



## **Galley Hill Primary School & Nursery**

### **BEHAVIOUR & PUPIL DISCIPLINE Positive Behaviour POLICY**

**Ratified at a meeting of the  
Teaching and Learning Committee**

**Signed: *B Mackenzie***

**Name: Bob Mackenzie**

**Date: January 2026**

**Due for review: January 2027**

## **Our Vision Statement:**

Our vision is to develop resilient learners who:

- Are curious about the world around them
- Have high aspirations for themselves and the wider world
- And persevere to achieve their goals.

## **Aims**

At Galley Hill we recognise the links between behaviour, feelings and experiences.

Our approach to behaviour management is aligned with the Therapeutic Thinking training. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd. This policy, in its application, aims to:

- Create positive experiences for all pupils
- Protect the physical and emotions wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours
- Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying and all form of abuse

## **Roles and responsibilities**

### Pupils

Pupils will be made aware of the following:

- They will be taught about valued behaviour at Galley Hill, and that by attending our school they understand our Galley Hill Expectations.
- They will be recognized and celebrated for valued behaviour
- This policy remains relevant beyond the school e.g. travelling to and from school and on school trips
- Some pupils will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour
- How to raise concerns or ask for support

### Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes or circumstances that may affect their child's behaviour
- Discuss any behaviour concerns promptly, with the relevant member of staff
- Commit to working in partnership with the school to secure the best possible outcomes for their child

### All members of staff

All members of school staff are responsible for:

- Teaching and modelling valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Creating positive experiences for all pupils
- Supporting pupils to reduce detrimental behaviour
- Implementing this policy consistently
- Working in partnership with parents and carers

### School leaders

In addition to the elements for all members of school staff, school leaders are responsible for:

- Supporting colleagues to reflect on and develop their practice
- Addressing and subsequently supporting colleague where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, and using this information to support Galley Hill's stated aims of this policy
- Providing updates, reminders and training for colleagues e.g. annual Therapeutic Thinking Ltd training
- Contributing to the induction of new staff

### Headteacher

In addition to the elements for all members of school staff and school leaders, the Headteacher is responsible for:

- Reviewing and approving this policy with governors
- Ensuring that all staff understand the principles and approaches to pupil behaviour as described in this policy
- Ensuring that all stakeholders are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support
- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation

### Governors

The governing body are responsible for:

- Reviewing and approving this policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness through conversations, feedback and data
- Holding the Headteacher to account for its implementation

### **The curriculum and learning**

We need to teach behaviour as we teach other areas of the curriculum through modelling of, and praise for, good practice. Our behaviour curriculum does this by translating our high expectations into a proactive, structured and teachable framework for staff to deliver to pupils on a regular basis. Pupils are also taught about their emotions, and how to demonstrate valued behaviours, during everyday teaching opportunities, RE lessons and PSHE lessons, as well as themed days and weeks such as World Mental Health Day and Feeling Good Week.

### **Expectations**

To ensure that expectations of behaviour are clear, Galley Hill Expectations are displayed, shared and adhered to throughout the school.

- Be respectful.
- Be safe.
- Be your best.

A distinction must be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the Galley Hill Expectations. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets (My Target Planners- see SEND policy) with specific rewards, alternative rewards or consequences and the use of outside agencies (Dacorum Education Support Centre, Speech Language Communication and Autism Team etc.)

### **Valued behaviour**

Valued behaviour is behaviour that demonstrates respect, responsibility, kindness, and a positive attitude to learning. It reflects our school vision and mission statement and supports a safe, inclusive, and purposeful learning environment where all pupils can thrive.

Valued behaviour is explicitly taught, modelled, recognised, and reinforced across all areas of school life. Valued behaviour could look like:

#### Be Respectful

- Helping other members of the school community
- Sharing and taking turns
- Using school equipment appropriately

#### Be Safe

- Tucking chairs in and keeping our school environment tidy
- Personal hygiene e.g. washing hands
- Galley Hill walking when moving around the school

#### Be Your Best

- Completing work
- Persevering when challenged
- Being honest

### Responding to valued behaviour

Learners are encouraged to understand that positive behaviour is rewarding in itself and contributes to positive experiences for others. Staff actively recognise and reinforce positive behaviour by *catching children getting it right* through specific praise.

Valued behaviour is recognised through:

- Verbal praise from adults and peers, with adults modelling and teaching pupils how to praise others.
- Stickers awarded by adults for positive behaviour, worn on uniform and taken home.
- House points for learning, with up to three awarded for outstanding effort or achievement; totals are celebrated in Friday assembly.
- Sharing achievements and good work with other classes, staff, or the Head Teacher.
- Positive communication with parents/carers through notes or phone calls; teachers aim to complete at least one positive communication each week
- Displaying good work and achievements in classrooms and around the school.
- Class bees for whole-class conduct, with extra play time awarded after earning 20 bees.
- *Well Done Wednesdays*, where pupils who consistently go above and beyond in behaviour are invited to a Head Teacher reward session.

### **Detrimental behaviour**

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At Galley Hill we recognise that all behaviour is a form of communication and it is the responsibility of adults to interpret and analyse what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by negative experiences. Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible. The responses will always consider the needs of the pupil(s) and be adapted accordingly.

Detrimental behaviour could look like:

#### Be Respectful

- Purposefully damaging school equipment
- Swearing/inappropriate language
- Disrupting learning

#### Be Safe

- Leaving the classroom without permission
- Aggressive physical behaviour
- Spitting at someone

#### Be Your Best

- Refusing to learn
- Lying
- Ignoring instructions

See Appendix 4 for further examples of detrimental behaviour.

### Responding to detrimental behaviour

When a child is not demonstrating valued behaviour, staff will firstly praise the valued behaviour from other learners. Staff will give their attention and praise to those who are following the Galley Hill expectations. In the case of detrimental behaviours, staff will follow a three level system (See Appendix 4), where children receive either a Level 1 (distracting behaviours), Level 2 (disrespectful and disruptive behaviours) or Level 3 (dangerous behaviours). Each Level comes with its own consequences, including moving spaces within the classroom, loss of play time, parents being contacted and speaking to a member of the SLT.

If a pupil refuses to carry out their consequence, a member of SLT (ideally the Key Stage Lead)

should be informed as soon as possible and the pupil will need to carry out their consequence with them. If they still refuse, either the Assistant Headteacher, Deputy Headteacher or Headteacher will need to be informed, and if needed will contact the pupil's parents.

On the rare occasion that a behaviour goes beyond Level 3 the SLT will decide on an appropriate consequence, examples include spending break time and lunch time with a senior leader, completing work in a different classroom for the remainder of the day, or internal suspension.

#### Records of incidents

Level 1 and Level 2 behaviours are recorded in the class 'Individual Behaviour Record' folder. Each child has a sheet whereby staff can record which Level they received and a brief description. If Levels are given during play and lunch times, the member of staff on duty or MSA fills in an Incident Record (see Appendix 5). This is then handed to the class teacher who records the incident in the Individual Behaviour Record folder and, if necessary, carries out any consequences.

Level 3 behaviours must be recorded onto the electronic database CPOMs within 24 hours of the behaviour occurring. The KS lead, and DSLs if appropriate, must also be tagged so they are aware of the incidents. If a Level 3 behaviour occurs during lunch time, the MSA should inform the SLT member on duty immediately and they will investigate and inform the class teacher.

#### Contacting parents

If parents are needed to be contacted, based on the consequences for each Level, the parents must be informed of the incident on the same day by 5pm. This can be via phone call or face to face in the first instance, or via email if the previous methods have been unsuccessful. A template email is available for class teachers to use if they wish (see Appendix 6). If the class teacher is not in school and the member of staff covering has not been able to speak to the parent, the office will be asked to send an email using the template.

#### Restorative Conversations

At Galley Hill we believe that punishment does not teach better behaviour, restorative conversations do. A restorative conversation is a process involving a set of questions whereby the adult and child explore the behaviour and agree on the best way to move forward. Every time a child has displayed detrimental behaviour, whether this be a Level 1, 2 or 3, a restorative conversation must be had afterwards, when the child is calm and emotionally ready to do so. For some behaviours, particularly Level 1 behaviours, this restorative conversation could be had quickly whilst the children are working within a lesson, or whilst the teacher and child are walking to lunch. For more serious behaviours, such as Level 2 or 3 behaviours, the restorative conversation needs to take longer and will most likely occur whilst the child is carrying out their consequence, for instance during play time. Staff will use a restorative conversation script (see Appendix 7) to ensure consistency in supporting our children manage their behaviour. **It is imperative that these restorative conversations take place, even if at a later date than planned, so that children understand why their behaviour was detrimental.**

#### **Exclusion**

Serious incidents (for example use of weapons, threatening behaviours, persistent breaches of the behaviour policy) may result in a fixed term suspension or permanent exclusion. The Head Teacher has the power to exclude a pupil from school. These decisions are not made lightly and are informed by guidance from the Department for Education and Local Authority. Parents are informed of the decision and reasons for the suspension/exclusion. A reintegration meeting is held with the parents and child on their return to school.

#### **Support**

##### Difficult and Dangerous Behaviour

Adults can use the Therapeutic Thinking 'Therapeutic Tree' (Appendix 2) exercise to identify the underlying influences on difficult and dangerous behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their unhelpful feelings and behaviour. Adults can use anxiety mapping to predict and therefore prevent, escalation.

When difficult behaviours arise, adults must use a response or selection of responses listed below. Adults' responses to these behaviours will aim to de-escalate the behaviour and may include:

- **Positive phrasing.** “Come and sit next to me for the story”. “Stand next to me Peter. Stand next to me. Stand next to me Peter. Well done Peter you are standing next to me.”
- **Repetitive limited choice.** “We are going to talk now John. We can talk at the table or in the library, John. At the table or in the library”. “Are you going to sit alone or with the group?” “Are you starting your work with the words or a picture?” “Would you like to sit on the chair or bean bag?”
- **De-escalation script.** “ (Child’s name). I can see something has happened, I am here to help, talk and I will listen, come with me and.....” (Appendix 1)
- **Disempowering the behaviour.** “You can listen to the story from there.”

Physical intervention (see Reducing the need for Restrictive Interventions in school Policy)

There may be situations where physical contact with a child is used. These may include;

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other person’s or significant damage to property.

There are situations when physical intervention may be necessary. Staff are annually trained by Therapeutic Thinking tutors in how to safely use physical intervention. Staff are instructed to be aware of the child’s age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include;

- To prevent a person from committing a criminal offence.
- To prevent a person from injuring self or others.
- To prevent or stop a person from causing serious damage to property.
- To stop the person from engaging in any behaviour that is prejudicial to maintaining good order and discipline.

Pupils who may need a Therapeutic Plan (Appendix 3) are those whose needs are exceptional, the usual everyday strategies are insufficient and for whom the whole school behaviour policy does not meet their needs. This will include pupils who may require some specific intervention to maintain their own and others’ safety and to ensure learning takes place for all. The class teacher must work with the SENCo and/or Behaviour Lead to produce a plan that is reviewed regularly. A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult and detrimental behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners’ anxiety and enable the learner show valued behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Reflect, repair and restore (after a crisis)

Similar to the restorative conversations that take place after a Level 1, 2 or 3, once the child is calm, relaxed and reflective, the experience will be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. In some cases, this may not happen until the following day. The adult will ask the child questions to;

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Educational consequences, such as tidying up or repairing damage, will need to be carried out, with the support of an adult.

Supporting victims and witnesses to serious incidents

Pupils who are a victim of detrimental, particularly dangerous, behaviour will require some well-being support. This will usually be carried out by an adult from within the class, and will give the pupil the time and space to talk about what has happened and how it has made them feel. Class adults will continue to monitor the pupils’ wellbeing and will inform their parents of what has happened.

If a large group of pupils, for instance a whole class, has witnessed a serious, dangerous

incident, class teachers will address and discuss it at the earliest opportunity. Class teachers can take advice from a member of SLT for how to do this.

#### Well-being support

At Galley Hill we recognise that detrimental behaviour is a result of unhelpful feelings, and often of negative experiences. Some pupils therefore may need support with their well-being and can be referred to Galley Hill's well-being support - The Hive. Three members of staff are trained in a range of interventions such as Lego Therapy, ELSA, Protective Behaviours and Draw & Talk.

#### **Links to other policies/documents**

- Anti-bullying policy
- Reducing the need for Restrictive Interventions in school policy
- Galley Hill behaviour curriculum
- Exclusion guidance (Hertfordshire County Council)

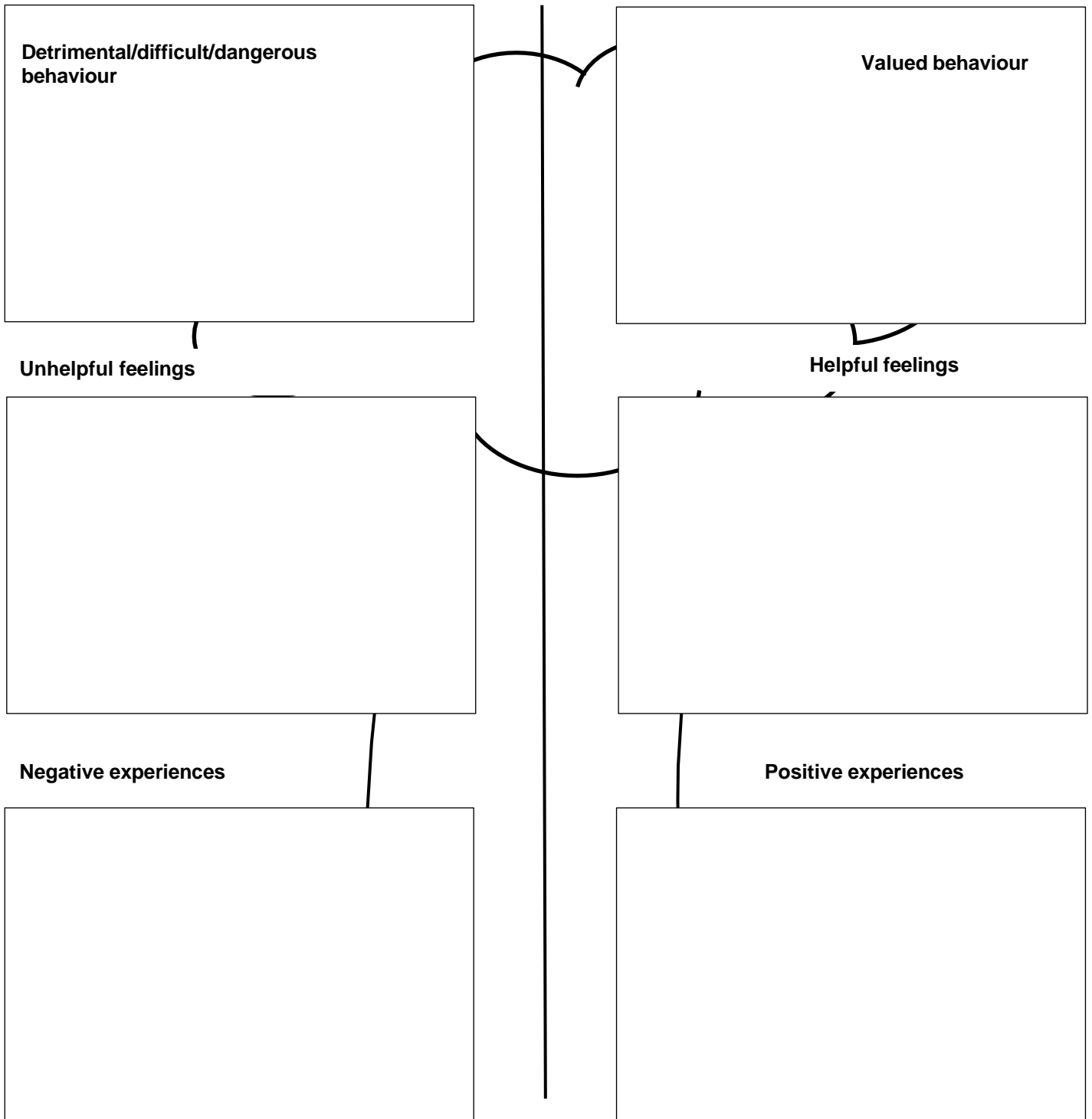
# De-escalation Script

- **Child's name**
- **I can see something is wrong**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**

Appendix 2

# Therapeutic Tree

Name:	
Supporting staff:	
Date:	
Review date:	



### Appendix 3

#### Individual Therapeutic Plan

<b>Name:</b>	<b>DOB:</b>	<b>Date:</b>	<b>Review date:</b>
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<b>Photo</b>	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
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<b>Valued behaviour</b>	<b>Strategies to respond</b>
<b>Detrimental / DIFFICULT behaviours</b>	<b>Strategies to respond</b>

<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
<b>Post incident recovery and debrief measures</b>	

**Signature of Plan Co-ordinator..... Date .....**

**Signature of Parent / Carer..... Date .....**

**Signature of Young Person.....Date.....**

## Appendix 4

	<u>Level 1</u> <b>Distracting</b> This might include:	<u>Level 2</u> <b>Disrespectful &amp; Disruptive</b> This might include:	<u>Level 3</u> <b>Dangerous</b> This might include:
<b>Examples of Behaviour</b>	Distracting others Ignoring instructions Answering back Encouraging others to make poor choices Play fighting Using chewing gum or eating sweets	Verbally abusive to others Swearing/inappropriate language (verbal or gestures) Disrespectful responses Spitting Intentional misuse or damage of resources or belongings Leaving class or the building without permission Disrupting learning Refusal to learn Lying	Major vandalism Leaving school site without permission Aggressive physical behaviour Intentional offensive remarks against a protected characteristic Spitting at someone Lifting skirt/ pulling down trousers of others Misuse of Artificial Intelligence
<b>Consequences</b>	If Level 1 behaviours persist after 'pre talk' then the following consequences will be given:  Restorative conversation with adult.  Move within class.  <i>Persistent Level 1 behaviours can escalate to a Level 2, e.g. persistently 'answering back' can escalate to 'disrespectful responses'</i>	Loss of 10 minutes of break/lunchtime for restorative conversation with the CT. Possibly followed by further educational/preventative consequences.  Moved in their own classroom or to another class if appropriate.  The 3 <sup>rd</sup> incident in a two-week period leads to SLT having restorative conversation with the child.	Loss of at least 15 minutes of break/lunchtime for restorative conversation with CT then spoken to by SLT.  Followed by further educational/preventative consequences e.g. remaining away from other children, restricting interactions, repair, relevant follow up in PSHE appropriate to age group.
<b>Contact</b>	The 2 <sup>nd</sup> incident in a two-week period leads to parent contacted by CT via face to face or telephone call in the first instance. Email can be used if previous methods have been unsuccessful.	Parent contacted by CT via face to face or telephone call in the first instance. Email can be used if previous methods have been unsuccessful (see Appendix 6 for template)  (Swearing – text to parent)	Parent contacted by CT via face to face or telephone call on the same day.  The 2 <sup>nd</sup> incident in a two-week period leads to SLT contact with parents.  Further escalation leads to CT/SLT meeting with parents.
<b>Recording</b>	Break/lunch time incidents are recorded on slip and given to CT.  Recorded in class folder.	Break/lunch time incidents are recorded on slip and given to CT.  Recorded in class folder. If 3 incidents have occurred within a two-week period record on CPOMS.	MSA informs duty SLT immediately.  Record on CPOMS.  Recorded in class folder.

## Appendix 5

Date: \_\_\_\_\_ Name of Child/ren:

Class: \_\_\_\_\_ Adult \_\_\_\_\_

Tick behaviour	Level 1 Distracting This might include:	Level 2 Disrespectful & Disruptive This might include:	Level 3 Dangerous This might include:
Examples of Behaviour	Distracting others  Ignoring Instructions  Answering back  Encouraging others to make poor Choices  Play fighting  Using chewing gum or eating sweets	Verbally abusive to others  Swearing/inappropriate language (verbal or gestures)  Disrespectful responses  Spitting  Intentional misuse or damage of resources or belongings  Leaving class or the building without permission  Disrupting learning  Refusal to learn  Lying	Major vandalism  Leaving school site without permission  Aggressive physical behaviour  Intentional offensive remarks against a protected characteristic  Spitting at someone  Lifting skirt/ pulling down trousers of others.  Misuse of Artificial Intelligence

Comment if needed:

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Please hand to class teacher/TA at the end of lunchtime/breaktime.

## **Appendix 6**

Dear Parent/Carer

You child has received a Level 2 today for.....

They have taken part in a restorative conversation with their teacher. In this conversation the incident was discussed along with preventative consequences or teaching. Please speak to your child about their behaviour. Please speak to your child's class teacher if you need further information.

## Appendix 7

### Restorative conversation script

What happened?

What were you thinking at the time?

How have others been affected?

What should we do to put things right?

How can we do things differently in the future?

A version of this script using visuals and symbols can be used for pupils who may need it.

## Appendix 8

### Summary for parents

#### **Our Vision**

At Galley Hill, we aim to develop **resilient, curious learners** who set **high aspirations** for themselves and **persevere** to achieve their goals.

#### **Our Approach to Behaviour**

We use a Therapeutic Thinking approach, which recognises that behaviour is communication. We focus on creating positive experiences, understanding children's needs, and teaching the behaviours we want to see.

Our behaviour approach aims to:

- Create a safe, calm, positive environment for all pupils
- Support pupils' emotional and physical wellbeing
- Teach and reinforce valued behaviours
- Reduce suspensions/exclusions
- Eliminate bullying, discrimination, and prejudice

#### **Roles & Responsibilities**

##### Pupils

Children are taught:

- What valued behaviour looks like
- That expectations apply in school, on trips and when travelling
- How to ask for help or raise concerns
- That some children may need more support than others

##### Parents & Carers

We ask parents to:

- Know and support the behaviour policy
- Communicate any changes that may affect behaviour
- Discuss concerns promptly
- Work with the school to support their child

##### Staff

All staff will:

- Teach, model, and praise valued behaviours
- Understand behaviour as communication
- Respond consistently and fairly
- Work in partnership with parents

##### Leaders, Headteacher & Governors

They oversee training, consistency, data monitoring, policy reviews and ensuring fairness across the school.

#### **Our Behaviour Curriculum**

Behaviour is explicitly taught like any other subject through modelling, practice, and recognition. Children also learn about emotions, relationships, and behaviour in everyday lessons, PSHE, RE, and wellbeing events.

#### **Galley Hill Expectations**

These are displayed and followed throughout the school:

Be Respectful • Be Safe • Be Your Best

Some pupils (including those with SEND) may require individual strategies, targets or external support.

#### **Valued Behaviour**

Valued behaviour includes helping others, sharing, using equipment properly, moving sensibly, hygiene, keeping the environment tidy, completing work, persevering, being honest

##### How We Recognise It

- Specific verbal praise
- Stickers
- House points
- Sharing achievements
- Positive notes home
- Displaying good work
- "Class bees" leading to extra playtime

- “Well Done Wednesday” reward sessions

### **Detrimental Behaviour**

Detrimental behaviour is anything that hurts or hinders others or the environment (e.g. disruption, unsafe actions, refusal to work).

#### How we respond:

We respond using a three-level system:

**Level 1:** distracting behaviour

**Level 2:** disruptive or disrespectful behaviour

**Level 3:** dangerous behaviour

Consequences may include moving seats, loss of play, parent contact, or SLT involvement. See Appendix 4 for a more detailed overview of our level system, including when and how parents are contacted.

### **Restorative Conversations**

After any incident, staff and pupils talk through what happened, who was affected, and how to repair relationships. This is key to learning better behaviour.

### **Support for Complex Needs**

Some children may need a Therapeutic Plan to help keep themselves and others safe. Plans include triggers, risk-reduction measures, and consistent de-escalation strategies.

The school also uses wellbeing support through The Hive, offering interventions like Lego Therapy, ELSA, Protective Behaviours and Draw & Talk.

### **Exclusions**

For serious incidents (e.g., dangerous or persistent severe behaviour), the Headteacher may issue a suspension or exclusion following DfE guidance.