



## **Garras Community Primary School**

### *Behaviour Improvement Policy 2025 - 26* *Review Sept 2026*

This policy will be reviewed annually by the Headteacher.

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| Headteacher: James Sturges           | Signed: J Sturges  | Date: 10.7.25 |
| Chair of Governors: Matthew Brierley | Signed: M Brierley | Date: 10.7.25 |

#### **Definitions**

When read or used in relation to this document and/or the DfE's 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, August 2024' the following definitions will be adopted by Crofty Education Trust and all Crofty schools.

**Headteacher** shall relate to the Headteacher

**Governors/Trust Board** shall relate to the Board of Trustees, and the Crofty Local Governance Committees (LGC)

**Parent** the definition of a 'parent' can be found in the Education Act 1996, and this applies to all the legislation to which this guidance relates. In addition to the child's birth parents, references to parents in this guidance include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) who has care of the child. To reflect this, this guidance uses 'parent' to refer to both parents and carers.

**Suspensions:** A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Following a suspension, on the morning of their return to school, the child and parents will be invited to a reintegration meeting.

**Permanent Exclusion:** A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school

#### **Our approach**

At Garras CP School we believe:

- successful learning can only take place when a child feels safe and happy and that building relationships between staff and pupils is a key component of this.
- there must be clear expectations of acceptable behaviour set within the school's behaviour policy
- an atmosphere conducive to learning develops where everyone feels valued and respected with personal responsibility linked to a respect for all people
- a school's behaviour policy must be based on the positive approach of praise and reward rather than the negative approach. In all disciplinary actions, it is essential the child knows it's the behaviour which is unacceptable and not the child as a person
- that behaviour is a communication and we strive to understand the need of a child.

#### **Aims**

To establish a school ethos that:

- promotes self-discipline, relationships, understanding and self-regulation

- encourages respect of self and others, regardless of differences
- ensures children's standard of behaviour is acceptable and does not disrupt the learning of others
- to promote good behaviour within the school and wider community
- develops a community where confident, articulate children understand their own behaviour and the response of other people towards it.

### **Rules for Life**

We believe that these are rules for life as well as in school.

There are three rules that will be the same throughout the school:

- Follow instructions with thought and care
- Care for and respect everyone and everything
- Show good manners at all times.

### **Behaviour for learning**

Our school has 4 key learning behaviours that we call the 4Rs. These are:

- Resilience (resilient learners relish a challenge, they know learning is hard sometimes, they are not afraid to make mistakes, they are inspired to give their best and keep at it).
- Respectful (respectful learners show consideration for others, they are courteous and polite, they respond and participate positively).
- Resourceful (resourceful learners are curious and inquisitive, they play with ideas and explore resources, they are adventurous).
- Responsible (they listen to understand, they are ready to learn, they do what is right, they own their actions).

### **Rewards**

This will be done through positive reinforcement and the use of, for example:

- discussions with parents
- names moved up positive behaviour chart
- virtues certificate
- child sent to a member of SLT for praise

This list is by no means exhaustive.

### **Sanctions**

The following sanctions are hierarchical and are designed to reinforce the school approach. All members of teaching staff are able to issue a sanction. These are as follows:

#### **Classroom/Learning Time:**

1. Look / visual cue (individualised if necessary)
2. Our first verbal reminder is: 'THINK' (the child will receive a card with a ? on it to make a good choice)
3. Our second verbal reminder to make a good choice is: 'THINK AGAIN' (the child will receive another card with ? on it)
4. Our next verbal instruction is: 'MOVE'. The child will be asked to move so that they can have time to 'reset'
5. If a child continues to disrupt or be unkind, they will lose their playtime for a period of time where they will have a restorative conversation and write a letter of apology if appropriate
6. It may be appropriate to engage in 'restorative time' with a member of staff and log the incident
7. Repeated loss of playtime will be logged and added to the school's reporting system, CPOMS, under 'behaviour' – at this stage, parents will be informed
8. The Headteacher will be informed of all serious incidents or repeated disruptive behaviour and a behaviour plan will be written
9. The Crofty flow chart of 'Trust Behaviour Strategy' will be followed by the Headteacher; steps could result in suspension and ultimately, as a last resort, permanent exclusion

Acceptable forms of sanction may also include: the setting of a written task of behaviour expectations or writing to say sorry, a loss of privileges, school-based community service (such as tidying the classroom) or regular reporting to a member of the senior leadership team.

### **Playtimes and Lunchtimes:**

We have high expectations both inside and outside the classroom. Therefore, the same sanctions will apply and ultimately result in loss of playtime.

1. THINK
2. THINK AGAIN
3. MOVE - For low level incidents, children will move to 'reset' for a short period of time to think about making a good choice
4. Loss of playtime
5. For repeated incidents, the child will be sent to the Headteacher or Senior Teacher and parents informed.

A **restorative conversation** may include:

- Tell me what happened? Give every child a chance to speak without interruption
- Can I ask whether I've heard this right? (go over the detail)
- What were you thinking?
- How were you feeling?
- What has been the hardest thing about this?
- Who has been affected?
- What harm has been done?
- How can we put this right?

**Physical harm with intent:** one to one restorative conversation; 12:30-1 inside (withdrawal of lunchtime) writing a letter of apology (younger children make a card); phone call home; repeated physical harm- report to head teacher daily for a week.

**Physical harm with no intent:** one to one restorative conversation; 2<sup>nd</sup> time removal from situation

**Low level disruption/not doing work:** one to one restorative conversation; removal from the group/move seats; complete work in own time/home; repeated disruption- report to Headteacher daily for a week.

**Name calling:** one to one restorative conversation; 5 minutes inside (withdrawal of break/lunch) writing a letter of apology (younger children make a card).

**Swearing:** one to one restorative conversation; 5 minutes inside (withdrawal of break/lunch) writing a letter of apology (younger children make a card); phone call home.

**Vandalism:** clean it up; speak to parents at the end of the day.

**Racism/homophobic comments:** one to one restorative conversation; 5 minutes inside (withdrawal of break/lunch) writing a letter of apology (younger children make a card); phone call home; report to county; class PSHE session; repeated comments- meeting with parents.

**Supply teachers/Teaching assistants** who think that a child or children's behaviour has been unacceptable will bring it to the attention of the class teacher or Headteacher who will decide on the sanction.

### **Extreme behaviour**

The following incidents are considered severe and will **fast track** through the normal sanctions:

- Bullying.
- Physical abuse of a member of staff.
- Physical abuse of a child.
- Racial abuse.

- Possession of harmful drugs.
- Deliberately breaking or damaging school property.
- Bringing in dangerous items into school e.g. matches/knife.
- Swearing at a teacher or member of staff.
- Stealing.
- Open defiance in carrying out a repercussion.
- Doing something that constitutes danger to another child.
- Telling lies to get others into trouble.

### **Safe Touch and Physical Intervention (Use of reasonable force)**

Members of staff may need to use safe touch or physical intervention to keep children safe and supported in line with the Trust's Safe Touch policy. This includes situations where a child is at risk of harming themselves or others, damaging property, or, in extreme cases, committing an offence. Any use of physical intervention will always be a last resort, used only when all other strategies have been exhausted and it is necessary to protect the child or those around them.

The school and Trust take an evidence-informed and developmentally appropriate approach to safe touch. Where appropriate, and always in the presence of other staff, staff may use safe touch as part of a developmentally informed response to:

- Calm and soothe a child in distress
- Keep a child or others safe from harm
- Affirm, connect with, or gently encourage a child

This is always in line with the Trust's Safe Touch Policy and is never used as a means of control, compliance, or reassurance for staff.

Positive handling, including Team Teach techniques, must always involve the minimum necessary force for the shortest time, while maintaining dignity for all involved. Positive handling, physical techniques are not risk free. There is a possibility that accidental bruising, scratch marks, and other injuries can occur from the use of a physical technique. If staff are aware, any injury will be recorded when reporting the use of restrictive practice and records updated if further information is provided. All incidents must be recorded in the school's logbook and on CPOMS, with parents/carers informed within 24 hours, and signed off by the headteacher.

We understand that some children may need to regulate away from others in a calm, supervised space. Where this is necessary, a member of staff will remain with the child. In very exceptional circumstances, a child may be prevented from leaving the space for their own immediate safety or that of others. This is only ever a short-term measure and is always done in line with DfE guidance (Behaviour in Schools, February 2024).

All staff will have due regard for the additional vulnerability of pupils with SEND. Physical intervention will never be used in place of support, and staff will not assume that an approach suitable for one child is appropriate for another

**Extreme behaviour** may warrant immediate removal from the classroom to maintain the safety of all pupils and restore stability following an unreasonably high level of disruption and to allow the pupil to regain calm in a safe space.

### **Pastoral Support**

If required, a child can be supported a member of staff using the trauma informed approach to develop and support specific areas/needs. This might be carried out on a 1:1 or small groups.

### **Use of internal 'reset' and 'positive transferred inclusion'**

In this school we may require dysregulated pupils to be placed in an area away from other pupils for a limited period of time. In this situation children will always be under the direct supervision of an adult. Any use of a temporary separate space that prevents a child from leaving a room of their own free will only be considered in exceptional

circumstances; for example, only where a child's behaviour presents *significant risk of harm to themselves or others*. The school will follow the DfE guidance 'Behaviour in Schools, advice for Headteachers and school staff September 2022'. Children will have a period of reflection and regulation with the adult during 'reset' and talk about how to make future positive choices and restore potentially damaged relationships.

We are committed to reducing suspensions from school wherever possible. In order to facilitate this the schools in our Trust work together to facilitate transferred inclusions between the schools. This means that a child may attend a different school for a period of a few days, with the agreement of their parents. Children are always supported by a member of staff from Garras.

### **Managed move**

A managed move will be offered to children who we feel could benefit from a 'fresh start'. It will be at a school within Crofty Trust and can last up to 12 weeks. After this period, parents and the schools will decide to make this move permanent or return to Garras.

### **Suspension and permanent exclusion**

Crofty Education Trust and all Crofty schools adopt, in its entirety, the DfE's 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Guidance for maintained schools, academies, and pupil referral units in England, August 2024', which is available [here](#). In extreme cases, Garras Community Primary School may use suspensions or permanent exclusion. Only the headteacher of the school can suspend or permanently exclude a pupil on disciplinary grounds.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.
- Deliberate damage to school property and/or premises.

Prior to Exclusion: Before deciding whether to suspend or permanently exclude a pupil, the headteacher will:

- consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked;
- allow the pupil to give their version of events;
- consider whether the pupil has any relevant special educational needs,
- consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child),
- consider whether all alternative solutions have been explored

Children with additional needs: For children with additional needs such as those with a Social Worker or SEND provision, due consideration will be given to their circumstances and needs together with any adjustments or adaptations that have been made by the school.

Notifying Parents and other Parties of a Suspension or Exclusion: Without delay, the headteacher will notify parents, the Director of Education, and the Local Authority of a suspension or exclusion. When necessary, Social Workers, the Virtual School head, and the Trust Board will also be informed.

## **Exclusion Panels**

A Committee of the Trust Board must meet and review the following exclusions:

- Permanent exclusion.
- Where a pupil will miss a public exam or national curriculum test because of the suspension.
- Suspension that will take a pupils total days of suspension above 15 days in one term.

The Headteacher, Parents, Local Authority and, when required, Social Worker and Virtual School Headteacher, will be invited to attend this review meeting within 15 school days, or before the date of the examination where possible. The outcome of the review meeting will be provided in writing, without delay.

Parents may make representations to the Trust Board Committee and request a review meeting for any suspension. If the suspension is fewer than 5 days in one term, the committee cannot reinstate the pupil. If the suspension is between 5.5-15 days in one term, the committee must consider the reinstatement of the pupil within 50 school days. The outcome of the review meeting will be provided in writing, without delay.

### **Independent Review Panels**

In the case of a permanent exclusion, where the Trust Board Committee decided not to reinstate the pupil, parents have the right to request an independent review panel (IRP). Details of how to request an IRP will be included in the review meeting outcome letter. Applications for an IRP must be made within 15 school days of receiving the outcome letter. Or, within 15 school days of the final determination of a claim of discrimination under The Equality Act 2010 regarding the permanent exclusion. Applications made outside this timeframe will be rejected.

## **Part-Time Timetables**

In line with DfE guidance and Crofty Education Trust policy, part-time timetables are only used in exceptional circumstances and never as a response to behaviour. Where a temporary, part-time timetable is in place, it must be clearly in the child's best interests, form part of a wider support plan, and be reviewed regularly with parents and relevant staff. All part-time timetables must be recorded using the Crofty PTT proforma and monitored in line with Trust procedures.

## **Off Rolling**

The definition of 'Off-rolling' is the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.

There are many reasons why a school might remove a pupil from the school roll, such as when a pupil moves house, or a parent decides (without coercion from the school) to home educate their child. If the school removes a pupil from roll due to a formal permanent exclusion and follows the proper processes, this is not 'off-rolling'.

We follow all correct procedures in line with the spirit of the law, making decisions which are motivated by the best interests of the pupils concerned.

## **Key Principles**

- the DfE statutory guidance will be followed
- due regard will be given to the SEN Code of Practice and Equalities Act
- the Headteacher will discuss and agree next steps with Director of Education
- the Headteacher will notify the parent immediately to share arrangements
- the Headteacher will also inform the CEO on the same day of their decision to suspend or exclude
- a report to the governing body will be made for any suspension or permanent exclusion
- where exclusions exceed 5 consecutive days alternative arrangements will be put in place to provide education

## **Special Educational Needs and Disabilities (SEND)**

Garras Community Primary School consistently promote behaviour that ensures all members of our community feel safe, welcomed, and celebrated in school, so that they can achieve and thrive both in and out of the classroom. Our behaviour policy promotes a whole-school, relational approach to behaviour that meets the needs of children, including children with SEND. We recognise that some children may need a different approach when supporting and developing their behaviour.

We will consider a child's SEND when reviewing their provision related to supporting behaviour or when reflecting on an incident where their behaviour has been a factor. However, not every incident is directly related to a child's SEND, and the school will work with the child and parents to ensure behaviours are correctly understood.

Parents play an important role in ensuring that their children develop positive relationships and learn to manage their own behaviour. It is essential that the school and parents work in unison to ensure continuity for children. For parents of children with SEND this is particularly important. Where a child may have a Communication and Interaction, or Social, Emotional and Mental Health need, it is essential that parents and the school work together to ensure a consistent approach, including the language or symbols used. As applicable, an external professional may be engaged to support the work in school and at home. Where appropriate, behaviour support provision for children with SEND will be included in their Star Plan.

### **Parents**

We will encourage parents to support good behaviour through the signing of the Home-School Agreement, parents' meetings and newsletters. Parents will be required to attend a meeting if their child has reached Step 6 on the sanction list or if a behaviour contract/risk assessment is implemented.

### **E Safety**

Any e-safety incident/cyber bullying that occurs inside or outside of school will be dealt with in-line with our behaviour and anti-bullying procedures (see section on 'Cyber-Bullying' in 'Anti-Bullying Policy').

### **Mobile Phones**

We recognise that, in preparation for the transition to secondary school, some parents may wish their older primary-aged child to bring a mobile phone to school so they can be contacted at the end of the day, particularly if the child is beginning to walk home independently. In line with the Department for Education's Mobile Phones in Schools guidance (February 2024), children may only bring a mobile phone to school in circumstances agreed in advance with the class teacher. Phones must be handed in at the start of the school day and returned as the child leaves. Mobile phones must not be used during the school day under any circumstances. The headteacher holds the final decision as to whether a child is permitted to bring a phone to school. The school accepts no responsibility for loss or damage.

### **Banned Items and Searches**

In line with DfE guidance (July 2022), and Crofty Education Trust policies, the following items are banned from all school premises. These items must not be brought into school under any circumstances:

- Weapons or items that could be used to cause harm (e.g. knives, blades, or replicas)
- Fireworks or explosives
- Alcohol
- Illegal drugs, drug paraphernalia, or substances intended to cause intoxication
- Tobacco, vapes, e-cigarettes, and related paraphernalia
- Stolen items
- Pornographic or offensive material (digital or printed)
- Any item brought in with the intention to intimidate, threaten, or cause harm
- Laser pens or high-powered torches
- Energy drinks or other banned consumables
- Mobile phones (unless agreed in advance and handed in on arrival)
- Any item which the headteacher deems to be inappropriate or unsafe

As set out in the DfE guidance (July 2022), the headteacher and authorised staff can search a child and/or their bag if they believe they may have brought a banned item into school. Searches will be completed respectfully, away from

other children, and in the presence of another adult. This would only happen if absolutely necessary to keep everyone safe. If a banned item is found, it will be confiscated, the child's parents informed and next steps taken in line with the school's behavior and safeguarding policies. In some cases, such as drugs and/or weapons being found, the school may also need to contact MARU and/or the Police.

The headteacher reserves the right to add to this list as required in the interests of safeguarding, safety, or wellbeing. The school will inform parents at the earliest possibility of any changes to banned items. Items found in breach of this list may be confiscated, and further action taken in line with the school's behaviour policy.

### **Sexual Violence, Online Sexual Abuse and Sexual Harassment**

At Garras School there is a zero-tolerance approach to sexual violence and sexual harassment - it is deemed never acceptable. It will not be tolerated and should never be passed off as "banter", "just having a laugh" or "part of growing up". Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts is regarded as sexual harassment. The school recognises that dismissing or tolerating such behaviours risks normalising them; and in not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse it can lead to a culture of unacceptable behaviour and pupils feeling unsafe.

We recognise that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. As such, any such behaviour will be dealt with in line with this policy and under guidance from 'Keeping Children Safe in Education'. We may also refer to our 'Child on Child Abuse' and 'Anti-bullying' policies. [www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges](http://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

### **Child-on-child sexual violence and sexual harassment**

At Garras Community Primary School we have a zero-tolerance approach to sexual violence and sexual harassment, including incidents that have happened outside of the school and/or online.

We will always challenge physical behaviours (which are potentially criminal in nature), such as touching and grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, and lifting up skirts, all of which are regarded as sexual harassment.

The school recognises that dismissing or tolerating such behaviours risks normalising them. By not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour and children feeling unsafe.

Such behaviours and acts are never deemed acceptable and should never be passed off as "banter", "just having a laugh" or "part of growing up".

We recognise that addressing sexual violence and sexual harassment (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Headteachers and DSLs will proactively check CPOMs for patterns of behaviour, addressing it quickly and where appropriate, put in place additional pastoral, RSE, and/or PSHE sessions.

As such, any sexual violence and sexual harassment will be sanctioned in line with this policy and under guidance from the current version of KCSiE and the school's Safeguarding policy

### **The role of education in prevention**

At Garras School we recognise we play an important role in preventative education. The DfE 'Keeping Children Safe in Education' document sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online and as such forms part of our broad and balanced curriculum.

The school has a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy and pastoral support system, and by our well-structured curriculum and tackles such issues as:



- healthy and respectful relationships
- learning to make positive choices
- what respectful behaviour looks like
- stereotyping, equality, discriminatory behaviour
- body confidence, self-esteem and resilience
- prejudiced based behaviour (hate crime)

Relationships Education at Garras School covers the characteristics of healthy relationships, building the knowledge and understanding that will enable children to model these behaviours.

### **Training**

All staff and volunteers are provided with training as part of their induction to the school and the behaviour policy and associated policies alongside the staff code of conduct and safeguarding policies are revisited annually or whenever necessary.

### **Reporting, Recording, and Monitoring Behaviour Incidents**

Garras Community Primary School has robust procedures for reporting and recording behaviour incidents which includes the use of CPOMs. We analyse incidents to identify trends and reflect on the effectiveness of our policy and approaches. The analysis also identifies where children may require support.