

# GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL



## Behaviour Policy October 2025

Review: October 2026



## BEHAVIOUR FOR LEARNING POLICY

### Vision

***Rooted in faith, growing in wisdom, branching into the world***

We are a diverse, vibrant learning community where everyone is welcomed, valued and encouraged. Loving relationships, rooted in the teachings of Jesus, allow children and adults to flourish together, creating wise, compassionate, respectful individuals who are ready to confidently take a productive place in an ever changing world.

DfE guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with policies for Inclusion, PSHE, and Child Protection.

### Rationale

Goston Church of England Primary School is committed to creating an environment where behavior supports learning. Every child has the right to learn in a positive and respectful environment. Staff are expected to model our school values in their own behavior and support children to make good choices by celebrating positive behaviours and dealing fairly, consistently and sensitively with behaviours of concern. All staff are trained to understand behaviour as a communication.

### Aim

To create a culture of exceptionally good behaviour: for learning, for community, for life.

### Expectation of Adults

- Build positive relationships with the pupils and adults in the school
- Apply the behaviour policy consistently
- Model positive behaviours themselves and reward positive behaviour choices in others
- To understand the needs of their pupils and recognise potential triggers, in order to plan to avoid them
- Explicitly teach children to recognise their feelings and use strategies to affect their behaviour

### Expectation of Pupils

- Build positive relationships with their peers and adults in the school
- Adhere to the behaviour policy consistently
- Demonstrate positive behaviours, taking personal responsibility for their own actions.
- To recognise their feelings and use appropriate strategies to manage their behaviour

### Expectation of Parents and Carers

- Support the behaviour policy of the school
- Work in partnership with the school to promote its values
- Talk to the Teacher or Headteacher if they have any concerns

## **Golden Rules**

- I treat everyone with respect (Equality and Friendship)
- I welcome and include everyone (Compassion and Equality)
- I take responsibility for my own behaviour and learn from my mistakes (Endurance and Forgiveness)

## **Rewards**

Staff explicitly reward good behaviour through a wide range of strategies. All adults acknowledge positive behaviour, in all contexts, where possible.

A whole school House system is place to promote positive behaviours. Weekly scores are announced in Friday Celebration Assembly and on the weekly newsletter.

We also reward individual pupils who demonstrate our golden rules by awarding them a leaf on our Christian Value Tree – linking the rules with our Christian Values of Compassion, Friendship, Forgiveness, Equality and Endurance.

Whole class reward systems may be used to encourage the class to work together towards a reward they choose together. Classes may also develop age appropriate incentives to promote good behaviour.

## **Sanctions**

*"No school however positive or imaginative can eliminate disciplinary difficulties entirely".* (DfES, Good Behaviour and Discipline)

However, should children not conform to the agreed rules, the following sanctions will be applied in order.

### Within the classrooms:

1. Verbal/Visual warnings given with an explanation of expected behavior.
2. If behaviour continues, children will have a 5 minute time out as appropriate to their year group and the activity. Children will be reminded of expectations when returning to class.
3. If behaviour still continues, children will be sent to another (agreed) teacher for remainder of session, with work to complete. Parents will be notified.

### At Break times:

1. Verbal warning
2. 5 minute time out
3. Sent in to Headteacher, or in her absence, a senior teacher for the remainder of the break time.

Incidents at lunchtime and break time are reported to the class teacher by one of the adults on duty. If incidents need to be explored further an available adult will investigate and record to ensure there is limited disruption to pupil's learning.

Wherever possible a restorative approach is used to allow children to see the impact of their behaviour and how they could have made different choices.

In cases of extreme behaviour (see below) the child should be sent to a member of Senior Leadership

Team. Parents will be informed and the incident discussed. If necessary, a behavioural support plan will be agreed and a date set for evaluation.

- Repeated breaches of school expectations
- Inappropriate language
- Any form of bullying
- Any form of child on child abuse
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Physically hurting others or themselves
- Racist, sexist, homophobic or discriminatory behaviour

When appropriate, pupils will remain away from their class. This is used as an alternative to suspension and promotes and reinforces the importance of school attendance and inclusion.

All significant incidents are recorded on CPOMS (Child Protection Online Management System), where patterns of behaviour are analysed to inform support and future actions.

### Exclusion

This sanction is only likely to be used in cases of persistent unacceptable behaviour, and where allowing the pupil to remain in school may be seriously detrimental to the education and welfare of the pupil or others. Parents will be notified by telephone and in writing of the reason for the exclusion. Before the child returns to school, a meeting between the parents and the school will be arranged. A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

### **Pupil Support**

From September, we will be working with the children to introduce a common language for describing feelings and emotions, linking these with colour.

In EYFS and KS1 children will use the book The Colour Monster by Anna Llenas whose central character uses colour to identify his feelings. Children are encouraged to identify and label their feelings, communicate them to others and use strategies to regulate their own behavior. This approach focuses on supporting children to self-regulate rather than focusing on negative behaviours.



In KS2 children will use The Zones of Regulation®, a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of energy, as well as guide them to strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red.

Blue Zone - used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Green Zone - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

Yellow Zone - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

Red Zone - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

## The four zones:

### **ZONES OF REGULATION**

*Choose your zone. How are you feeling?*

Blue	Green	Yellow	Red
			
Sad Sick Tired Bored Moving slowly	Happy Calm Good to go Focused Ready to learn	Frustrated Worried Silly Anxious I need some help	Mad Angry Yelling/ Hitting Out of control I need time and space

## **Inclusion**

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 Assistant Headteacher (Inclusion) 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, parents and/or others, to identify or support specific needs. Where necessary a behavioural support plan may be agreed in school with the pupil and parents to agree targets for improvement. These plans will be reviewed regularly and adapted as necessary.

Those children with ASD that become overwhelmed at different times can be kept safe in spaces by ensuring they are not able to hurt themselves and are supervised until they are calm and can be moved. If physical intervention is needed a member of SLT will be called to support.

## **Bullying**

DfES defines bullying as deliberately hurtful behaviour that is repeated often over a period time. It is difficult for those who are being bullied to defend themselves.

Bullying can take many forms but the main types are:

- physical: hitting, kicking, taking belongings
- verbal: name-calling, insulting, racist remarks
- indirect: spreading unpleasant stories or excluding someone from social groups
- Cyber bullying: bullying via texting, e-mail or social networking sites
- Sexual bullying- unwanted physical contact or abusive comments
- Prejudice-based and discriminatory bullying

Guston Church of England School do not tolerate bullying. The school community focuses on a positive environment demonstrated by a curriculum and environment designed to recognize and value the differences between people. Expectations for the respect and safety of others in the real and online world are explicitly taught.

Restorative justice approaches are used to support children to understand the impact of bullying behaviour.

Deby Day, Headteacher

Updated, October 2025

**Review Date: October 2026 (or sooner if guidance changes)**

## Appendix 1

### **Reasonable Force** ([DfE advice template](#))

#### What is reasonable force?

Reasonable Force covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil

#### Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

#### Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

#### Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment

All physical handing is recorded and held in the Headteacher's office.

## Appendix 2

### **Searching, Screening and Confiscation**

Following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be managed in line with the DfE 'Searching, screening and confiscation at school' guidance.

The DSL (or deputy) will be informed of any searching incidents where there were reasonable grounds to suspect a pupil was in possession of a prohibited item. The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

The DSL (or deputy) will then consider the circumstances of the pupil who has been searched to assess the incident against any potential wider safeguarding concerns.

Staff will involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.