



## **The Management of Pupil Behaviour at Guildford Grove**

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## **The Management of Pupil Behaviour at Guildford Grove**

### **School Values: A culture of achievement where all can succeed.**

At Guildford Grove, we

- are responsible and respectful members of our diverse community
- are empowered to make safe, informed choices
- have high aspirations and a “can do” attitude to learning and we
- develop and foster our individual abilities and interests.

It is our task as teachers and practitioners at Guildford Grove School to promote and support our children’s learning and enable each one of them to achieve their full potential. We endeavour to provide a school day that excites challenges and motivates each child and allows them to develop as independent learners. Our organisation of their learning promotes enjoyment, perseverance and self-discipline. We encourage the children to achieve personal excellence in all aspects of work and behaviour.

The staff at Guildford Grove recognise that the effective management of pupil behaviour is a whole school issue and that a united and consistent approach by all members of the team is critical to its success. This policy outlines the core principles and values which underlie the strategies that all adults use to manage pupil behaviour. Colleagues are urged to engage in open discussion and seek advice in order to enhance their behaviour management skills so that the children in their care can flourish and achieve the highest possible standards whilst at school.

### **Core Principles**

At Guildford Grove we believe that quality relationships at all levels lie at the heart of all that we do. We know that children behave best when they are motivated intrinsically, when all staff use a shared language of choices, when the culture of the school is positive and nurturing and where expectations are always kept high. The school is dedicated to ensuring inclusion occurs, where mutual respect is clear and where everyone is treated fairly and equitably.

### **Aims**

The purpose of the behaviour policy is to encourage the highest levels of behaviour and support pupils in their responsibility for their own behaviour management. This document also provides staff with a range of strategies which they can use in their classroom to both promote and foster good behaviour but also de-escalate the resulting poor choices if they are ever made.

This policy extends to all members of the school community and has been devised in consultation with staff, pupils, governors, parents/carers.

The Behaviour Policy aims to:

- ensure the expected standards of behaviour are shared with the school community
- ensure all adults and pupils understand, support and promote the principles underpinning this policy
- ensure expectations and boundaries are consistent, understood by all and comply with our core values
- enable pupils to develop a reasoned, self-disciplined and socially acceptable behaviour, demonstrating respect towards each other and adults
- allow all to reach a high level of self-esteem where they feel happy, feel good and enjoy each other's company
- maintain high standards of appearance and orderliness around the school
- ensure effective learning opportunities for all
- ensure inclusive practice, equity and equality of opportunity

### **Our commitment at Guildford Grove**

The principles of acceptable behaviour are outlined in the school's CODE OF CONDUCT, our CLASSROOM MANTRA and our GOOD LEARNING HABITS document. These documents are clearly displayed in every classroom and on the school website.

We believe that high self-esteem and successful learning are dependent on:

- the quality of relationships at all levels of our school. We will work as a high performing team to achieve this
- mutual respect and understanding. We will use whole school assemblies and PSHE and RSE lessons as a means to make this a reality
- the quality of the learning environment. All the learning areas and classrooms will be orderly and uncluttered to create a calm and purposeful learning environment
- the appropriateness of the curriculum, the tasks we ask children to undertake and the teaching styles we use. The quality of learning and teaching will be a continual focus for the school and of our staff development programme
- the ability of children to self-regulate. We use The Zones of Regulation curriculum to enable pupils to be in the best state of alertness of both the body and emotions for the specific situation.

### **Behaviour Management**

#### **Use of language**

Staff at Guildford Grove know that the language we use is critical and will determine the tone of relationships in the school:

- we will be consistently positive with our pupils. We will avoid the use of 'don't', choosing instead to remind pupils of the appropriate behaviour, e.g. 'Remember we walk here...' 'At Guildford Grove we open doors for others.'
- we will use 'I statements' to avoid a confrontational tone in our discussions with pupils

- we will use peers to focus on desired behaviour e.g. ‘I very much like the way Amy is sitting and paying attention.’
- we use the PIP and RIP technique (praise in public and remind in private)
- we will have conversations with children to help them to understand that they have choices in their behaviour and that must take personal responsibility for the choices they make. We will use a restorative approach when talking to children about their behaviour.
- we will teach children to label their emotions, in relation to The Zones of Regulation. Adults will use a shared language e.g. ‘you look like you’re in the red zone’. They then support children to use tools to return to the best state of alertness for the situation. This may be the yellow or green zone.

The language we use helps us to establish a culture where the children are motivated and focus on their learning.

### **Preventative and de-escalation measures**

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. We know that key to this is staff having a detailed understanding of each child as an individual in order that we can personalise the approach that we use with different children according to their needs. We use our strong understanding of SEND and pupils’ social needs to inform the approach we take. All our staff are trained in specific issues which may affect the behaviours of some of our children eg. Autism, ADHD and attachment disorders.

We strive for the highest quality teaching and learning (including our PSHE curriculum) and have a creative and highly motivational curriculum which engages our pupils. We offer the correct balance of support and challenge in the tasks that are planned for in order to negate the chance of poor behaviour.

We use a wide range of strategies to de-escalate behaviour when things start to deteriorate. Strategies include, for example, distraction, empathy, humour and providing time and space for the pupil.

We access support from our Home School Link Workers, our Emotional Support Literacy Assistants and our Mental Health School Team when pupils may need some additional support to improve their behaviour.

### **Rewarding good behaviour**

The school recognises that a positive learning environment can be created by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves. We use a system of intrinsic motivation to reinforce good behaviour. To achieve this, we, for example, give specific praise and feedback to our children (PIP), send them to other members of staff for praise and communicate with their parents to let them know when we are pleased with them.

### **Dealing with poor behaviour – procedures to follow**

If a child behaves in an inappropriate way, it is essential for the pupil to understand that it is the behaviour that is unacceptable, and not the child. Staff receive training on restorative justice and they use these techniques when discussing behaviour with children.

In the first instance staff will:

- refer to the classroom rules, classroom mantra and School Code of Conduct;
- Use RIP (remind in private);
- tell the child that you do not approve of that behaviour;
- indicate clearly the desired behaviour;
- request that they make the correct choice to alter their behaviour.

Teachers will use their professional judgement about a pupil's behaviour but will follow the school's behaviour flow chart (**Appendix A**).

For suspensions and exclusions see **Appendix B**.

### **Record keeping**

Teachers will log behaviour on CPOMS as necessary to record brief notes of children who are behaving poorly on a regular basis, detailing the date and nature of the incident and any action taken. Teachers will notify the SENDCo if a child's behaviour continues to remain a concern to discuss whether they need to be placed on the SEND register.

Staff will record formally any incidents they deal with on CPOMS. CPOMS can be analysed in order to identify trends and plan for improvement or provide support. Regular behaviour walks of the classrooms, corridors and playground as well as classroom observations of learning help the SLT to assess behaviour.

Pupils and parents are given the opportunity to share their views about behaviour in the annual Learners' Audit and Parents' Questionnaire. These views also help shape the SLT's priorities for the forthcoming year.

### **Bullying**

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes the protection from bullying. The school aims to combat bullying and other harmful behaviours using, amongst others, preventative strategies developed through our PSHE curriculum. Further information and advice are available in the school's **Anti-Bullying Policy** and **Online Safety policies**, copies of which can be obtained from the school office or on the website.

### **Managing pupil transition**

We carefully manage the transition of pupils as they progress from one year group to another and, to a greater extent, from Key Stage to Key Stage. Pupils have transition sessions with their new class or teacher, and we hold transition meetings at every move to enable clear communication for staff. We are especially careful in planning for the transition of children with particular needs e.g. transition books are produced for children with autism and/or

anxiety to have over the summer break so that they can remember key adults and areas of the school that they need to be familiar with.

We have good communication with local feeder schools and pupils are encouraged to attend taster days and visit prospective new schools. Year 6 teachers, the SENDCo and our Home School Link Worker (HSLW) liaise with Heads of Year 7 of the secondary schools and the Designated Safeguarding Leads in order to ensure a smooth transition in secondary school. We also organise tailor-made transition groups, supported by specialist teachers from Behaviour Support when needed, to work with key identified children before transition to secondary school.

### **Physical contact with pupils and use of reasonable force**

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- holding the hand of the pupil
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use equipment
- to demonstrate techniques
- to give first aid

Under Section 93 of the Education and Inspections Act 2006, all staff members may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. Use of force should only be used as a last resort. The school does not encourage the use of force and it will be used rarely. The degree of force used will be the minimum needed and proportional to the situation. (***see Positive Handling Policy***).

### **Allegations against staff**

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated (***see Management of Allegations Policy and Whistle Blowing Policy***).

### **Relationship with other policies**

This policy must be read in conjunction with the school's Teaching and Learning, Attendance, Safeguarding, Whistle-Blowing, Management of Allegations, Equality, SEND, Positive Handling and Anti-Bullying Policies)

## APPENDIX B

### Criteria for a suspension (fixed-term exclusion) and permanent exclusion

The following table assumes that the school and adults working within the class have used all their strategies and advice from co-professionals to make reasonable adaptations for the child in the context of a mainstream school.

<b>Behaviours that could lead to a suspension (fixed-term exclusion)</b>
<ol style="list-style-type: none"><li>1. Repeated swearing or using obscene language/BSL signs to staff and/or pupil.</li><li>2. Repeated violent behaviour leading to the injury of another pupil and/or member of staff.</li><li>3. Repeated behaviour where there is a loss of control leading to trashing a classroom/area of the school which then has an impact on the learning of the other pupils.</li><li>4. Repeated use of racial abuse.</li><li>5. Repeated and prolonged low-level disruption and/or defiance and refusal to comply that has a negative impact upon the learning of pupils and upon the ability of the adult to teach a lesson or on senior leaders to run the school.</li><li>6. Intimidating, threatening and/or aggressive behaviour and/or words/BSL signs towards another pupil or member of staff.</li><li>7. A pupil putting himself/herself/themselves in danger either in school or when attending an off-site activity.</li><li>8. A pupil using behaviour that is putting another pupil or member of staff in danger when in school or when attending an off-site activity.</li><li>9. <b>Pupils can be suspended for behaviour outside school. This may include behaviour on school trips, on the way to and from school and behaviour which may bring the school into disrepute.</b></li><li>10. Cyber-bullying which takes place in or out of school may also lead to an exclusion.</li><li>11. Serious incidents that are in breach of the Online Safety Policy</li><li>12. Repeated inappropriate and/or harmful sexualised behaviour* towards a member of staff and/or another pupil.</li><li>13. Repeated inappropriate and harmful sexualised* online activity.</li></ol>

<b>Behaviours that could lead to a permanent exclusion</b>
<p><i>NB - A decision to exclude a pupil permanently will only be taken <b>in response to a serious breach or <u>persistent</u> breaches of the school's behaviour policy</b> and when allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or other people within the school.</i></p> <p>This might include:</p> <ol style="list-style-type: none"><li>1. Bringing a weapon into school.</li><li>2. Bringing prohibited drugs into school.</li><li>3. Behaviour resulting in a serious injury or violation to a member of staff and/or another pupil.</li></ol>

\* The DfE definition of harmful sexual behaviour: “Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or abusive towards another child, young person or adult.

S Hackett, ‘Children and young people with harmful sexual behaviours’, Research in Practice, 2014