
Great Gaddesden C of E (VA) Primary School



Small School - Big Heart - Great Start

Mission Statement: 'Treat others exactly as you would like to be treated yourself'
(Luke 6:31)

Behaviour Policy

Signature:

Date: 6th July 2026

Headteacher

Date approved by governing body: 6th July 2026

Review cycle: Annually

Introduction

The staff and governors at Great Gaddesden C of E Primary School are committed to creating a Christian learning community where **all** adults and children feel valued and safe. In compliance with local and national requirements relating to safeguarding and child protection, pupils are taught to show respect for themselves, other people and our environment.

This policy should be read in conjunction with the following school policies:-

- Anti-Bullying Policy;
- Home - School Agreement;
- Attendance policy;
- Safeguarding and Child Protection Policy;
- Teaching and Learning Policy

Our theologically rooted vision

Small School - Big Heart - Great Start

At the heart of our vision is The Golden Rule: **“Treat others exactly as you would wish to be treated yourself”** Luke 6:31 (World English Bible). This provides a beacon of light in navigating our interactions with kindness and understanding. At its core, the Golden Rule is a call to empathy. It encourages us to step into the shoes of others and consider our actions from their perspective.

By treating each other with the same level of respect and kindness we wish for ourselves, we create a culture of mutual respect, where productivity and collaboration soar. We aim to grow a school community that values learning and humanity towards others which is defined by the Ubuntu philosophy. The life and teachings of Jesus underpinned by our core Christian values guide and support us to achieve this.

It is through our vision that we aim to support all members of our community to feel valued, included and become flourishing individuals, with a heart for others and the world.

Our school vision and values drive the culture of mutual respect and high expectations for behaviour.

At Great Gaddesden C of E Primary School :-

- We ensure an environment in which all pupils are valued for the person they are, and are treated with respect and the opportunity to flourish academically, spiritually and personally.
- We expect pupil punctuality and regular attendance
- We promote high standards of pupil behaviour and have a zero tolerance approach to all forms of bullying (see *Anti-Bullying Policy* for details)
- We promote high standards of teaching and learning in an environment where all pupils can be successful in their learning (see *Teaching and Learning Policy* for details)
- We ensure a safe, inclusive learning environment for all

- We promote our British values
- Therapeutic thinking and a relational approach underpins our culture for behaviour

RULES

At Great Gaddesden School, we have 3 rules:-

- Be kind
- Be responsible
- Be safe

We also have three Be's that help us to live out our theologically rooted vision, guiding our interactions with each other:

- Be observant and thoughtful
- Be kind and empathic
- Be flexible and reflective

ROLES AND RESPONSIBILITIES

Pupils

- To live the school's vision statement
- To be guided by our Christian values
- To follow our 3 school rules and Be's
- To adhere to the Home/School Agreement
- To care for our school, environment and each other
- To respect all adults and children
- To take responsibility for looking after equipment and their own behaviour
- To understand that everyone has the right to learn, be safe and feel respected

Parents/carers

- To support our school vision
- To be guided by our Christian values
- To support our 3 school rules and Be's
- To sign and adhere to the Home/School Agreement
- To encourage self-regulation and independence
- To foster positive relationships with the school
- To support staff in upholding the school Behaviour Policy
- To reinforce appropriate behaviour in line with school expectations, before and after school
- To work in partnership with the school to develop a consistent approach between school and home

Staff

- To live the School vision statement
- To be guided by our Christian values
- To uphold our 3 school rules and Be's
- To treat all pupils fairly and with respect
- To provide reasonable adjustments in line with any support plans
- To provide a safe, inclusive and positive learning environment
- To provide a positive role model
- To communicate appropriately with pupils
- To work in partnership with parents

The school expects parents/carers to fully support the school in dealing with unacceptable behaviour from their child. Parents are expected to communicate with the school when difficult and/or dangerous behaviours are being experienced at home or if there is a change in personal circumstances, which may affect their child in any way.

We encourage good behaviour by :-

- using our Christian values to guide us
- setting clear expectations in the Home/School Agreement
- promoting mutual respect and equality for all
- encouraging pupils to take responsibility for their own actions and behaviour
- praising and celebrating good behaviour through rewards in celebration assembly
- using class-based and whole school incentive system
- using PSHE to support behaviour and explore restorative justice
- Encouraging the children to be reflective and as much as possible to become resilient, intrinsically motivated individuals

How is difficult, disruptive and dangerous behaviour managed?

The school's Behaviour Policy is shared with all pupils. This shows the 5 stages and the consequence of each type of behaviour. The Behaviour Code below gives examples of the consequences at each stage. Every individual case is looked at independently.

Great Gaddesden CE VA Primary School Behaviour Code

	Description of behaviours	Praise & Rewards
Prosocial Behaviours	<ul style="list-style-type: none"> Being kind, caring and helpful Living out our mission statement (including the 3Be's and the school values) Being persistent with learning and having a positive attitude Being polite, respectful and courteous to all adults and children Being honest, taking responsibility and being reflective Being responsive to feedback and working with others collaboratively 	<ul style="list-style-type: none"> Headteacher awards (for exceptional work) Mission Ambassador award (living out the school mission statement and 3Be's) House points Star Learner and Value Ambassador Award Marble or Pom Pom jar Additional playtime Additional responsibilities and privileges such as time in the Woodland room with a friend, leadership roles Positive praise and recognition Weekly celebration assembly
Stage	Description of behaviours	Consequence (some or all) <i>Please note- this is not an exhaustive list but used as a guide</i>
Stage 1	<ul style="list-style-type: none"> Be disrespectful to others including not being mindful of personal space Disturb others during teaching and learning time. Bringing in items that are not allowed eg. make up, jewellery, toys (unless agreed by the Headteacher) Not following instructions from an adult 	<ul style="list-style-type: none"> Remind you about appropriate behaviour. You will be expected to make up the learning time you have lost during your own time e.g. break/lunch time/at home.
Stage 2	<ul style="list-style-type: none"> Continuation of any Stage 1 behaviour Minor damage property Behave in an unsafe or inappropriate way including copying others or retaliating to an inappropriate behaviour Take property which does not belong to you. Inappropriately talking to an adult or child Being dishonest 	<ul style="list-style-type: none"> A formal warning about your behaviour. A discussion with a member of staff about your behaviour To write a letter of apology/reflection/card during your own time (break and/or lunch time), as directed by an adult* Staff to inform parents as appropriate Staff to record details on CPOMS
Stage 3	<ul style="list-style-type: none"> Repetition of Stage 1 and 2 behaviours Behave in an unsafe or inappropriate way Be verbally or physically aggressive towards another child or adult Deliberately damage property or the school environment. Swear or use discriminatory language or actions Repeatedly refusing to follow adults instructions 	<ul style="list-style-type: none"> Staff to speak to your parents about your behaviour To work in another supervised area within the school The incident to be reported to a senior member of staff To spend time with a member of staff in order to consider ways to move forward A discussion with a member of staff about your behaviour To write a letter of apology/reflection/card during your own time (break and/or lunch time), as directed by an adult* To write a letter of apology at home, signed by your parents and returned to school the next day To lose the privilege of attending After School Clubs An internal exclusion within the school environment Staff to record details on CPOMS
Stage 4	<ul style="list-style-type: none"> Persistent repetition of behaviour of previous stages Cause serious emotional or physical hurt to another child or adult Cause significant damage of property or school environment Behave in a way, which is highly inappropriate or causes offence to others Behave in a way which is dangerous to yourself or others Engage in bullying behaviour of any type 	<ul style="list-style-type: none"> Staff to contact your parents immediately. Staff to record details on CPOMS Any of the consequences described Any of these incidents may result in a suspension (at the discretion of the Head teacher) depending on the nature and context of the incident.
Stage 5	<ul style="list-style-type: none"> Persistent repetition of behaviour of previous stages Commit a serious one off incident that compromises the safety and wellbeing of children and staff Fabricating allegations 	<ul style="list-style-type: none"> You may be suspended You may be permanently excluded <p>All suspensions and decisions to permanently exclude are at the discretion of the Headteacher</p>

**If a child completes 3 reflections/Stage 2 behaviours or above in one week, a meeting with a member of the Senior Leadership Team will be arranged with the child's parent/carer*

All are guided by the principles of the Hertfordshire Therapeutic Thinking Approach

This is a therapeutic approach to behaviour management, with the emphasis on consistency, teaching self-regulation and care and control. It uses techniques to de-escalate a situation, prioritises the importance of building trusting relationships and adopts techniques to reduce the risk of harm.

Recording incidents

Staff will write all **Stage 2 and higher** incidents on the school's CPOM system, indicating the appropriate category of concern. This will include Bullying, Racist and e-Safety Incidents, where appropriate.

Responding to serious incidents

Parents/carers are involved by **Stage 3** and/or if there are repeated patterns of behaviour or a one off serious incident causing concern. In such cases, the parents/carers will meet with the relevant staff and agreed outcomes are shared with the pupil. This will demonstrate a united approach between all adults.

Where relevant, advice and support from outside agencies will be sought and acted on.

Suspension and Permanent Exclusion

Suspension or permanent exclusion is not taken lightly and the school will endeavour to support the child and family, where this is applied. Where concerns arise about a child's behaviour or risk of suspension or exclusion becomes apparent, the school will endeavour to involve other agencies such as Dacorum Education Support Centre (DESC) etc. Part of the support for any child at risk of suspension or permanent exclusions is a risk assessment/risk reduction plan.

All suspensions and decisions to permanently exclude are at the discretion of the Headteacher.

Special Educational Needs and/or Disabilities

As an inclusive school, we aim to support all children including those with Special Education Needs and/or disabilities to safely manage their behaviour. We have high expectations for behaviour including children with SEND. We aim to ensure that **all** of our children develop as responsible, resilient and respectful individuals. We will endeavour to ensure appropriate interventions, plans and external advice are sought and effectively liaising with parents/carers when concerns arise.

Reduced timetables

It is recognised that there may be rare occasions when a child is unable to attend school full-time, due to, for example, recovery from illness or exceptional family circumstances. Also, there may be instances when a child is experiencing severe behavioural difficulties at school and is finding it increasingly difficult to cope with full-time attendance. In such circumstances the law permits the temporary use of a part-time/reduced timetable with parental consent.

If it is considered that full-time education would not be in the best interests of a child's physical or mental health, and the decision is made to implement a reduced timetable, we will:

- Gaining advice from external professionals
- Completing a detailed action plan, agreed with parents and pupils (where appropriate)
- If the child has an EHCP, inform and consult with the local authority SEND team

- Obtain consent from parents/carers
- Inform the Local Authority/complete all relevant paperwork required regarding implementing a reduced timetable, adjustments to this and when the child returns to school full time.
- Provide work for children to complete when not in school and communicating to parents/carers the responsibility to complete this
- Ensuring that the time the child is not scheduled to be in school, this is recorded as an authorised absence

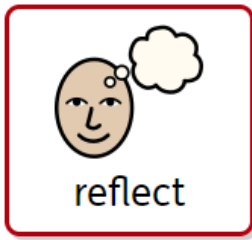
Bullying

Please refer to our *Anti-Bullying Policy*.

Policy Review

This policy will be reviewed annually in order to reflect national and local changes to the primary school curriculum.

The review process will be led by the Head teacher. The policy may be discussed with staff and/or members of the relevant Governing Body sub-committee as required.



Appendix 1
Reflection forms



Upper school reflection (Y3-6)

Learner name:

Date:

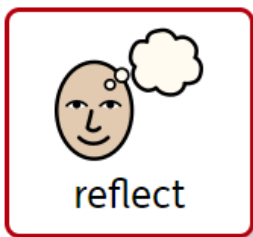
What behaviour(s) are you responsible for?

What was the impact of your behaviour? How did someone else feel?

How will you repair this?

What would you do if something like this happens again?

SLT signature: _____

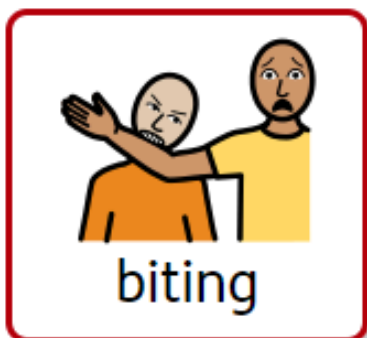
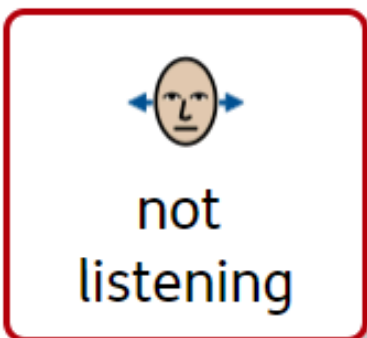
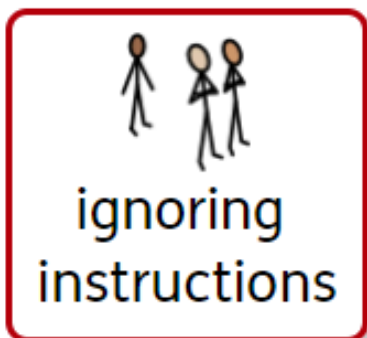
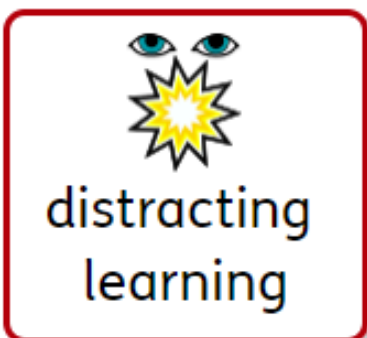


Lower school reflection (YR-2)

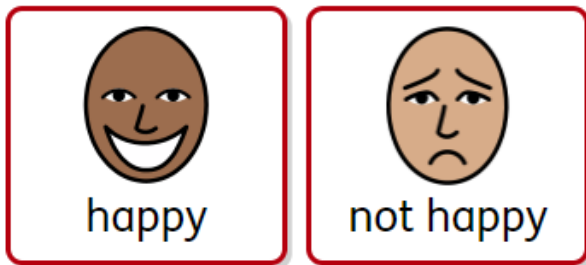
Learner name: _____

Date: _____

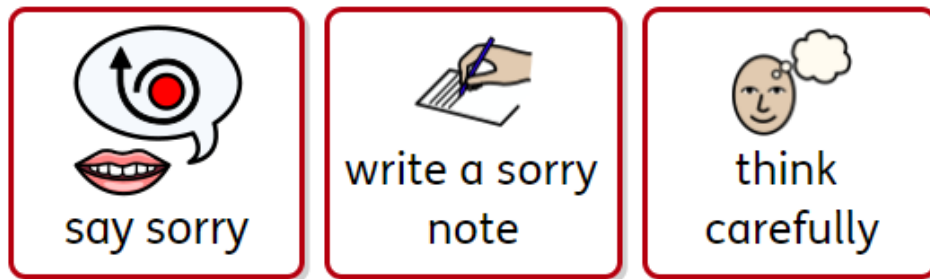
What behaviour are you responsible for?



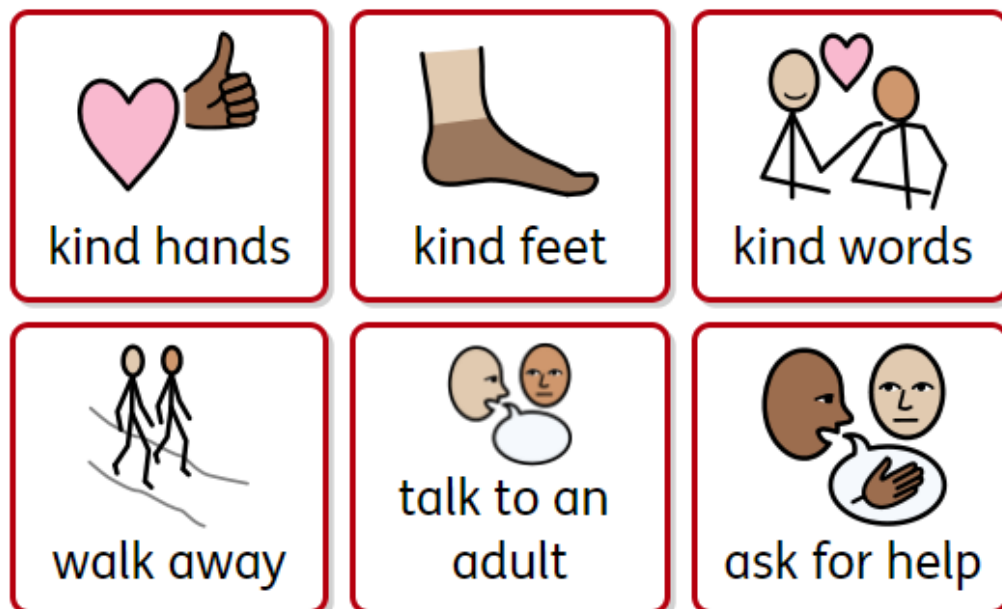
Was this a happy or unhappy choice?



What will you do to make this better?



What behaviour will you show next time?



SLT signature: _____