





Behaviour Policy





Created: September 2026



Review: September 2027

School	Green Park Community Primary School
Policy	Behaviour Policy
Reviewed / Updated	September 2026
Approved by	Governing Body
Next Review	September 2027

1. Policy Statement

Green Park Community Primary School is committed to creating a calm, safe, respectful and supportive environment in which every child can learn, thrive and develop as a confident member of the school community.

Our approach to behaviour is positive, consistent, relational and restorative. We explicitly teach children what good behaviour looks like, recognise positive choices and respond to misbehaviour calmly and proportionately.

Behaviour is closely linked to our school values of Leadership, Organisation, Resilience, Initiative, Communication and Kindness (LORICK), alongside our three simple school rules: Be Ready, Be Respectful and Be Safe.

2. Aims

- Create a positive culture in which excellent behaviour supports learning.
- Provide clear, consistent expectations across the school.
- Teach behaviour explicitly and give pupils opportunities to practise positive choices.
- Recognise and celebrate effort, improvement, kindness and positive conduct.
- Use restorative approaches to repair relationships and help children understand the impact of their behaviour.
- Respond to unacceptable behaviour fairly, calmly and proportionately.
- Identify and address barriers to positive behaviour, including SEND, disability, communication, emotional, social and other needs.
- Work in partnership with parents and carers.
- Maintain a safe environment for pupils and staff.
- Use behaviour information to identify patterns, evaluate provision and improve practice.
-

3. Statutory Framework and Guidance

This policy has been reviewed for the 2026–2027 academic year and reflects current legislation and Department for Education guidance. It should be read alongside the school's safeguarding, SEND, anti-bullying, attendance, health and safety and complaints procedures.

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE).
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – July 2026.
- Keeping Children Safe in Education 2026.
- Equality Act 2010 and the school's duties to make reasonable adjustments.
- Children and Families Act 2014 and SEND Code of Practice.
- Searching, Screening and Confiscation guidance.
- Restrictive interventions, including the use of reasonable force, in schools – effective from April 2026.
- Current DfE guidance on mobile phones in schools.
- Relevant safeguarding and local Kent procedures.

4. School Rules and Behaviour Culture

Our three school rules apply throughout the school, including classrooms, playgrounds, dining areas, trips, clubs and other activities:

BE READY – Ready to learn, listen, participate and take responsibility for ourselves.

BE RESPECTFUL – Treat people, property and the environment with kindness, courtesy and dignity.

BE SAFE – Make choices that keep ourselves and others physically and emotionally safe.

Adults will use these three rules consistently when praising behaviour, correcting behaviour and discussing incidents.

5. LORICK Values

Our LORICK values provide a wider framework for developing the character and behaviours we want children to demonstrate:

- Leadership – taking responsibility and making positive choices.
- Organisation – being prepared, managing resources and being ready to learn.
- Resilience – persevering, managing setbacks and trying again.
- Initiative – being independent, curious and willing to act positively.
- Communication – listening, expressing ourselves appropriately and working with others.
- Kindness – showing empathy, care, respect and consideration.

6. Expectations of Adults

- Meet and greet pupils positively at the door.
- Use 'Ready, Respectful, Safe' in everyday conversations.
- Use the agreed behaviour scripts consistently.
- Teach behaviour explicitly and revisit routines when necessary.
- Plan engaging, appropriately challenging learning that meets pupils' needs.
- Build positive relationships and know the pupils they work with.
- Use positive descriptive praise and recognise effort and improvement.
- Address poor behaviour calmly and, wherever possible, privately.
- Follow up incidents with an appropriate restorative conversation.
- Communicate significant or repeated behaviour concerns with parents/carers.
- Model the behaviour, language and relationships expected from pupils.

7. Roles and Responsibilities

All staff

- Implement the policy consistently.
- Record and report significant concerns appropriately.
- Seek support when behaviour presents a safety or safeguarding concern.

Leaders of Learning

- Provide visible leadership and consistency within their phase.
- Support colleagues with behaviour concerns rather than taking referrals in isolation.
- Use behaviour information to identify pupils needing additional support.
- Liaise with the SENCO where SEND or additional needs may be relevant.
- Ensure new staff understand the school's behaviour culture and routines.

SENCO

- Use behaviour information to identify and evaluate interventions.
- Advise staff about reasonable adjustments and SEND-related barriers.
- Support staff with pupils presenting complex needs.
- Work with families and external professionals where appropriate.

Headteacher, Deputy Headteacher and Assistant Headteacher

- Provide visible leadership.
- Meet and greet pupils where appropriate.
- Ensure staff training and support are available.
- Monitor behaviour patterns and the effectiveness of the policy.
- Ensure serious incidents are managed in accordance with safeguarding and statutory requirements.

Governors

- Approve and review the policy.
- Monitor its effectiveness and relevant behaviour information.
- Hold the Headteacher to account for implementation.

Parents and carers

- Support the school's expectations.
- Discuss concerns respectfully with staff.
- Work with the school to support their child's behaviour and wellbeing.

Pupils

- Follow Ready, Respectful, Safe.
- Treat others with kindness and respect.
- Take responsibility for choices and repair harm when appropriate.
- Tell a trusted adult when worried about behaviour or safety.

8. Positive Recognition and Rewards

Positive behaviour should be noticed and acknowledged regularly. Recognition should be meaningful and should celebrate effort, improvement and the demonstration of the school's values, rather than simply compliance.

- Verbal praise and specific positive feedback.
- Dojo points and rewards.
- Bee stickers.
- Positive phone calls or messages home.
- Class rewards.
- Top Table in the dining hall.
- Green Friday certificates.
- LORIC certificates.
- Values Cup.
- Other age-appropriate recognition agreed by the school.

9. Teaching Behaviour

Behaviour is taught, not simply expected. Staff will explicitly teach routines, expectations and social behaviours and will revisit them when necessary.

- Behaviour will be addressed through everyday teaching, assemblies, PSHE and wider school life.
- Children will be taught how to listen, communicate, resolve conflict, regulate emotions, make safe choices and repair relationships.
- Transitions, new situations and changes to routines will be explained and prepared for where appropriate.

- Pupil voice will contribute to the development of the school's behaviour culture.

10. Proactive Support

- Identify and minimise known triggers.
- Use visual timetables, now-and-next boards and first/then language where helpful.
- Pre-teach activities, transitions or expectations.
- Use appropriate seating and environmental adjustments.
- Use visual aids, feelings cards, calm-down cards or agreed regulation strategies.
- Provide clear choices and predictable routines.
- Use positive descriptive praise and catch pupils being successful.
- Provide agreed calming activities or access to a calm space where appropriate.
- Adapt teaching and support to meet individual needs.

11. Responding to Misbehaviour

Misbehaviour is behaviour that breaches the school's expectations or rules. Staff will respond calmly and proportionately, considering the circumstances, pupil age, individual needs and the seriousness and impact of the behaviour.

Our usual sequence is:

Attention: A non-verbal or low-key prompt to redirect attention.

Reminder: Remind the pupil of the relevant Ready, Respectful, Safe expectation.

Caution: Make the expected change clear and give the pupil an opportunity to make a better choice.

Repair: Where necessary, use a restorative conversation or other appropriate action to repair harm and restore relationships.

A pupil does not need to move through every step. Staff may move directly to a more significant response when behaviour is serious or presents a safety concern. Conversations should normally take place privately.

12. Consequences for General Misbehaviour

- Initial correction and reminder of the expected behaviour.
- Short, appropriate time out or change of place where needed.
- Movement within the classroom or to another classroom where appropriate.
- Support from the Leader of Learning where behaviour persists.
- Headteacher/SLT involvement and parent/carers contact where repeated or significant behaviour requires it.
- Restorative conversation and monitoring where appropriate.

A red slip may accompany a pupil when additional support is required in an alternative class, from a Leader of Learning or from the Headteacher. The response will depend on the circumstances rather than automatically following a fixed sequence.

13. Serious Misbehaviour

Serious misbehaviour includes behaviour that causes, or is likely to cause, significant harm, risk, disruption or distress. Examples include:

- Physical violence or serious aggression towards a pupil or adult.
- Threatening behaviour or serious verbal abuse.
- Bullying, harassment or discrimination, including prejudice-related behaviour.
- Possession or use of a weapon or other prohibited article.
- Behaviour involving significant risk of injury.
- Serious damage to school property.
- Serious or repeated disruption that substantially affects others' right to learn.
- Any behaviour that raises a safeguarding concern.

- Other behaviour that the Headteacher considers sufficiently serious to require an immediate senior response.

Serious incidents will be recorded on the school's safeguarding/behaviour recording system as appropriate. The red triangle system may be used to obtain immediate assistance where there is an urgent safety concern.

14. Responding to Serious Misbehaviour

- Immediate action to make the situation safe.
- Removal from the immediate situation where necessary.
- Senior leadership involvement.
- Parent/carers contact where appropriate.
- Restorative or educational work where appropriate.
- Individual behaviour support, risk assessment or a Pastoral Support Plan where required.
- External agency involvement where appropriate.
- Suspension or permanent exclusion where the statutory criteria are met.

15. Pastoral Support Plans

Where a pupil regularly presents behaviour that significantly disrupts learning, relationships or safety, the school may develop a Pastoral Support Plan (PSP).

PSPs will be personalised and developed with the pupil, parents/carers and relevant staff. They will identify triggers, strengths, strategies, desired outcomes and responsibilities. Plans will be reviewed regularly, normally every 6–8 weeks, or sooner where needed.

- Reduce the frequency and severity of challenging behaviour.
- Ensure adults use consistent approaches.
- Identify reasonable adjustments and targeted support.
- Make expectations and responsibilities clear.
- Monitor whether strategies are working and change them where necessary.

16. SEND, Disability and Inclusion

Green Park recognises that behaviour may sometimes be connected to a pupil's SEND or disability. This does not mean that all behaviour by a pupil with SEND is caused by their SEND, and each situation will be considered individually.

The school will consider its duties under the Equality Act 2010, Children and Families Act 2014 and SEND Code of Practice when responding to behaviour. Reasonable adjustments and preventative support will be considered where appropriate.

- Consider communication, sensory, social, emotional and learning needs.
- Identify and reduce known triggers.
- Adapt routines, instructions, environments or expectations where appropriate.
- Use individual regulation and support strategies.
- Review provision with the SENCO, pupil and family.
- Seek specialist advice or external support where appropriate.
- Where a pupil has an EHCP, ensure provision is secured and liaise with the Local Authority where concerns arise.

17. Safeguarding and Behaviour

Behaviour concerns may indicate an underlying safeguarding or welfare issue. Staff must remain alert to this possibility and follow the Safeguarding and Child Protection Policy where appropriate.

Bullying, child-on-child abuse, sexual harassment, sexual violence, discriminatory abuse, exploitation or behaviour indicating risk of harm will be managed in accordance with safeguarding procedures.

18. Bullying and Discrimination

Bullying is addressed through the school's Anti-Bullying Policy. Bullying and discriminatory behaviour are unacceptable and may constitute serious misbehaviour.

The school will challenge prejudice-related language and behaviour and respond to incidents involving protected characteristics in accordance with the Equality Act 2010 and the Anti-Bullying Policy.

19. Mobile Phones, Prohibited Items, Searching and Confiscation

The school's rules identify items that pupils in years below year 6 should not bring to school, including mobile phones and other items that may be harmful, disruptive, inappropriate or illegal.

Where staff have reasonable grounds to suspect a pupil has a prohibited item, authorised staff may use the school's legal powers to search and confiscate in accordance with current DfE guidance and school procedures. Searches will be carried out lawfully, proportionately and with regard to pupil dignity and safeguarding.

- Items that are prohibited by law will be dealt with appropriately and, where necessary, referred to the police.
- Confiscated items will be stored and returned in accordance with school procedures.
- Parents/carers will be informed where required.
- Searching will follow current statutory guidance on searching, screening and confiscation.

20. Online Behaviour

Behaviour outside school, including online behaviour, may be addressed under this policy where it affects pupils, staff, relationships, safeguarding or the orderly running of the school. Online bullying is addressed further in the Anti-Bullying Policy.

21. Use of Restrictive Interventions / Reasonable Force

Staff should use de-escalation and preventative strategies wherever possible. Physical intervention must never be used as a punishment.

Where necessary and lawful, trained staff may use reasonable and proportionate restrictive intervention to prevent injury, protect a pupil or another person, prevent serious damage or maintain safety. Any intervention will be recorded, reported and reviewed in accordance with the school's procedures and current DfE guidance on restrictive interventions.

22. Suspension and Permanent Exclusion

Suspension and permanent exclusion are serious measures and will only be used in accordance with statutory requirements and the current DfE guidance. The Headteacher has the legal power to suspend or permanently exclude a pupil where the statutory framework is met.

Suspension is not a routine consequence within a fixed ladder of sanctions. The decision will be based on the individual circumstances, seriousness of the behaviour, impact on others, safeguarding considerations, the pupil's needs and relevant legal duties.

Permanent exclusion is a last resort. It may be appropriate where, following consideration of all relevant circumstances, allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

- Parents/carers will be informed without delay in accordance with statutory requirements.
- The school will provide the required information about the reason, duration and rights of review/representation.
- Where appropriate, the school will make arrangements for education during the suspension period.
- Reintegration will be planned to support a successful return to school.
- The governing body will fulfil its statutory responsibilities for reviewing suspensions and permanent exclusions.

- The Local Authority will be informed in accordance with statutory requirements.

23. Off-Site Behaviour

The school may apply its behaviour policy to behaviour outside the school premises where the behaviour has a connection to the school, affects members of the school community, or is otherwise within the school's lawful disciplinary powers. This includes behaviour on the journey to or from school, on school trips, during activities, online or in other circumstances connected with school.

24. Attendance and Part-Time Timetables

All pupils of compulsory school age are entitled to a full-time education. Attendance concerns will be managed through the Attendance Policy.

A temporary part-time timetable will only be considered in exceptional circumstances and as part of an agreed, time-limited plan where it is necessary to meet an individual pupil's needs. It will not be used as an informal exclusion or as a long-term behaviour sanction.

25. Working with Parents and Carers

The school recognises parents and carers as important partners in supporting behaviour. We will communicate significant or repeated concerns and work with families to identify practical strategies. Parents and carers are expected to communicate respectfully with staff. Where a concern about school practice cannot be resolved informally, the Complaints Policy provides the appropriate formal route.

26. Monitoring and Evaluation

The Headteacher and SLT will monitor behaviour across the school using behaviour records, safeguarding information, pupil and parent feedback, staff feedback and other relevant information.

- Patterns of behaviour by location, time, year group or type of incident.
- Repeat incidents and pupils requiring additional support.
- Use and effectiveness of interventions and PSPs.
- Behaviour of vulnerable groups, including pupils with SEND.
- Bullying, discriminatory incidents and safeguarding concerns.
- Suspensions and other serious incidents.
- Pupil and staff perceptions of safety and behaviour.

27. Review

This policy will be reviewed annually and sooner if there are significant changes to legislation, statutory guidance, safeguarding requirements or school practice.

28. Approval

- Reviewed / updated: September 2026
- Approved by: Governing Body
- Current version: 2026–2027
- Next Review: September 2027

Green Park Community Primary School • Behaviour Policy • 2026–2027

Appendix 1: Behaviour Scripts

Although Scripts 1, 2 and 3 naturally escalate (so if Script 1 fails to have the desired effect you would tend to step up to Script 2, and so on), depending on the circumstances, you might start with any of the four scripts.

Script 1: Statement of Reality (i.e. simply tell them what you see)

"Fred, you're... (e.g. running in the corridor/tapping your pencil on the desk/talking when I'm speaking...)"

Use a firm but calm voice. This helps to show that you mean business but in a non-confrontational way that might otherwise lead to a defensive response.

Don't ask 'why?' they are doing what they're doing – It's confrontational and you don't need to know why. They just need to know that you've noticed it.

After hearing the statement of reality many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence.

Remember to give them 'take up time' to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them, and allow sufficient space and take-up time.

When they are demonstrating a positive change make sure to acknowledge that with praise:

"Thank you Fred for... (e.g. walking/putting your pencil down/listening nicely...)"

If the child's behaviour doesn't change after a reasonable take-up time, move on to Script 2.

Script 2: Tell them the behaviour you want to see

"Fred, I need you to...(e.g. walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)"

Be assertive and avoid starting or ending with 'please'. Use 'I need you to...' and end with 'thank you' instead. This carries an expectation that they will do as you have asked of them and helps support the idea that your request is not optional.

If you then see a positive change in behaviour, acknowledge it with a further 'thank you' or with a gesture (e.g. a smile or a thumbs-up).

Should you not see a positive change in behaviour, move on to using a 'language of choice' in Script 3.

Script 3: Statement using Language of Choice

"Fred, you are choosing to behave this way and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I'm speaking) then I will have to [consider a suitable consequence]"

You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that they are responsible for the consequences of their actions; that what has happened so far and what will follow is their choice.

Be careful to make sure that any consequence you threaten is proportionate to the behaviour, is reasonable in the circumstances and is something that you know you can and will carry through if the behaviour doesn't change.

You may need to ignore minor secondary behaviour – stomping about, muttering, or a bit of back-chat – the most important thing is that they have made the right choice about their initial undesirable behaviour. Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour.

If the child chooses to do the right thing, then you must praise them for making the right choice. This will help them learn that it's good to do the right thing and that you are pleased with their choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside:

"Well done/Thank you Fred, you made the right choice"

Should the child choose not to do as you have asked, then you must follow through with the consequence that you threatened. This is very important so that the child comes to understand that you mean what you say. Failing to be consistent in carrying out consequences that you have threatened quickly undermines your authority and indicates to the child that they need not listen to your future requests for improved behaviour. Once a consequence has been issued you should see it through. Don't cave in to protests, remove or reduce the sanction. If good behaviour follows, then reward that separately, but still maintain the consequence. When you are consistent in seeing through consequences, as you threatened, these scripts work!

Script 4: Reinforce and depersonalise

"Fred, at Green Park we respect and listen so that everyone can learn"

Repeatedly referring to whole school expectations (i.e. LORIC or at home referring to family rules or expectations) can be very helpful in reminding children of an objective set of rules and values which never change.

This approach indicates that the request is fair and consistent; it is simply what has always been and what will always be expected, rather than personal 'against' them.

Appendix 2: Classroom Behaviour Strategy

Green Park's Classroom Behaviour Strategy	
ATTENTION First attention for best behaviour	Thank you for following instructions Thank you for keeping us safe Well done for respecting their/our/your right to... Use non-verbal reminders Re-explain learning if needed
REMINDER Privately and at eye level Respond to poor behaviour with deliberate calm	X, instruction, thankyou Remind the child of the classroom rules (draw back from confrontation) It's not like you to..... Do you need my help? Listen to the child I expect to see your table tidy in 2 minutes/ you being ready You need to speak to me here Do you remember yesterday when..... That is the Martha that I need to see today, that is the Martha that you can be all the time
CAUTION Outlines behaviour and consequence quietly to the child. Respond to poor behaviour with deliberate calm.	You need to know that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen If you choose not to do the work, then this will happen.... I'll leave you to make the decision. Think carefully about your decision. Name in behaviour book: I am having to remind you about x again, so your name is going in my book. Moved within the classroom: please bring me your work so I can see how you're getting on. I would like you to continue your work at this desk to help you focus on your learning. If behaviour continues, proceed with steps beyond the classroom: Sent to partner classroom with red slip and accompanied by an adult. Sent to Leader of Learning. Sent to Head Teacher/Deputy Head Teacher.
REPAIR Restorative conversation	What happened? What were you thinking? What are you thinking now? How were you feeling? How are you feeling now? Who do you think has been affected? How have they been affected? What needs to happen next to put this right?
REGULATION At any point in this process, a few minutes may be needed for the child to calm down, breathe and look at the situation from a different perspective and compose themselves. This is to be done in the allocated calm space area.	

Appendix 3: Red Slips

Name of pupil	Sent to	Reason	For how long?	Task set?
	Teacher partner Leader of learning HT/DHT			

Appendix 4: Red Assistance Triangles



Appendix 5: Behaviour Report

Name:		Date:	
Lesson:		☐ Ready ☐ Respectful ☐ Safe	
Lesson:		☐ Ready ☐ Respectful ☐ Safe	
Break		☐ Ready ☐ Respectful ☐ Safe	
Lesson:		☐ Ready ☐ Respectful ☐ Safe	
Lesson:		☐ Ready ☐ Respectful ☐ Safe	
Lunch		☐ Ready ☐ Respectful ☐ Safe	
Lesson:		☐ Ready ☐ Respectful ☐ Safe	
Total Points			
12 – 14 points: - Sticker - 5 minutes free reading	>15 points: - Message home - 10 minutes game time with a friend - lunch with the teacher	Friday Bonus >75 across the week - 10 minutes ipad time - certificate home - lunch with leader of learning	

PASTORAL SUPPORT PROGRAMME

NAME:

D.O.B.:

N.C. YEAR:

START DATE:

END DATE:

DURATION: ____ weeks

KEY MEMBER OF STAFF:

L.E.A.: Kent

Background (known triggers etc):

Objectives:

OTHER AGENCIES INVOLVED

Pupil Targets

School Targets

Parents' Targets

Signed:

Pupil _____ ***Date*** _____

Parent _____ ***Date*** _____

Teacher _____ ***Date*** _____