



Gresham Village School and Nursery

BEHAVIOUR MANAGEMENT POLICY

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Preparation for life's journey

This policy aims to:

- Establish a shared understanding of expectations of behaviour within our school community.
- Ensure that all members of our school community feel supported and know their responsibilities.
- Ensure consistency of approach to behaviour management.

Associated policies:

Anti-bullying Policy

Anti-discrimination Policy

Safeguarding Policy

Restraint Guidance

Safer Working Practice Guidance

Teaching and Learning Policy

Our school aims:

- To maintain an orderly community with a happy and secure atmosphere, where discipline is firm but fair and where all members of the school community work together.
- To develop a growing sense of self-discipline and acceptance of responsibility from pupils.
- To provide a safe and secure environment for all our children.
- To support the children to develop academically, emotionally and socially.

Our school values:

- **Respect** ourselves, others and our environment.
- **Aim high** to achieve our goals.
- **Encourage and enable** everyone.

Life at Gresham Village School is underpinned by our core values. Adults are expected to model the values through their interactions and behaviour so they can be positive role models to the children.

Positive Relationships

We expect staff to build positive relationships with pupils through respectful interactions. We get to know our pupils and recognise them as individuals with their own needs and experiences. Although we have high expectations, we only expect what is reasonable and possible for each individual child. By developing positive relationships built on mutual respect and trust, we create conditions that enable pupils to feel safe, and allow teachers and pupils to focus on learning free from distractions.

We create these relationships through:

- Establishing norms around clear roles and boundaries.
- Communicating kindness
- Combining assertiveness with warmth
- Always being the adult

Further detail on this can be found in the 'WalkThrus' book in the 'Behaviour and Relationships' chapter.

Teaching Positive Behaviours

In every aspect of school life, staff promote responsible attitudes. In our interactions with children, we teach good manners, social skills and tolerance. This includes teaching values as part of the curriculum, for example through assemblies, PSHE and RE. We give opportunities for the children to take part in community activities, discuss local and national issues and support charities. Our SCARF PSHE curriculum has the teaching of positive values at the heart of every unit.

We reinforce and reward positive behaviours through individual or group praise, house-points that are added to a collective house total, shout-outs in assembly and individual green card certificates. Care is taken to ensure that awards are distributed fairly. Children's achievements both academic and social, in and out of school are celebrated formally in assembly. In addition, classes can earn rewards from their teacher through co-ordinated effort, perhaps towards a class learning target.

Establishing Expectations

It is important that our expectations are reinforced routinely and positively by all members of staff. We expect every class to line up on the playground silently and to come to assembly silently. Teachers and teaching assistants need to insist that this happens consistently, otherwise the children may feel that this is not an expectation. It is much easier to sustain high expectations if they become the norm as part of a set of routines.

Teachers set and communicate clear expectations as to how their classroom operates. We have a Break and Lunchtime management plan that sets out routines and expectations at break and lunch. Our core classroom management techniques are outlined in our Teaching and Learning Policy

Partnership with parents

We strive to work in partnership with parents in promoting positive behaviour and attitudes towards learning and school. This includes constructive parent-teacher consultations and termly reports, information about progress and attainment, parents' forum and invitations to school events. It is also important for teachers to communicate informally and to build good relationships with parents.

Areas of Regulation

We have a whole school understanding that every behaviour is a communication. Adults assist children in understanding and identifying their emotions and behaviours, helping to find appropriate ways to show and manage their feelings. We use the Areas of Regulation to co-

regulate with children. This process is essential in enabling children to self-regulate in the future. Using the Areas of Regulation enables adults to use a restorative approach when managing all challenging behaviours.

Dealing with unacceptable behaviour

At Gresham Village we do not tolerate:

- Disruptive behaviour
- Rudeness
- Dishonesty
- Destruction or abuse of equipment or property.
- Physical violence
- Bullying in any form
- Prejudicial language or discriminatory behaviour

The principles which guide the way we deal with unsatisfactory behaviour are:

- We believe that all children's behaviour can improve and improvements should be recognised.
- Behaviour is dealt with in the context of positive relationships.
- Investigation into the cause of the behaviour is necessary, gaining insight from all involved. Restorative actions are often needed along with given consequences.
- In school, all adults work as a team in dealing with unsatisfactory behaviour. Communication between them and clear lines of responsibility are essential.
- It is not the severity, but the inevitability that makes sanctions work. Staff must be consistent and persistent in applying the behaviour policy.
- Strategies for managing unsatisfactory behaviour are regularly reviewed and developed through staff training.

Choices and Consequences

We have a simple three step strategy for staff to use with most children to deal with most unacceptable conduct, which all staff should follow:

1. Initial interaction e.g. 'Sam, stop talking as you are disrupting the lesson. Thank you.'
2. Give the child a choice, with a reason why they need to modify their behaviour and clear consequence e.g. 'Sam, I have already asked you not to talk when I am giving the class an instruction, because this disrupts our learning. You can either stop talking now or you will miss your break.'
3. If the behaviour continues, then the child receives the consequence e.g. 'Sam, you have chosen to continue talking, therefore you will miss your break.'
4. If the negative behaviour continues again during a session, the above will be repeated, the behaviour logged and discussed later. It may be appropriate for the headteacher to become involved. If this happens, parents will be informed.

Consequences

It is important for the consequence to be fair, in proportion and consistent. A consequence is usually a removal of privileges, such as break or part of lunch time. A child may need to 'sit out'

for part of a lesson until they are ready to learn again. Before learning can continue, if appropriate, the adult will assist the child in co-regulation to ensure that blocks to learning such as anxiety, frustration or shame are managed. It is important to take a restorative approach to behaviour incidents; children need a 'fresh start' for the next lesson. An apology or other action may also be necessary for the child to restore relationships or put things right.

Group punishments should be avoided as it is rarely the entire class misbehaving. Some children may have a pupil-specific plan for behaviour, so this must be adhered to. Adults should avoid humiliating the child, and so should discuss behaviour away from other children where possible.

Persistent or severely unsatisfactory behaviour

If unsatisfactory behaviour is either persistent or severe, the headteacher is involved.

Severely unsatisfactory behaviour which will need the immediate intervention of the headteacher and or Leadership team, includes violent conduct or verbal abuse. As the safety of all children is paramount, it may be necessary to remove the class to another space, such as the hall, if the child who is behaving violently cannot be removed. Other severely unsatisfactory behaviour includes bullying, stealing or lying, but might be brought to the headteacher's attention out of class time.

It is essential that records of persistent or severely unsatisfactory behaviour are kept by the class teacher using CPOMS. They need to be accurate, specific and objective and regularly maintained.

Individual children

There will always be children in school who are supported due to SEN, SEMH or trauma. Individual children with plans may need additional actions regarding behaviour and regulation of emotions. It is vital to communicate with the inclusion team to maintain a consistent approach to managing and supporting these children.

Suspensions and Exclusions

Suspensions and permanent exclusions may only be given by the Headteacher for specific reasons involving a serious breach of the school Behaviour Management Policy. This must be reported to parents, governors and the Local Authority. The Trust's Suspension and Exclusion Policy must be followed for all suspensions and exclusions.

Statement on the use of reasonable force at Gresham Village School and Nursery, December 2012.

This statement is made in the context of the DfE non-statutory guidance Use of reasonable force Advice for head teachers, staff and governing bodies 2012 and needs to be read alongside this guidance.

At Gresham Village School and Nursery we have a culture and ethos of positive behaviour in all relationships between staff and pupils and the behaviour of the pupils is very good. There are only very rarely any instances when a child might refuse to co-operate or cause a deliberate danger to others or themselves. The school aims state that we aim to:

- Provide a safe, secure and stimulating learning environment
- Promote the best possible health and well-being for all members of the school community by ensuring a culture of mutual respect and support

We adhere strongly to these aims, but accept that occasionally in extreme situations, we may need to use reasonable force. Therefore, we welcome the guidance of the Department for Education in clarifying the use of reasonable force.

At Gresham Village School, we would only use reasonable force **as a last resort**, if we need to:

- remove a disruptive child from the classroom where they have refused to follow an instruction to do so **and** other measures have been taken already, including informing the headteacher
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit **and** other measures have first been taken, including informing the most senior member of staff
- 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
- restrain a pupil at risk of harming themselves through physical outbursts

Guidance

1. Force may **not** be used as a punishment and may only be used as a last resort to enforce discipline or prevent injury. Staff must be **very mindful** that the decision to use reasonable force must only be taken rationally and not in anger or frustration. Teaching assistants should only use reasonable force if they feel a child is in danger of hurting themselves or others and other options have been considered.
2. The DfE guidance clarifies what reasonable force might constitute and this statement should be read alongside this guidance and the school's **Behaviour Management Policy**.

3. The headteacher and governors will support staff who use reasonable force only in the context of the DfE guidance.
4. All staff and parents need to be made aware of the school's policy on reasonable force. The statement will appear on the school website.
5. It is not felt that at present any children pose a significant risk that would necessitate specific staff training beyond understanding the policy statement and DfE guidance. If a child with specific difficulties was admitted to school, all relevant staff would receive the appropriate training.
6. If a member of staff uses force, this must be reported to the headteacher as soon as possible and a written statement completed. The headteacher will decide if parents need to be notified.