

SIR ROBERT GEFFERY'S PRIMARY SCHOOL

A School for Enthusiasts

Where we 'live life in its fullness' (John 10.10)

Knowing that God is our strength and with

His help we will be the best we can

Behaviour for Learning Policy

Approved by: E. O'Hara & Governors

Date: July 2026

Last reviewed on: July 2026

Next review due by: July 2027

Rationale

Sir Robert Geffery's School is a School for Enthusiasts where we 'live life in its fullness'. Good discipline is an essential pre requisite for good learning. At Sir Robert Geffery's CE School, we believe that each child has a right to the best education which can be provided in a partnership between school, parents and the community. We therefore aim , through strong, consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which each child may develop his or her full potential.

Sir Robert Geffery's School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- ✓ Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- ✓ Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing.
- ✓ Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Roles and responsibilities

The Governors will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the Governors on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENDCo and senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.
- Collaborating with the Governors, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Key Features of Promoting Positive Behaviour

- Positive atmosphere based on a sense of community and shared values.
- Effective support and leadership from the Headteacher and senior management.
- An appropriate and effectively delivered curriculum for all pupils.
- The promotion of mutual respect, self discipline and social responsibility.
- All pupils have the right to expect that they can fulfil their ambition through inclusion in education.
- Schools and other organisations / agencies have a responsibility to assist pupils to achieve their full potential.
- Pupils and their families need to participate in finding solutions to problems in conjunction with relevant agencies.

Aims

- We aim to put the emphasis on praise and reward for good behaviour. By praising and rewarding acceptable behaviour, such behaviour may then become the norm. We will avoid, where possible, giving attention to negative behaviour.
- We aim to involve staff and pupils in determining school and classroom rules.
- We aim to involve parents in supporting the development of a whole school approach to promoting personal behaviour.
- We aim to encourage all children to realise that they each have a part to play in the life of the school.
- We aim to foster a more positive attitude to learning in pupils by recognising and regularly rewarding good work, good attitudes and behaviour.
- We aim to encourage excellence in pupils' performance and behaviour by praising pupil achievement and attainment in all their experiences.
- We aim to give pupils a clear but concise statement of rewards and sanctions related to their behaviour and effort.
- We aim to encourage staff to adopt a consistent approach to classroom management.
- We aim to secure the orderly atmosphere necessary for effective teaching and learning to take place.

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

- Education Act 1996
- Education Act 2002
- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education \(latest version\)](#)
- [Use of reasonable force in schools \(DfE 2013\)](#)
- DfE (2024) Behaviour in schools: Advice for headteachers and school staff
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'

This policy operates in conjunction with the following school policies:

- PSHE (Personal Social Health Economic) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy

- Child-on-Child Abuse Policy
- Physical Intervention Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Importance of a Quality Learning Environment

Children are much more likely to behave well if school is a positive and worthwhile experience. At Sir Robert Geffery's School, we will give the children the best education possible and make learning as much fun as possible. The curriculum we provide will be relevant and culturally appropriate. We will create a supportive, creative learning environment where pupils :

- respect school staff
- respect their peers
- are keen to learn and ready to listen
- follow the rules and behave well.

We will do our best to ensure that the quality of learning and teaching is of the highest quality. We will ensure that :

- children are engaged with the task they are set and that teacher expectations for pupils positive behaviour choices are high
- The curriculum is differentiated appropriately to take account of individual learning needs
- Teachers make their teaching accessible and motivating for children by taking account of different interests and range of learning styles

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside at the end of break before returning to class. Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

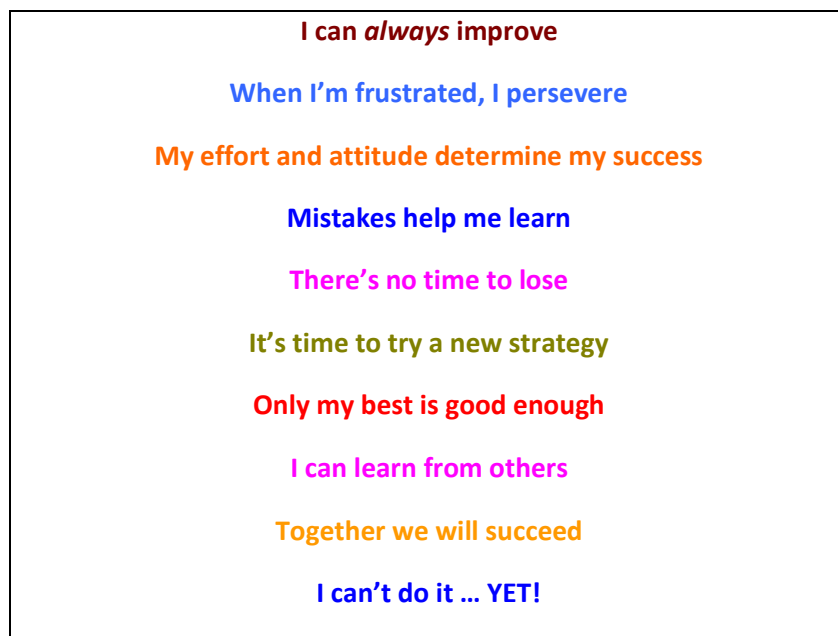
Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers (meaning all educational staff at SRG) to understand their pupils and create a strong foundation from which behavioural change can take place.

Growth Mindset

At Sir Robert Geffery's School we aim to foster 'Learning for Life', by providing a curriculum and environment that inspires a lifelong love of learning and equips our pupils with the key knowledge and understanding, skills and personal qualities they will need to thrive in a rapidly changing world. As part of this we are committed to developing a Growth Mindset in all members of the school community and encouraging learning behaviours that support this.

A Growth Mindset says:

I love a challenge



Celebrating and Rewarding Good Behaviour

Rewards are more important than sanctions in our behaviour policy. We believe that good behaviour should be recognised and rewarded. The staff at Sir Robert Geffery's School have agreed to:

- Recognise and highlight good behaviour as it occurs.
- Ensure that children are praised for positive choices of learning behaviour.
- Explain, and importantly demonstrate, the behaviour we wish to see. We will recognise that our behaviour will influence the behaviour of the child.
- Encourage children to be responsible for their own choices of behaviour.
- Reward individual children and groups for making good behaving choices.
- Let parents and carers know about their children's good behaviour.

We use the following strategies to achieve positive behaviour:

- Focus on and modelling of the school Christian Values and British Values
- Appropriate and relevant curriculum for all
- Use of curricular flexibility as appropriate
- The development of Class Charter with pupils becoming actively involved
- The development of strategies for the early identification of pupils who are experiencing and presenting difficulties within the school setting
- Training for staff in recognising behaviour as a means of communication and addressing challenging behaviour
- Strong liaison between schools and other agencies
- Pupil Voice through School Council, pupil committees and Learning Forums
- Use of PHSE and class worship time to address issues as a class
- Friendship Stops
- Extra Curricular Clubs
- Involvement of Parents (e.g newsletters, open days etc.)
- Classroom Rules and class charter as part of PHSE curriculum
- Pride in Environment.

Our Code of Conduct

School Rules

We actively encourage all children to 'be the best they can' in all they do and to live by the SRG values at all times. We have an easily remembered phrase that children know well:

Am I: Safe

Kind and Ready to Learn?

Behind each of these 'rules' are a series of behaviour expectations that are taught explicitly to the children. Children learn the reason for that expectation as well as having it clearly explained and modelled to them. For example, within 'Ready to learn', one of the expectations is sitting properly. Children learn that in sitting properly they are supporting the development of good posture to support their growing body, it shows that they are attentive and trying their best to listen and give their best effort.

Classroom Rules

Classroom rules are agreed by each class every September and written as their 'class charter' - they arise from discussions in PHSE lessons and from the pupils themselves recognising what is fair and important for their safe and purposeful learning environment. All children participate and these rules are referred to over the year.

The school works on a positive behaviour approach and constantly rewards positive role models and positive behaviour and good learning thus encouraging all pupils to behave appropriately. A strong relationship is developed with the parents and child so that the child's needs can be identified and met from the time they start school.

Rewards (For good behaviour or work) include:

- Gold cards
- House points
- Sticker / stars / badges/ 'catch me' tickets
- Class do-jo
- Weekly awards – highlighted names on the newsletter to parents
- Headteacher's Awards
- Speech Day prizes
- Class 'Marble Jar Treat' time (typically half-termly) after filling their 'class jar' following good 'class community' behaviour for learning

Addressing Poor Behaviour Choices

Occasionally children may forget about the code for good behaviour. Everyone at Sir Robert Geffery's School has agreed to encourage children to follow the code by :

- reminding pupils about the expectations
- noting good behaviour as it occurs
- dealing positively with poor behaviour choices in accordance with agreed policy guidelines.

Children will be made aware of the sanctions liable to come into effect should they break the code of conduct or display continual poor behaviour. Most cases of indiscipline will be dealt with without the need for formal sanctions. There is an increasing scale of sanctions available to the school including fixed term and/or permanent exclusion, but it is hoped that with the co-operation of parents, such sanctions will not be necessary. Incidents are logged on CPOMs and are reviewed daily by senior staff. Outside agencies will be contacted when needed and after consultation with parents.

Our definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude and disrespect towards members of staff or other children.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Persistent disobedience or disruptive behaviour
- Any form of bullying
- Sexual violence
- Sexual harassment including jokes or touch or online abuse (sharing or asking to share inappropriate text or images)
- Vandalism or theft
- Any behaviour that threatens safety or presents a serious danger

- Fighting and aggression
- Verbal abuse, including swearing and threatening language
- Refusing to comply with disciplinary sanctions
- Racist, sexist, homophobic or discriminatory behaviour.

Sanctions

Sanctions for misbehaviour increase incrementally as follows:

- A verbal warning (this might be a 1-to-1 reminder)
- Name on board
- Tick next to name on board indicates missed time from their break whilst reflecting on behaviour choices with the class teacher
- Two ticks on the board mean lost time at lunch time, either completing work through lost learning time, or reflecting on behaviour choices
- Lunch time reflection as above, with the Headteacher or other senior member of staff.

Other strategies that can be used to support improvement in behaviour choices:

- Removing a child from the classroom for a change of environment
- Formal, fixed-term, internal exclusion with parents informed by letter/email
- Involvement of senior leadership
- Daily or Weekly Log
- Involvement of external agencies for support/guidance
- Payment for deliberately damaged stock or equipment.

Parents will always become involved at an early stage if there are concerns about their child's behaviour.

In extreme and very rare circumstances the school may consider :

- Short fixed-term exclusion ('suspension')
- Longer fixed-term exclusion – consider application to a Pupil Referral Unit
- Permanent exclusion.

The considerations related to suspension or exclusion are outlined in the Suspensions and Exclusions Policy.

Application of Sanctions

It should be noted that staff use their training, expertise and knowledge of each child to apply any necessary sanctions in a way that is supportive towards the child and is centred on the child's (and other children's) best interests. Each child at Sir Robert Geffery's is recognised as an individual, with their own strengths and areas of development and in some cases, staff will need to tailor their approach towards individual need (particularly in the case of some children on the SEND register). If a significant modification of approach is needed towards a child who is displaying consistently challenging behaviour, then the need for a behaviour plan is discussed with the SENDCo and Senior Leadership Team (see behaviour plans below) and if appropriate a plan is drawn up in agreement with parents.

In any incidence of poor behaviour choices, at Sir Robert Geffery's we are always careful to identify and discuss the behaviour displayed, rather than the child as a person (e.g. "You are a good person; your behaviour at that point of time was not good"). The adult giving a sanction, such as a 5 minute reflection at break, will sensitively explain why that sanction has been given and identify the behaviour, despite the warnings given beforehand, that led to it. The reflection process is a supportive one in which the adult leads the child to identify and therefore take the learning from:

- What they chose to do and why this was not a good choice of behaviour
- What impact this behaviour choice had; on them, on others, on learning and or safety and wellbeing
- What they could have chosen to do differently and what they would do next time.

Wherever possible sanctions are completed on the same day. This is particularly important for the very youngest children and children whose needs are such that they are not able to reflect at a later point. If a behaviour incident happens towards the end of the day and this is not possible, the member of staff will explain that they will complete their reflection in the break time (or for serious incidents in the lunch time) of the following day, but that the next day is a fresh start and an opportunity to make all of those positive behaviour choices of which we know that they are capable.

If warnings are given within a session (and for example a written warning is given with the child's name on the board), the start of each new session and therefore each new day is a new start. As a Christian school we expect children, and staff alike, to show the school value of forgiveness and this opportunity to start afresh is very important to our school ethos.

Children experiencing trauma or difficulties and SEMH (Social, Emotional and Mental Health) Needs

There can be a variety of reasons why children do not respond to the positive approach and the sanctions outlined in this policy. If school suspects or knows of SEMH needs, parents will be informed and children will receive support from our TIS (Trauma Informed Schools) trained staff. They may have an individual behaviour plan. All staff will be made aware through training of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Behaviour Plans

These are developed for each individual child's specific needs with our school SENDCo, the class teacher and support staff and parents to identify typical triggers, the child's strengths and areas of challenge and to agree a personalised reward and sanction system. This is to agree an appropriate plan to meet the child's personalised needs.

A TIS trained member of staff will also be involved at this point if not before. Support may be offered to the parents and family as appropriate to the family via the Early Help Hub.

Physical restraint

In some circumstances, staff may use reasonable force to restrain, or 'positive handling', a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort, with the many other distraction and de-escalation techniques used beforehand
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to the headteacher and parents.

Staff have received training in 'positive handling' and this is updated following the guidance provided.

Anti-Social Behaviour

Anti-social behaviour will not be tolerated in any form and will be actively discouraged in all its forms. Our whole school ethos is developed morally, socially, spiritually and culturally, around the principles of safety, equality and inclusion. All members of the school community are involved, adults and pupils alike.

Our ethos is based on positive reinforcement and rewards all pupils to strive to achieve socially and academically.

At times, we acknowledge that there will be some degree of anti-social behaviour, no matter how slight or infrequent. Our procedures aim to respond positively and effectively in a graduated manner.

The Home Office defines anti-social behaviour as:

Any aggressive, intimidating or destructive activity that damages or destroys another person's quality of life.

Actions considered to be anti-social:

- Intimidation – Threats or actual violence which causes others to feel scared or worried;
- Vandalism & damage – Causing damage or stealing things that belong to someone else;
- Harassment - Humiliating or embarrassing someone including anything based on race, religion, gender, disability, age and sexuality;
- Verbal abuse – Causing distress by swearing and shouting at, and around others;
- Being inconsiderate - Disruptive behaviour – e.g. spoiling someone's games; not following the instructions of an adult;
- Being noisy and rowdy - Low-level disruption that inhibits others' learning or actions;
- Bullying – Persistent, targeted and deliberate actions over time where there is unequal conflict.

Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. At Sir Robert Geffery's, if it is suspected that a child has one of the following items, a phone call home to parents will be made initially to inform them. The prohibited items are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Partnerships

Although the school has a critical role to play in promoting good behaviour, it is clear that schools cannot, and should not, tackle this responsibility alone. Partnership is the key, and schools can consolidate partnerships by :

- ensuring that parents have full information on the schools curriculum, plus regular progress reports. Parents will be told when things are going well and when they are going badly.

Sir Robert Geffery's School accepts that children who present challenging behaviour do so for various reasons and the school will address these issues through a joint working approach with other agencies as well as parents. We will attempt to have effective working relationships with Social Care, Educational Psychology and Health Departments in particular to ensure that those children who are particularly vulnerable receive coordinated multidisciplinary responses. We will nominate someone who is responsible for coordinating the work of professionals from different agencies within the overall aims of the school. We shall also have a designated member of staff who is responsible for the care and welfare of looked after children.

Monitoring and Evaluation

The policy will be reviewed annually and monitored by the leadership team and be taken to the Pupils and Curriculum Committee when amended.