to minimise the need for restrictive physical intervention.

On rare occasions, a restrictive intervention may be necessary. A restrictive intervention is an action used to prevent, restrict or subdue a pupil's movement and may be physical or non-physical. This includes reasonable force, restraint and seclusion. This is different from appropriate everyday physical contact, such as comforting a distressed child, providing first aid or offering a hand which the child willingly accepts.

Staff may use reasonable force where necessary to prevent a child from injuring themselves or others, committing a criminal offence, damaging property or causing serious disorder. Physical intervention will be a last resort, unless

immediate action is needed. It must be lawful and proportionate, use no more force than necessary and last for the shortest possible time. Force must never be used as punishment.

All members of school staff have the legal power to use reasonable force in certain circumstances. Staff must never use restraint that affects a pupil's airway, breathing or circulation, including covering the mouth or nose or applying pressure to the neck or abdomen. Restraint on the ground should be avoided; if a pupil is unintentionally held on the ground, staff should release or reposition them into a safer position as quickly as possible.

Seclusion means keeping a pupil in a place away from others and preventing them from leaving. It will only be used as a safety measure to protect others from harm when a pupil is experiencing a high level of emotional or behavioural dysregulation. It will never be used as a punishment. The pupil will be supervised throughout and allowed to leave as soon as the immediate risk of harm has reduced.

Staff will consider the child's age, SEND, disability, medical needs and known vulnerabilities. Reasonable adjustments will be made for children with disabilities. Where risks are identified, the school will put in place individual risk assessments and support plans, involving parents, relevant professionals and the child where appropriate.
The school will provide appropriate training in prevention, de-escalation and safe physical intervention for staff whose roles may require it. Staff will not be expected to undertake planned restraint without appropriate training. In an unforeseen emergency, staff should summon assistance and assess the safest reasonable response, considering the risks of both intervening and not intervening.

The school will support staff who act reasonably and lawfully. This includes staff who judge that physical intervention would be unsafe or disproportionate and take other appropriate action to protect children and adults.

All significant incidents involving the use of force, and all incidents of seclusion or non-force related restraint, will be recorded on CPOMS in writing as soon as practicable, normally on the same day, by the staff involved.
Records will include:

- The names of the child, staff involved and any witnesses.
- The date, time, location and duration of the intervention.
- Relevant individual needs, circumstances and known triggers.
- De-escalation strategies attempted and why intervention was necessary.
- The nature and degree of force used, any injuries and medical attention.
- The child's account, where practicable, and subsequent support.
- Parent communication and follow-up action.

A senior leader will review the incident. Parents will be informed of any significant use of force, restraint or seclusion as soon as practicable, normally on the same day. Where informing a parent would be likely to result in serious harm to the pupil, the school will follow the statutory reporting requirements and record the reason and safeguarding action taken on CPOMS.

Children and staff involved will receive appropriate support and an opportunity to reflect on what happened. Risk assessments and support plans will be reviewed where needed. Leaders and governors will monitor incidents and patterns to improve practice and reduce the need for future intervention.

Bullying
We define bullying as

Several
Times
On
Purpose

We take allegations of bullying very seriously. Bullying is not tolerated at our school

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.

Suspensions
In order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take

the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following the suspension, the pupil and parents will meet with the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day.

Permanent exclusions
Permanent exclusion is seen as a very last resort after all reasonable steps to avoid exclusion have been put into place. Permanent exclusion should only occur when risk assessment indicates that to allow the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to other pupils at the school

Safeguarding
The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.