Gorseybrigg Primary School and Nursery

Behaviour Policy

Intent

At Gorseybrigg Primary School, we expect every member of our school community to feel valued, included and to be treated fairly and with kindness. We believe that a positive behaviour climate is the foundation for a successful learning environment and a crucial element in promoting well-being.

- We are committed to providing a warm, caring and courteous environment in which everyone feels happy and safe.
- We strive to promote good relationships so that children and adults work together with the common purpose of enabling everyone to learn.
- We expect every member of our community to behave in a considerate and respectful way towards others.
- Our priority is that children feel secure and become positive, responsible and equal members of our learning community.
- We treat everyone fairly and considerately and apply this behaviour policy consistently.
- Our priority is to encourage and promote good behaviour as we believe that this will develop an ethos of compassion and consideration and enable children to learn effectively.
- We intend that our behaviour expectations will be simple, clear and understood by all members of our community.

School values

These values were voted for by all members of our school community.

Kind
Equal
Honest
Positive
Determined
Thoughtful
The best we can be

Implementation

Staff responsibility

Behaviour management and the promotion of good relationships is the responsibility of all adults at Gorseybrigg Primary School. The adults in our school have high expectations of the children with regard to behaviour. We model our values by treating each child fairly and consistently, building relationships on the basis of respect, understanding and kindness.

Leadership

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

Our wider community

When a child joins Gorseybrigg Primary School, we ask that parents and carers sign and adhere to the Home School Agreement and support the actions of the school. This is updated to reflect the aims of this policy. We share this agreement with all parents at the start of every school year to ensure that updates are shared with the school community.

We communicate regularly with parents and carers regarding their child's behaviour, especially to praise and celebrate excellent behaviour.

We work with children and families by collaborating to promote positive behaviour outside school premises. We ask parents and carers to communicate with teachers when circumstances outside school may affect their child's happiness and well-being, including positive events which we can celebrate in school. We will also intervene, where appropriate, in other out-of-school behaviour issues which are related to school life: this may include children's online conduct, children's behaviour when travelling to and from school and any instances of bullying between children who attend the school.

School Rules

Our rules are prominently displayed in school and are revisited with the children regularly.

- Be kind
- Try your best
- First time, every time
- Quiet listening
- Calm walking

Promoting Positive Behaviour

We celebrate good behaviour and attitude to learning in a variety of ways:

- Regular praise and congratulations. Children may be sent to another member of staff to re-enforce the praise.
- Our whole school reward system is a tree of values. Each child has an individual tree and these are displayed in their classroom. When an adult notices behaviour in accordance with our values, they will colour in a leaf. When all their leaves are coloured, children will receive a small reward in a whole school assembly where they will be congratulated.
- Each week, two children from each class receive a certificate in our Friday Celebration assembly to celebrate good behaviour, attitudes, effort and achievement. Class teachers will keep a record of which children have received the certificates.
- In addition to informal conversations at drop-off or collection time, each week, class teachers send a parenthub message to praise a child's behaviour or attitude to learning.
- A reading reward system is in place in each class (tailored to children's age and stage) which celebrates children who meet our expectation of reading at home three times each week.

- Class teacher may have their own class/team reward system to promote good classroom routines. Adults in school may choose to give stickers to celebrate good work or behaviour, but individual rewards are mainly through the whole school system.
- The Headteacher encourages staff members to send children to her so she can celebrate good behaviour, improved attitudes to learning, and outstanding achievement.
- Each week, a celebration of learning will take place at a lunchtime, with children encouraged to bring work they are proud of to share with the headteacher or other member of staff.

Supporting children to adhere to our behaviour expectations

- We expect children to follow the school rules and routines. If they do not do so, we respond consistently and fairly, considering children's age, stage and individual circumstances.
- Children with SEND which affects their ability to follow behaviour expectations will have individualised expectations such as an individual behaviour plan.

Dealing with inappropriate behaviour

- A raised hand is the signal for all children to fall silent, raise their hands and look at the adult.
- If children do not move calmly around school, they will be reminded of the behaviour expectation and asked to return to their starting point and repeat the action, following the rule.
- If behaviour is disruptive, then an adult will remind the child of the expectations. If their disruptive behaviour continues after one reminder, the teacher will ask the child to move places. If the behaviour remains disruptive, the teacher will ask the child to move rooms and then stay behind in the classroom at playtime or lunchtime for a brief restorative conversation. (see Appendix 2).
- In EYFS and Year 1, if behaviour is not at an acceptable standard, adults will remind the child of the expectations. If the behaviour continues, the child will be removed from the activity and encouraged towards a different learning area. If the behaviour continues to be problematic, children will receive a brief time-out, after which the adult will support the child to return to their learning calmly.
- If behaviour is inappropriate in the playground, an adult on duty will remind the child of appropriate behaviour. If the behaviour continues, the adult on duty will ask the child to stand with them for 5 minutes and inform the class teacher at the end of the playtime/lunchtime. If the behaviour persists or a child is endangering the safety of others, the adult on duty will remove the child from the situation and seek the support of the class teacher, headteacher or assistant headteachers,
- If a child repeatedly acts in a way which disturbs or upsets others, the teacher will seek further support from the headteacher or assistant headteachers. If appropriate, the teacher will contact parents or carers to discuss the situation with the intention of improving the behaviour of the child. This may result in the implementation or an individual reward system or behaviour plan.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, including physical violence, racist, sexist or homophobic remarks or, repeated refusal to follow reasonable instructions, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher will seek further support from the headteacher or assistant headteachers and parents will be contacted.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Any instances of bullying will be recorded on the school's MyConcern log and reported to the headteacher and parents.
- Racist, homophobic or sexist language or behaviour will not be tolerated in any form. Bullying, racist, homophobic or sexist behaviour or language will be recorded on the school's My Concern log and reported to the headteacher and parents.

Further Sanctions
We do not wish to exclude any child from school, but, very rarely, this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion may be the next option for the school. Exclusions may occur if children repeatedly violate our behaviour policy or seriously assault children or staff. Please also see our Exclusions Policy for further information regarding this.

The Headteacher has the responsibility for considering fixed-term exclusions for individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

This policy is informed by research and relevant guidance. Please see Appendix 4 for further details.

Rachel MacLeod
September 2026

Appendix 1

Gorseybrigg Primary School behaviour routines

- A raised hand is the signal for quiet. All children will stop what they are doing, fall silent and look at the adult.
- After playtimes and lunchtimes, adults will meet children promptly, promoting quietness and calm.
- In the mornings, staff will meet and greet pupils as part of the emotional wellbeing check in and to give children a positive start to the day.
- KS2 children will leave lunchboxes in the corridor. KS1 children will leave lunchboxes in the hall. Adults will ensure that sanitiser is available to clean hands or that children use the toilets to wash hands before eating. No child will return to the classroom during lunchtime and playtime except if requested to by an adult or in exceptional circumstances.
- Children will listen to the teacher in silence as appropriate to their age and stage.
- Children will enter assemblies in silence and sit quietly.
- Adults will correct behaviour as discreetly and privately as possible and will deal with the behaviour promptly without multiple warnings.
- Behaviour assemblies will be held each autumn term and revisited throughout the year to remind children of the expectations.
- Behaviour routines will be specifically taught and practised both whole school and in the classroom.

Appendix 2

Gorseybrigg structure for behaviour conversations

When reminding children to uphold behaviour standards, we use positive language to re-iterate the desired behaviour rather than 'don't' which re-iterates the unwanted behaviour:
"Name, we stack our plates after eating, thank-you."

When conducting a conversation after a behaviour issue, adults follow this basic structure:

1. What happened today/this lesson? Can you give me your point-of-view? Can you talk to me about the problem today/this lesson? Can you tell me what happened? (Everyone involved gives their perspective without interruption. Don't use: Why are you…?/Why did you…?)

2. Who do you think was affected by that? In what way? How do you think it made them/you feel? (Include feelings of the child. Don't discuss who was to blame or who was in the wrong).

3. What do you think should happen to make it better (now or in the future)? What needs to happen to repair the damage? (Don't use: You need to think about your poor behaviour).

Appendix 3

Structure of responses to minor instances of inappropriate behaviour. If there are several instances of low-level inappropriate behaviour in a week/fortnight, parents and SLT will be informed and a meeting arranged.

Inappropriate behaviour in assembly	Inappropriate behaviour in a lesson	Inappropriate behaviour while lining up	Inappropriate behaviour in lunch hall	Inappropriate behaviour outside
Verbal warning and reminder of expectations  Move to sit alone  Sit outside the hall and class teacher informed	Verbal warning and reminder of expectations  Move to sit alone  Move to another classroom. Restorative conversation with class teacher at the end of the lesson	Verbal warning and reminder of expectations  Move to stand by teacher if one child **OR** Whole class line up again and practise standing quietly (if several children)	Verbal warning and reminder of expectations  Move to sit alone  After eating, midday supervisors take child to talk to class teacher or SLT team	Verbal warning and reminder of expectations  Stand with supervising staff for five minutes  Child taken to class teacher or SLT for conversation

Child-friendly structure:

What happens if I don't follow the rules?	*If I don't follow the rules*
One warning. We'll remind you of the rule.  If you still don't follow the rule, you will need to move spaces  If you still don't follow the rule, you will need to move to another room. A teacher will talk to you about your behaviour.  A teacher might need to talk to your parents.	Reminder  Move spaces  Move rooms Talk to teacher

Appendix 4

Research and Guidance which has informed the writing of this policy

- **DfE updated behaviour guidance** (2024): https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf
- https://www.gov.uk/government/publications/behaviour-in-schools--2/further-guidance-and-resources-for-supporting-behaviour-in-schools

- **Education Endowment Foundation behaviour guidance** (2019): https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf

- **When the Adults Change Everything Changes** (Paul Dix 2017)

- **Independent Thinking on Restorative Practice** (Mark Finnis 2021)

- **The Behaviour Manual: An Educator's Guidebook** (Sam Strickland 2022)