

Name of Policy	<b>Behaviour Learning Behaviours (includes positive handling)</b>
Category of Policy	Local school policy
Approval Date	September 2025 and LGB 19/11/2025
Approved by	Local Governing Body
	Resources Committee
	Impact Committee
To be reviewed by	September 2026

**Policy Statement for Learning Behaviours**  
**2025/2026-Behaviour and Learning Behaviours Policy**  
**Garsington Church of England Primary School**

This policy explains our whole school approach to promoting responsible behaviour and a positive attitude towards learning. It also details the action that will be taken to address any inappropriate behaviour. Our policy reflects many of the recommendations from the EEF document Improving Behaviour in Schools [EEF-Guidance-improving-behaviour-in-schools-07-2021.zip](#)

**The behaviour principles of the River Learning Trust are:**

- Commitment to Excellence
- Everyone Learning
- Respectful Relationships

**Our School Vision, Ethos and Red Kite School Values**

***Nurturing everyone to flourish in a community where all can believe and achieve.***

**The Parable of the Sower** *Matthew 13:1-23*

Our school vision and values are embedded into everything that we do at Garsington CE Primary School including all our school policies. In line with our vision and supporting parable we expect everyone to have high expectations for how they behave and what they can achieve. The parable of the sower reinforces how we can all grow to be successful learners. Each letter in Red Kite represents one of our school values.

What Red Kite Values look like in school:

<b>R</b>	<b>Responsible</b> ‘If you follow God’s way, you will be like a little salt in a cooking pot, making the whole meal taste good; or like a lamp shining brightly in a dark place, bringing light so that all can see.’ <i>Matthew 5: 1-12</i>	We can be trusted. We make sensible choices with learning and during play. We have whole school jobs.
<b>E</b>	<b>Enthusiastic</b> ‘Work hard and cheerfully at whatever you do.’ <i>Colossians 3:23</i>	We enjoy school and have fun. We get fully involved with our learning. We find out extra things and share these to help everyone to learn.
<b>D</b>	<b>Determined</b> God always has something for you, a key for every problem, a light for every shadow. A relief for every sorrow and a plan for every tomorrow. ‘Stand fast in the faith, be brave, be strong.’ <i>Corinthians 16:13</i>	We keep trying even when things get difficult. We challenge ourselves to try harder work. We see mistakes and feedback as opportunities to improve.
<b>K</b>	<b>Kind</b> ‘Dear children, let us love not just with words or tongues but with actions.’ <i>John 3:18</i>	We welcome new pupils, visitors and staff to our school. We treat each other as we would like to be treated. We make sure everyone can learn.
<b>I</b>	<b>Independent</b>	We know what we are learning and what we need to achieve.

	"If you want to know what God wants you to do, ask Him, and He will gladly tell you, for He is always ready to give a bountiful supply of wisdom to all who ask Him." James 1:5	We find different ways to get unstuck and find solutions to problems. We see what needs to be done without being reminded.
<b>T</b>	<b>Team Player</b> 'Let us be concerned for one another, to help one another, to show love and to do good. Let us encourage one another.' Hebrews 10 24-25	We actively listen to each other and build upon each other's ideas. We actively listen to our teachers and respond to their feedback. We play together and include everyone.
<b>E</b>	<b>Enriched</b> 'God has given each of us a different gift to use.' Romans 12:6	We get fully involved in school life. We recognise and celebrate everyone's talents and interests. We love learning from visitors, trips and extra clubs.

### Rights and Responsibilities and Expectations for Pupils, Staff and Parents

#### **Rights:**

- To be treated with respect.
- To be safe.
- To feel nurtured and feel wellbeing is a high priority
- To learn.
- To make mistakes without fear of criticism.
- To be listened to.

#### **Responsibilities:**

- To show respect to others.
- To keep safe and help others to stay safe.
- To enjoy learning.
- To allow others to learn.
- To give opinions in a constructive way.
- To listen to others.
- To model the appropriate behaviour towards others.

#### **Everyday Expectations: Needs regularly reinforcing at whole school level**

- Walk calmly and quietly around the school on the left with or without an adult.
- Open doors for each other.
- Say please, thank you and good morning.
- Use quiet voices inside the school.
- Respect displays and school property.
- Respect each other (kind words, actions and thoughts).
- Listen to all adults and respond politely.

### Agreed Approaches, Rewards and Consequences

#### Promoting Positive Behaviour

##### **i) Daily Routines and Processes**

EEF recommendation 1: *Know and understand your children* (behaviour is a communication, know pupil's context, greet each day, relationship check ins, 5:1 positive to negative interaction)

EEF Recommendation 2: *Teach learning behaviours* (create conditions to promote learning behaviours e.g motivation, resilience, making mistakes, achieving goals, self reflect on own learning behaviours).

EEF Recommendation 3: *Classroom Strategies* (clear structures, limits, high and consistent expectations).

EEF Recommendation 4: *Simple approaches as part of routine* (breakfast clubs, pre-corrective 1:1 conversations, 'Working with parents to support children's learning')

EEF Recommendation 5: *Targeted approaches to meet needs of individuals* (classroom observations, pupil self assessment on behaviours towards learning, tailored approach)

EEF Recommendation 6: *Consistency* (staff training, everyone responsible, whole school approaches)

### **Garsington specific approaches**

- Collective Worship and Assemblies. These are used to promote and discuss the school vision and values and link them to our Christian ethos and expectations.
- School prayers, displays and reflection help the children to reflect on their own and the behaviour of others.
- Individual Achievement Records . KS2 pupils complete these every time they are recognised by an adult for a special achievement including pupil of the week or being given a special responsibility. KS1 has a Red Kite Sticker Chart. When completed children are celebrated in assembly and receive a Red Kite badge and pencil and have their photo on the Red Kite Achievers Board.
- Year 6 Prefects (model responsibility)
- Class and whole school responsibilities (Eco warriors, Friendship Time organisers, Active Leaders)
- Courageous Advocacy groups, Friendship Champions, wellbeing ambassadors)
- House points and house rewards
- Zones of regulation for emotional language and understanding (see updated Classroom Chart)
- Language of PACE. Be playful, show acceptance, curiosity and empathy. Avoid asking the child 'why?' Show curiosity by modelling thinking, wondering out loud, using commentaries, noticing out loud.
- Full Circle (intergenerational group)

### **Weekly Events**

- Jigsaw weekly PSHCE lesson. Jigsaw is a mindfulness approach to PSHCE that covers 6 main themes; being me in the world, celebrating differences, dreams and goals, healthy me, relationships and changing me.
- Weekly Celebrations Assemblies (Friday afternoon)

### **Termly Events**

- Termly Friendship Time organised by Year 5 pupils

### **End of term**

- End of term house treat (extra play)
- End of term certificates (Pupil of the term linked to the value of the term as voted by the class, progress in reading, writing and maths, year 6 prefect of the term as voted by the school)
- End of year trophies for English, Maths, Sport, Science and kindness

### **Additional Support**

- Routines for Vulnerable learners: Visual timetable to map the main activities of the day for all the children. Photos of key adults communicated during transition. Run through the routine before each change of activity and ask the children to repeat back the expectations. Give regular time checks or use a mechanism for children to take responsibility for deadlines or changes in tasks. Make transition times i.e. first thing in the morning, after break, returning from assemblies, predictable and routine. Make a specific time/routine for dealing with breaktime issues so that learning time is not interrupted).
- Interventions such as 'socially speaking', zones of regulation groups/1:1 support
- WRAP Plans (1:1 support for children) Template in this policy
- Individual pupil passports [pupil passport blank](#)
- Positive behaviour plans [PBP example](#)
- Wellbeing support Plan [Wellbeing Plan - completed example](#) [Wellbeing Plan Blank](#)
- Staff to have regular training and updates to support all pupils to manage their own behaviour

### **Dealing with Emotions and Inappropriate Behaviour: Consequences**

Feelings inform behaviour so when children are not following the expectations, staff will **talk** with the child about how they are feeling and what happened. They will discuss with the child suitable consequences for their actions.

### Yellow or Blue Zone

- The child's feelings will be verbally acknowledged. 'It looks like you are getting frustrated...Let's see if we can get you back to the green zone.' 'I'm going to help you to do this.' The child will be encouraged to recognise the emotion and identify a strategy/tool to get them back to the green zone.
- Thinking time either on the thinking bench outside or in designated space in the classroom/teaching room or other strategies from the child's toolbox [Zones-of-Regulation-Tool-Box.pdf](#)
- After appropriate thinking time there will be a conversation with an adult for the child to recognise what happened, take personal responsibility, repair any relationships if needed and understand what they could do differently next time. The child will be welcomed back to the playground/classroom when the situation has been resolved.
- Child may need to miss some breaktime or catch up on missed learning

### Red Zone

- The child needs to come out of class or off the playground and be inside. Zara, Kim or Karen need to be informed.
- Clear communication will be given from the adult for the reason the child is having thinking time but **minimal interaction** at this stage.
- The child is encouraged to reflect, repair and reconnect.
- Red Zone Reflection form is completed with the child and recorded on CPOMS. Parents informed by the class teacher. An individual behaviour plan or pupil passport may be needed. A set adult script may be discussed to provide consistency for the child. See Kim B.
- The child may miss breaktimes as a consequence and to complete missed learning.
- External exclusion (fixed or permanent) as a last resort. See separate exclusion policy.

*Adults look after their own wellbeing and that of others. Ask for help or a change of face to diffuse situations. Adults to ask each other if they require help to give them the opportunity to walk away from the situation.*

### **De-escalation Skills, Positive Handling, Reasonable Force and Team Teach**

Defusion and de-escalation skills are used by all staff in potentially challenging situations. This script may help to support the child **Script for De Escalation/Time Out of Class to Reflect (see below)**

Positive Handling Plans for identified pupils are available from the Inclusion Lead.

Staff make use of the DfE guidance: Use of reasonable force in schools (2013)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

This document includes guidance on:

- Reducing the likelihood of a situation arising where force is required.
- Deciding if force is appropriate and examples of where force or restraint may be appropriate, for example, breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or others.
- Any force used should always be the minimum needed to achieve the desired result. Staff at Garsington have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances.
- All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept (numbered and bound book).
- Parents will be informed of any incident where force or restraint has been used on their child.
- Positive handling includes acceptable forms of intervention as stipulated on the TEAM TEACH foundation course:
  - Friendly hold, single elbow, double elbow, figure of four, the wrap, the shield etc which allow leading or guiding a pupil by the hand or arm, or shepherding them with a hand in the centre of the back
  - holding a pupil who has lost control until they are calm and safe
  - physically moving between and separating two pupils
  - blocking a pupil's path
  - where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force' – for example to prevent a pupil running into a busy road or hitting or hurting someone
  - using more restrictive holds in extreme circumstances.

Incidents will be recorded using this form [Recording Behaviour Zones 2023/24 GCEPS](#) and reported into CPOMS.

### **Pupils' conduct outside the school gates**

In line with this policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

### **Monitoring Behaviour**

It is the responsibility of the Behaviour Co-ordinator (Zara d'Archaubaud) to manage, monitor and analyse procedures within the school in accordance with the policy in the pursuit of the highest standards of pupil behaviour. Behaviour is monitored by:

- Termly analysis of red zones and exclusions (recorded on CPOMS) SLT will record incidents using incident reflection form (see later in this policy) and Negative Behaviour Record  
[Recording Behaviour Zones 2023/24 GCEPS](#) Record on CPOMS as behaviour incidents.
- Behaviour Plans
- Records and display linked to completion of individual achievement cards
- Lesson observations and ongoing visits to lessons
- Exclusions records
- End of term staff and pupil evaluations
- Annual questionnaires to teachers, teaching assistants, pupils and parents at end of academic year
- Verbal/physical abuse forms
- Racial incidents records
- Bullying incidents
- School Improvement Plan (Staff and Pupil Wellbeing)

### **Inclusion and Equal Opportunities**

Children have varied life experiences and needs. In consideration of this, it is necessary to ensure the curriculum and the means by which we deliver it, is inclusive and provides equal and appropriate access. Garsington CE Primary School is committed to inclusion. The school defines inclusion as a process of identifying, understanding and breaking down barriers to participation and belonging. In our teaching we aim to provide equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, medical concerns, attainment and background.

### **Other Relevant Policies**

Safeguarding and Child Protection Policy \*  
E Safety Policy and E safety audit/action plan  
Anti Bullying Policy  
Collective Worship Policy (teaching of values)  
PSHE and SRE Policy (linked to Jigsaw SMSC Policy)  
Teaching and Learning Policy

### **\*Linked to safeguarding of pupils**

#### **Sexism and Racism**

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist/racist comments. Sexist/racist comments are those which discriminate based on sex or race. Sexism and racism also includes behaviour or attitudes that create stereotypes of social roles based on sex. Please inform SLT of sexist or racist incidents. These will be recorded on CPOMS.

#### **Sexual Harassment and Violence**

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names. sexual "jokes" or taunting.

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature.
- online sexual harassment -non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, including, on social media.
- up skirting.

Sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It should not be dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys"

All staff at Garsington must challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.

All staff and pupils have a responsibility to report this behaviour. If pupils make these comments or show this behaviour, we will:

- Explain why the behaviour is not accepted and will not be tolerated  
Ask them to apologise to anyone the comment was directed at. Contact parents
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to exclusion if the pupil refuses to apologise in the first instance

Our Jigsaw curriculum will cover what healthy and respectful behaviour towards one another looks like.

## Green Zone



Happy  
Calm  
Ready to learn

## Showing Red Kite values



Happy teachers/children/family and great learning  
House points, star pupils, achievement card and sticker Chart

### Blue Zone



Bored, tired, sad, disappointed, shy

### Yellow Zone



Frustrated, silly, struggling to concentrate,  
avoiding learning

### How can you manage these feelings?

- Exercise
- Brain breaks
- Reflecting on what makes you happy
- Talking to our teachers and friends

- Breathing exercises
- Talk to an adult
- Nurture/sensory room/prayer space
- Time out in class/outside class/thinking bench

### Red Zone



Being rude (including answering back), shouting, fighting, hitting, distracting others from learning, not listening to adults, acting dangerously

### What will happen if you are in the Red Zone?

Thinking Time with Ms d'Archambaud or Mrs Bews

**Reflect, repair, reconnect**

Red Zone Reflection Card

Missing break, Catch up on learning, talk to parents or carers

## Red Kite Achievement Card Key Stage 2

Nurturing everyone to flourish in a community where all can believe and achieve.



Name:

Year:

Date	Achievement	Signed



Stick your sticker here.			
Stick your sticker here.			
Stick your sticker here.			

**Please take your achievement card to Ms d'Archambaud to celebrate your success.**

**Team Teach Toolkit for Staff**

**Garsington CE Primary School**

Meet and greet pupils when they arrive in the morning.

Displays rules in the classroom.

Teach the rules, rights and responsibilities for all.

Make sure all sanctions and rewards are followed consistently.

Have a visual timetable displayed.

Have a plan for children who may misbehave. Make sure all adults who work in the class know the plan.

Understand pupils' special needs.

Ensure all resources are prepared in advance.

Keep the classroom tidy and organised.

Praise the behaviour you want to see more of.

Have clear routines for transitions and stopping the class.

Create limited choices.

Allow take up time.

Receive classes from the playground promptly.

Insist on pupils being quiet and calm when moving around the school and entering and leaving assemblies.

Use positive instructions e.g put your feet on the floor rather than don't kick

Use **Team Teach help script** when needed:

E.g. 'James, I can see you are feeling \_\_\_\_\_. I am here to help you.'

'Talk and I will listen.'

<b>The warning script</b>	<b>Restorative questions</b>
<p>I have noticed that...</p> <p>This does not show kindness/responsibility...</p> <p>This is your warning. You need to...</p> <p>I remember when/I know you can (reference to previous positive behaviour) and I want you to be that learner now.</p>	<p>Can you tell me what happened?</p> <p>What were you thinking at the time?</p> <p>What are you thinking now?</p> <p>Who has been affected by your actions and why?</p> <p>What needs to happen now to make things better?</p> <p>Reflect, repair, reconnect</p>

#### **Script for De Escalation/Time Out of Class to Reflect**

1. Tactical ignoring - Praise those who are doing the right thing. Subtle reminder for those not on task.
2. Make it clear you have noticed the behaviour - *John - you're still talking. Please can you sit quietly. Thank you.*
3. Reinforce rules - *John - When we're in the classroom, we sit quietly.*
4. Choice / Consequence - *John, do you think you need to go and calm down, you will be going down to Mrs Bews office if you don't.*

5. *If the child takes themselves to calm: While the child is in the cloakroom or walking, adults should not engage with them. After a few minutes, if they are not back in the classroom, say, 'Are you calm enough to come back in?' Repeat every 5 minutes.*
6. *If the child doesn't go and /or argues - I can see you're really upset by this. You need to go to Mrs Bews office until you are calm enough to be in here.*
7. *Ignore the child at this point and continue with the lesson. If they don't move after a minute or two - I can see that you're really cross/frustrated. You need to go to Mrs Bews and Ms D'Archambaud to calm down.*
8. *If the child still doesn't move, send an adult or child to go and get Kim or Zara.*

When children are sent to an office:

1. Adult thanks the child for coming to the office and tells them they will have 'thinking time' until they are ready to talk.
  2. Ask the child how they are feeling or ask them to point to the emoji that shows how they are feeling.
  3. Are you ready to talk about why you are here? What happened?
  4. Explain to child behaviours that led to them being given thinking time.
  5. What do you need to do next time?
- When the child is calm and ready, take them back to the classroom ensuring they go into the classroom in the appropriate way and settle to work.

## Garsington CE Primary School: Behaviour Target Chart

**Name:**



**Date:**

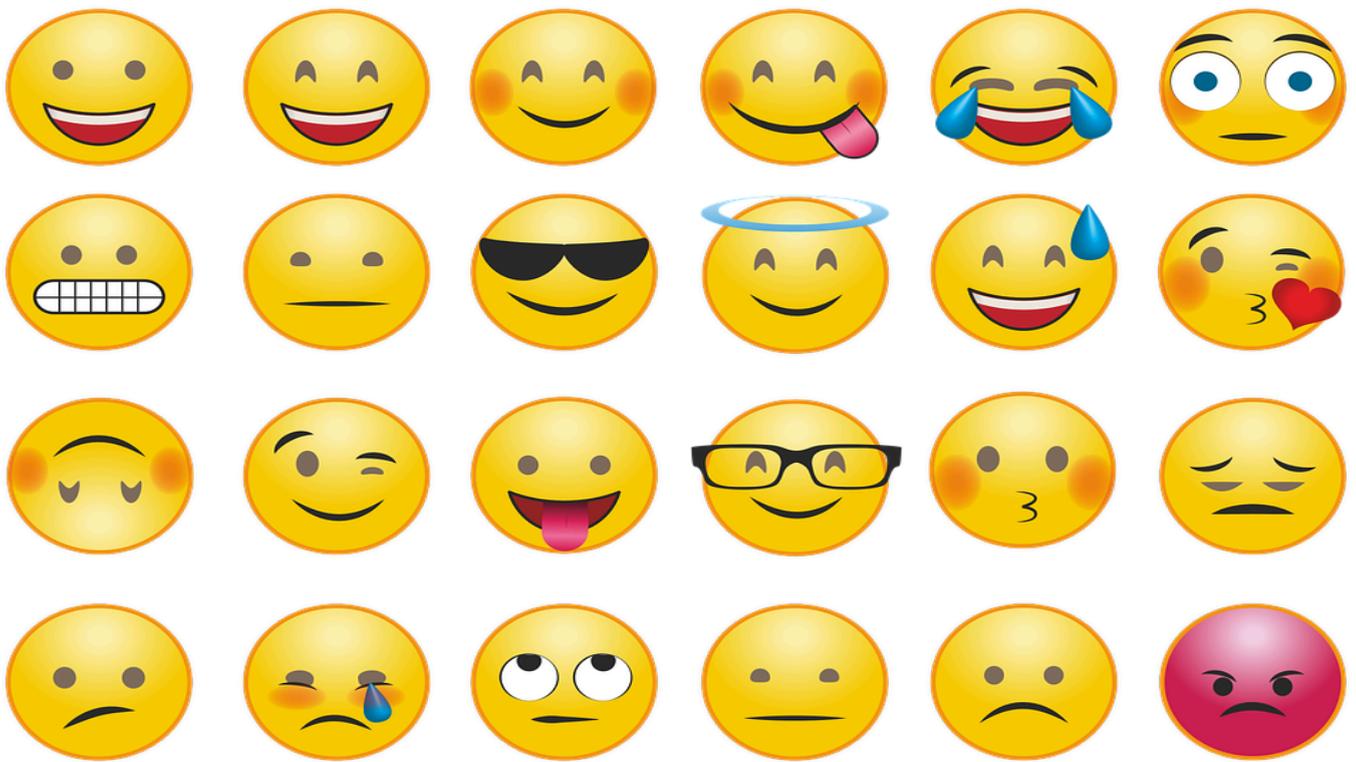
I need to...

	Monday	Tuesday	Wednesday	Thursday	Friday
Settled calmly?	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
9.00-10.30/45	😊	😊	😊	😊	😊
Breaktime	😊	😊	😊	😊	😊
Settled calmly?	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
10.45/11-12.00/ 15	😊	😊	😊	😊	😊
Lunchtime	😊	😊	😊	😊	😊
Settled calmly?	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
1.00-2.00	😊	😊	😊	😊	😊
2.00-3.05	😊	😊	😊	😊	😊
Left classroom calmly	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Comments (child/teacher/ parent)					

## Red Zone Reflection Card: 5 Steps of Restorative Practice

[Restorative Practice | Schools](#)

<b>Name</b>	
<b>Date and Time of Incident</b>	
<b>How are you feeling?</b>	
<b>Are you ready to talk about what happened?</b>	Yes/No
<p><b><u>Step 1:</u> What has happened? Start from the beginning...</b></p> <p><b><u>Step 2:</u> How were you feeling? What were you thinking? How do you think they were feeling?</b></p> <p>Let's see if we can get you back to the green zone. The adults are here to help you to do this.</p>	
<p><b><u>Step 3:</u> How do you feel now you have <b>reflected</b> on what happened? Who has been harmed and how? What has been the most difficult thing for you? (Responsibility)</b></p> <p><b><u>Step 4:</u> How can you <b>repair</b> relationships? What do you need to move forward? (Teamwork)</b></p> <p><b><u>Step 5:</u> Who do you need to <b>reconnect</b> with? What do you think will make things better? (Kindness)</b></p>	
<p><b>Consequences for your actions.</b> Miss break/lunchtime/lesson time/trip/other</p>	
<p><b>How do you feel now?</b> <b>What can I do differently next time?</b></p>	



**How Are You?**  
**(WRAP for children)**

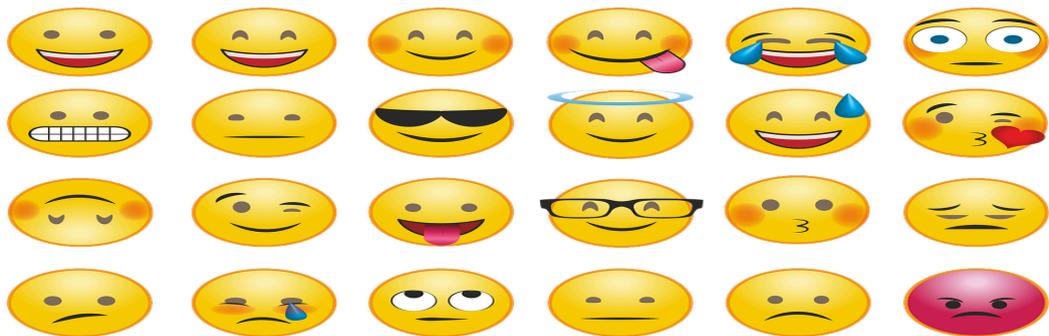
Date:

Name of adult and name of child:

Both adult and child to answer the questions.

Can you see two emoji faces that are the same?

How are you feeling now? How were you feeling when you got up? Why?



**What makes you feel good? What makes you happy?**



**Adult**

**Child**

--	--

**What makes you feel bad? What makes you sad?**



**Adult**

**Child**

--

--

**What things are important for you to do everyday to feel okay?**



**Adult**

**Child**

--

--

**Who can help when you feel sad/angry/fed up and how can these people help?**



**Adult**

**Child**

--

--

Is there anything in school or outside school that you would like to change to help you to feel happy?



Adult

Child

**It's good to talk. When shall we talk about this again?**

It is ok to feel frustrated, it is not ok to use unkind words.  
It is ok to walk away when you feel angry, it is not ok to push someone.  
It is ok to find this difficult, it is not ok to just give up without trying.  
It is ok to walk around, it is not ok to roll across the classroom.  
It's ok to want my attention, it's not ok to do this by shouting in my face.

**Other scripts that may be helpful:**

**Eight assertive sentence stems:**

- 1) You need to... (speak to me at the side of the room).
- 2) I need to see you... (following the agreed routine).
- 3) I expect... (to see your table immaculately tidy in the next two minutes).
- 4) I know you will... (help Kyra to clean the pen off her face).
- 5) Thank you for... (letting go of her hair, let's walk and talk).
- 6) I have heard what you said, now you must... (collect your things calmly and move to the thinking spot).
- 7) We will... (have a better day tomorrow).
- 8) Think carefully about your next step (As the adult walks away)

**Seven scripts that are not linked to your emotions:**

- 1) You need to understand 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 your decision.
- 2) Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time.
- 3) Your behaviour is disruptive, damaging and dangerous but I believe that you can be a success.
- 4) I am not leaving; I care about what happens. You are going to be brilliant.
- 5) What do you think the poor choices were that caught my attention?
- 6) What do you think you could do to avoid this happening in the next lesson?
- 7) Daniel it's not like you to...

### **A 30 second script**

- 1) I noticed you are..(having trouble getting started/struggling to get going/ wandering around the classroom)
- 2) It was the rule about...(lining up/ being respectful) that you broke. 3) You have a choice, if you continue to not follow the school rule of Respect then you will... (catch up at playtime) if you decide to ...(what you want to see) then you will have completed the lesson and get a dojo.
- 4) Do you remember last week when you... (arrived on time every day/ got that positive note/ received a dojo) That is who I need to see today ...
- 5) Make the right choice today...
- 6) Thank you for listening. (Walk away and give child some take up time)