

Godstone Primary and Nursery School



Behaviour Policy

REVIEW DATE: November 2025

REVIEWED BY: Governing Body

NEXT REVIEW: November 2026

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Headteacher:

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Chair of Governors:

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Aims and values:

Our behaviour policy is fundamentally linked to our school's core values:

- Pride
- Responsibility
- Respect
- Ambition
- Compassion

Our aims are:

- To consistently set and model high expectations that enables all members of our school community to thrive both personally and academically.
- To foster a positive, caring attitude towards all which promotes positive self-esteem and ensures all children feel cared for and safe. To create an environment in which a range of achievements are recognised and celebrated.
- To develop an understanding of and respect for the culture, ethnicity, religion, ability, opinions, gender and differing needs of others. 'Everyone is different but equal'.
- To provide wide and enriching learning experiences within the school environment and the wider community to create life-long learners.
- To help all pupils to appreciate and understand each other as individuals and to take personal responsibility for maintaining and caring for the school environment and our whole school community.
- To provide a clear and consistent behaviour management approach, which includes strong links with parents and the wider community to support the growing child.
- To promote responsible behaviour, independence, self-discipline and respect for others in order that they can fulfil their future ambitions.
- To create a happy and safe school environment where all stakeholders feel valued and can thrive.

This behaviour policy acknowledges the school's legal duties under the Equalities Act 2010, in respect of safeguarding and pupils with special educational needs and disabilities.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Shared expectations:

Children's responsibilities are to:

- Understand the expected standard of behaviour they should be displaying at school.
- Follow the school's key rules and routines.
- Know the rewards that they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.
- The pastoral support that is available to them to help them meet the behaviour standards.
- Respect and co-operate with all other children and adults.
- Move around the school in a calm and considerate manner.
- Where relevant, to use the internet safely and appropriately (see Online Safety Policy).
- Use their knowledge of 'Nurture UK' strategies to show self-control when managing their own behaviour.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Parents'/carers' responsibilities are to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).

- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.
- Ensure their child's regular attendance and punctuality.
- Promote appropriate use of email, social-networking websites and the internet for themselves and their child.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Staff's responsibilities are to:

- Creating a calm and safe environment for the children to learn.
- Establishing and maintaining clear boundaries of acceptable behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour in every interaction with the children.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular children.
- Considering the impact of their own behaviour on the school culture.
- Recording behaviour incidents promptly on CPOMS.
- Challenging pupils to meet the school's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Governor responsibilities are to:

- Review this behaviour policy in conjunction with the headteacher.
- Monitor the policy's effectiveness.
- Hold the headteacher to account for its implementation.

School Rules

The school rules are linked to our school's core values.

- Pride – we look after the school environment and take pride in ourselves and others
- Responsibility – we take responsibility for our own actions
- Respect – we follow directions from all adults in school and respect each other
- Ambition – we are resilient, never give up and always try to be positive
- Compassion – we show kindness and care for other people

Positive Recognition

A range of rewards will be given to children who show the desired learning behaviours. This may include:

- Verbal and non-verbal praise – We aim that praise outweighs anything negative by at least a 5:1 ratio.
- School value stickers: Children can be awarded any one of the five value stickers or certificates when exhibiting a desired behaviour linked to pride, responsibility, respect, ambition and compassion.
- Whole school celebration assembly certificates: Each week a writing, maths and star of the week certificate is awarded to once child in each class (respectively) for academic success or effort in these subjects.
- Giving extra responsibilities
- Contacting parents and carers to share positive recognition
- Work on display
- Newsletter
- Praise from the Senior Leadership Team
- House Points through Class Dojo: Each child is allocated a house when entering the school. The house names are Bay Pond (blue), Stratton Brook (green), Leigh Mill (yellow) and Gibbs Brook (red). Siblings are in the same house.

Consequences

We will follow a 1, 2, 3 behaviour management system where visuals will be used to support children including Core Value lanyards.

1. Behaviour reminder e.g. '(child's name), you're calling out'
2. Behaviour reminder level two e.g. '(child's name), you're calling out – please put up your hand'
3. Behaviour reminder with warning e.g. '(child's name), you're calling out – please put up your hand or (name consequence)'

If at any stage, children are showing improved behaviour, we say 'well done (child's name) you are showing core value x'.

The consequences for misbehaviour are set out below. These measures will be completed in a cascade fashion in a clear and consistent way so that all children can reflect upon the seriousness of their behaviour.

- 1,2,3 verbal warnings
- 5 minute time out, in-class, in the reflection area
- 5 minute time out, in buddy class, in the reflection area
- Child sent to Senior Leadership Team
- Child sent to Headteacher
- Daily behaviour log
- In-school suspension
- External suspension

Serious incidents, including serious physical harm to others, swearing or racism will be escalated immediately to the Headteacher or a member of the Senior Leadership Team. These incidents may be reported to the Governing Body and Local Authority.

Lunchtime and Playground Behaviour

Lunchtime and playground staff will enforce the school's rules and systems of positive recognition in line with this policy.

They will also follow the 1, 2, 3, behaviour management system where visuals will be used to support children including Core Value lanyards and our 1, 2, 3 behaviour management system.

1. Behaviour reminder e.g. '(child's name), you're speaking unkindly'
2. Behaviour reminder level two e.g. '(child's name), you're speaking unkindly – please speak respectfully'
3. Behaviour reminder with warning e.g. '(child's name), you're speaking unkindly – please speak respectfully or (name consequence)'

If at any stage, children are showing improved behaviour, we say 'well done (child's name) you are showing core value x'

The role of consequences for misbehaviour are set out below. These measures will be completed in a cascade fashion.

- 1,2,3, Verbal Warnings
- Reflection time in the school Hall
- Child sent to the lunchtime lead
- Child sent to the Headteacher and time in the in-room
- Daily behaviour log

Serious incidents, including serious physical harm to others, swearing or racism will be escalated immediately to the Headteacher or a member of the Senior Leadership Team. These incidents may be reported to the Governing Body and Local Authority.

Systems Used to Support Positive Choices

All classes are expected to display the school's rules, consequences and positive recognition posters. Each classroom will have a 'reflection area' where the children can reflect upon their actions and ways that they can improve and manage their own behaviour in the future. Resources will be available to them to help them make positive behaviour choices.

Some children may require specific behavioural strategies to ensure that they are able to follow the behaviour policy. These strategies will be implemented in collaboration with all stakeholders.

The school utilises a range of strategies from 'Nurture UK' to enable children to manage their own behaviour. Children have access to a dedicated calm corner in each classroom and a wellbeing room (Calm Cave) when they are feeling dysregulated. The school have introduced 'Zones of Regulation', so that children can identify how they are feeling. These systems allows children to make proactive and positive behaviour choices.

Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and are never ignored. The children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Online misbehaviour

The school can issue behaviour sanctions to children for online misbehaviour when:

- It poses a threat or causes harm to another child
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The child is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Anti-Bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and we have a policy of 'Zero Tolerance'. All staff are aware of the signs of bullying and ensure that the appropriate member of staff is informed of any concerns or incidents.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Additional information regarding bullying can be found in the 'Anti bullying policy'.

Complaints

For details on the full complaints' procedure see the complaints' policy. The complaints policy is available on the school website and in the school office. Parents are encouraged to take any complaint or concern to a staff member in line with this policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible.

Malicious Allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the governing body.

Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Permanent Exclusions policy
- Child protection and safeguarding policy
- Physical intervention policy
- Mobile phone policy
- SEND Policy