



Grimsdyke School Behaviour Policy

Written By:	Headteacher
Approved By:	Governing Body
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At Grimsdyke School we aim to promote positive behaviour, within a safe and caring environment which supports the emotional health and well-being of all members of our community. This will in turn provide an environment where learning develops based on the needs of the individual.

Behaviour at Grimsdyke School is based on a clear set of high expectations and the development of “charters”. All staff are required to support these expectations and “charters”. Expectations of behaviour are underpinned by the key vision of – All stakeholders acting respectfully with courtesy, consideration and good manners towards each other at all times.

At Grimsdyke School we provide experiences where children develop the skills to:

- be effective and successful learners
- make and sustain friendships
- deal with and resolve conflict effectively and fairly
- solve problems with others or by themselves
- manage strong feelings such as frustration, anger and anxiety
- recover from setbacks and persist in the face of difficulties
- work and play cooperatively
- compete fairly and win and lose with dignity and respect for competitors
- recognise and stand up for their rights and the rights of others
- understand and value the differences between people, respecting the right of others to have beliefs and values different from their own

Rights and Responsibilities

Staff pupils and parents/carers have the right to be treated with respect and have the responsibility to behave respectfully to others.

All Staff should (Teaching Standard 7/ Teaching Assistant Competency 7):

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

All pupils are expected to:

- behave respectfully to others
- be organised with the correct equipment/kit for lessons and activities
- complete home learning tasks to the best of their ability and on time
- behave in a manner that allows others to learn
- behave in a way which keeps themselves and others safe
- ask for help if they need it and tell a member of staff if they are worried or unhappy
- treat own, others and school property with respect
- follow agreed class and school charters

Parents/carers should:

- ensure that children attend school regularly
- ensure that children are punctual and ready to begin lessons on time and properly equipped
- support staff in implementation of all school policies
- ensure children attend school in good health, regularly and punctually.
- support the school's efforts to teach their child respect for others, their property and environment
- provide prompt explanations of all absences through a note or telephone call to the office
- be prepared to work in partnership with the school to support the school's behaviour policy
- keep the school aware of any concerns or problems which might affect the child's learning or behaviour
- be prepared to accept that their child's viewpoint may not always represent an entire incident or event.

Social and emotional skills are explicitly taught through PSHE, Circle time and assemblies to ensure that all pupils are supported in knowing the school's expectations and which behaviours are appropriate.

MANAGING AND RECORDING BEHAVIOUR:

At Grimsdyke School we have a structured system to manage, record, reward and sanction or respond to incidents of pupils' behaviour. This system is underpinned by the "class charter" which all of the students in the class are involved in developing and therefore must "buy in to".

All classrooms have their class charter along with a 'Merits and Commendations' chart prominently displayed and consistently adhered to by all staff and pupils. These charts take the form of a set of sections for recording progress through a graduated response to positive social

and academic behaviour as well as information about the consequences of any inappropriate behaviour.

Teachers must keep a record of the certificates (e.g. bronze, silver, gold etc.) awarded to individual children and the dates they were achieved. This is tracked in the school electronic assessment system – Arbor. Undesirable behaviour which leads to a child being spoken to or receiving a consequence action must be recorded as a “behaviour log” on Arbor. This log should be completed by the adult who observed the behaviour or is managing the behaviour incident. Class teachers and the Senior Management Team receive notification of this automatically on Arbor. The log will be monitored by members of the School Leadership Team on a regular basis.

PRAISE / REWARDS:

While reflecting on the opportunities for rewarding pupils for their behaviour and attitude to learning all staff must recognise the value and importance of positive reinforcement, even when dealing with negative behaviour. Often students who behave well are not recognised enough and more time is spent dealing with those that don't. By stressing positive behaviour staff will be reinforcing the expectations of all pupils.

1. Use of Merits and Commendations to reward positive behaviour.

The behaviour poster within the classroom is used as a visual reminder / encouragement to the students to make positive choices around teamwork, citizenship and learning. These are recorded in individual merit cards to allow for easy monitoring of progress, thus easy monitoring and positive reinforcement of desired behaviours. Each level result in students achieving a reward certificate (bronze, silver, gold etc.) for the individual, this can be awarded at any specific assembly. Once one level is achieved the child then progresses to the next and at the end of the school year students who have received their gold award earn a behaviour medal from the Head Teacher.

The Middle Leaders and the Senior Leadership Team of the school monitor the progress of students through the different awards to ensure that it is being applied fairly and equitably. Students are able to feedback their reflections on the way the awards are being implemented through the school steering group and their elected representatives.

2. General Rewards

- Pupils will receive verbal praise and feedback which must be clear and specific to the person receiving it.

- Achievement certificates will be awarded weekly to pupils from each class during assemblies.
- At appropriate times during the term there will be opportunities to present pupils who demonstrate an excellent attitude to behaviour and learning with the 'Head Teacher's Leadership in Learning Award'.
- Individual pupils and whole classes with an outstanding record of attendance and punctuality will receive certificates and awards in assembly.
- Teachers may also use their own systems for rewarding good behaviour and achievements such as 'Star of the Week', table points, stickers, marbles in a jar.
- Merit and Commendation certificates are awarded at assemblies by progressively more senior staff.
- Acknowledgement and celebration announcements may also be shared through the school newsletter.

3. **Lunch Time Rewards**

The Playground Charter devised by pupils, and based on the UNCRC Charter, promotes our core values of behaviour. This is prominently displayed in the playgrounds for both Key Stages. All pupils will work together to uphold each other's rights.

Good playground and lunchtime behaviour can be rewarded by teaching assistants with merits that contribute towards the students achieving their bronze/silver/gold awards etc.

Reception students are also rewarded with stickers for behaviours that we want to establish as good lunchtime habits such as eating well, tidying up after themselves and not taking too long in the canteen. KS1 points system lays the foundations for expected behaviour in KS2.

4. **Golden Time**

Golden Time is a reward system which has been devised and developed by Jenny Mosley. The basic principle is that if pupils can control their own behaviour and learning in a positive way, they will be rewarded for their efforts. It is best to run Golden Time as a whole-school reward system which happens in a consistent way at a similar time each week.

Pupils who behave well and follow the school expectations and class charters will be regularly rewarded with Golden Time. This takes place on a Friday afternoon for no longer than 30 minutes, it is over to the class teacher as to when this starts. E.g. 2.30pm to leave time at the end of the afternoon for packing up, home learning explanations etc.

Staff must set the expectations for Golden Time with the class and make this a part of the class code of conduct. Each child in the class will always start off with their full 30 minute time allocation at the start of the week. Golden time activities are organised across a year group and in consultation with the students and should be appealing thus rewarding the students. Students sign up to their choice of activity at the start of the week.

PREFECTS / MONITORS

Year 6 Prefects apply for their posts and are awarded a position based on their past behaviour and potential to develop as a leader within the school. They will be positive role models and assist with the smooth running of the school during the day by regularly and reliably performing duties. They will ensure that school rules are adhered to and promote and uphold appropriate behaviour around the school environment. Prefects will also act as mentors for younger pupils and offer help, support and advice. Prefects are trained and supported in this role by regular meetings with members of the Senior Leadership Team (SLT).

PLAYGROUND PALS/ PLAY LEADERS

Year 5 students have the opportunity to apply for the role of 'playground pal' or 'play leader'. Playground pals/ Play leaders support students in the EYFS/KS1 playground by organising games, modelling good interactions and acting as buddy for vulnerable students. Playground pals are trained and managed by the Lead Teaching Assistants with support from SLT.

APPROACH TO INAPPROPRIATE BEHAVIOUR

All pupils at Grimsdyke are encouraged to reflect on their behaviour and the choices they should make.

We understand that all pupils may need support to behave appropriately at some point. Our approach is designed to ensure that needs and rights of all pupils are respected whilst providing motivation to reflect on or change behaviours that are a cause for concern.

- Pupils will be warned verbally that their behaviour is a cause for concern.
- Pupils may be asked to discuss their choices or behaviour with an appropriate adult.
- If the behaviour warrants it then a child may be given time out in another classroom or in a quiet place at break times or lunchtimes.
- For more significant issues of transgression, pupils may be asked to miss some of their break, lunch or Golden Time to attend reflection time with Deputy Head or Head Teacher.

There may be times when a child's actions warrant immediate intervention by an adult. These will be when incident involve:

- Causing immediate danger, threat of injury to another child/ adult
- Physical altercation between students
- Exceptional rudeness
- Language, verbal or non-verbal that may be extremely offensive or damaging to the self-esteem of pupils or adults
- Serious disruption to learning

In these cases, the incidents will be investigated and appropriate sanctions agreed with a member of the middle or senior leadership team. Parents will be informed as soon as possible and the type of behaviour, its impact and any sanctions applied will be explained. Where a student has been injured through involvement in an incident in school, the investigating staff member will ensure that they have been referred to the medical room and the first aid policy followed. Staff members should follow the guidance in Appendix 1 that clarifies procedures where first aid and behaviour matters are being dealt with simultaneously.

Use of "Phased Consequences"

If a student is behaving in an inappropriate way or making choices which an adult can see is likely to lead to sanction at phase one – then a verbal warning must be given first.

All phased consequences given are to be recorded on Arbor with clear detail as to why it was given. This is monitored by staff daily through notifications received on Arbor for both patterns in behaviour, students involved, locations and timings incidents happen. A member of staff will follow up on repetitive behaviour when and where appropriate. Students who take heed of this warning and improve their behaviour will be praised for this response however if undesirable behaviour persists this will escalate according to phased consequences.

Students who receive a phased consequence are made fully aware of the position that they are in. At this point, redemption is presented as an option to the student. The phase consequence should only remain in place for the remainder of the day, an opportunity to start fresh must be presented the very next school day.

All of the phased consequences are listed below; also see Appendix 2, The Behaviour Matrix as well as a child friendly version.

Phase	Type of Behaviour	Who Deals With It	Main Consequences	Parent Involvement	Additional Actions	Adaptations for SEND
Phase 1	• Unkind behaviour • Low-level disruption • Disrespect for property	Class Teacher	• Discussion with teacher • Reminder of expectations • 5-min time-out (if needed)	Not at this stage		• Consider whether behaviour is linked to an unmet need (communication, sensory, emotional regulation, attention) • Use adaptive strategies (visual prompts, movement break, now/next, check-in) using Harrow's Ordinarily Available Inclusive Provision (OAIIP) to support - https://www.harrow.gov.uk/send-local-offer/ordinarily-available-inclusive-provision-oaip

Phase 1 – any continuous instances of:

- unkind behaviour towards another child
- low level disruption in class
- lack of respect for school's or others' property

Consequence: discussion with class teacher and a reminder of behaviour expectations;
5-minute time-out if warranted

Phase 2 – any instances of:

- continuation of step 1 behaviour
- acts of physical aggression towards another child

Consequence: discussion with year group leader; 10-minute time-out or missed
break/lunchtime/golden time; parents informed

Step 3 – any instances of:

- continuation of step 1 and 2 behaviour
- serious acts of aggression, verbal/physical abuse, disruption, theft, defiance
- wilful destruction of property

Consequence: Parent(s) informed via email from phase leader; meeting with phase leader and
class teacher; 30-60 minute time out of break/lunch/golden time. The need for a restorative
justice approach to an incident will be considered.

Step 4 – any instances of:

- continuation of step 1, 2 and 3 behaviour
- racism or any other protected characteristics
- bullying
- persistent defiance

Consequence: Parent(s) informed via email from Deputy Headteacher; meeting with DHT;
withdrawal from classroom/break/lunch/golden time (1-2 days). The need for a restorative
justice approach to an incident will be considered.

Step 5 – any instances of:

- Continuation of step 4 behaviour
- Serious harm caused to another student or to staff member

Consequence: Parent(s) informed via email from Headteacher; meeting with HT; withdrawal from classroom/break/lunch/golden time (1-2 days); The need for a restorative justice approach to an incident will be considered. For serious or persistent breaches of the school behaviour policy there is a possibility of a fixed term suspension or exclusion.

Use of the restorative justice approach

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

We consider using these approaches in response to incidents where:

- Protected characteristics are shown through investigation to be a factor in the behaviour incident e.g. race, gender, disability, sexuality
- It is deemed appropriate to support students who need a response to their behaviour that will give them a structure in which to respond differently in future

Where a restorative justice approach is to be implemented – this will only happen after a full investigation of the incident has been completed and any ‘phased consequences’ considered. The process will be facilitated by a middle or senior leader. It may include all or some of the following steps as appropriate based on the age and stage of the students and the nature of the incident being responded to:

- Both/all parties to meet with the staff member individually to talk about the incident, how it made them feel, their reflections since and what they want to share with the other parties involved
- A conference meeting with all parties involved to share agreed points and discuss next steps
- Creation of a restorative plan that records agreements made between the parties involved – this may include agreements, targets and strategies
- Monitoring of the plan to ensure that it is being kept to and is working for all parties involved – targets and strategies may be adjusted if parties feel any aspect of the plan is not working
- Review at the end of the plan or process to celebrate success and consolidate learning

Dealing with unwanted behaviour before it happens

In considering the of potential range unwanted behaviour there are a number of things members of staff can do to pre-empt and address this –

- *Anticipate the behaviour* – beware of the times, places and activities in which this may happen. Stress your expectations at this point. It is always easier to address unwanted behaviour if your expectations have been made clear first.
- *Antecedents* – remain alert to events, stimuli or environmental factors that may influence a student's behaviour. Proactive identification of these antecedents enables early intervention. Where appropriate, reasonable adjustments should be implemented to reduce potential triggers and minimise their impact on behaviour (e.g. adapting seating arrangements, providing clear routines, reducing sensory overload or offering pre-warning of changes).
- *Use non-verbal signals first* – catch the students eye, walk close to them or involve them in your questioning to refocus them.
- *Keep calm* – use a calm but firm tone with the student first. Lose your temper and you will lose your respect.
- *Be fair* – Regardless of the student you must react to the behaviour in the same way with every child.
- *Be clear* – make it clear that unwanted behaviour is unacceptable and the reasons why.
- *Avoid empty threats* – Avoid threatening to do things for which you won't later implement e.g. the next person that talks will go straight to the headteacher.
- *De-escalation is key* – use the structures in place carefully, if you escalate too quickly all emphasis will be lost and you will need to follow the same route again.
- *Foster positive relationships with children in your class* – make time, particularly early on in the year to establish trust and a rapport with your children through use of circle time, informal class discussions, playing games and establishing class reward/sanction procedures.

INCLUSION, EQUALITY AND DIVERSITY:

The school's behaviour management policy works for the vast majority of our pupils. However, there may be a pupil who does not respond to the usual rewards and sanctions. This child may have a Special Educational Need or Disability, or be displaying social and emotional behaviour difficulties which may impact their behaviour and presentation at school.

In these circumstances the school will implement individualised behaviour management strategies to ensure the safety of all concerned and the effective education of the student and their peers.

A Pastoral Support Plan (PSP) may need to be created for such a child, incorporating small, achievable targets for improving behaviour. Such plans would be drawn up in consultation with

the student, parents, Inclusion Manager, teaching staff, teaching assistants and members of SLT (as appropriate). Support and advice could also be sought from agencies linked to the school. This plan would have similar status to a SEN School Support Plan and a set date for review included in the plan.

The making of a 'contract' or regulation plan as part of the PSP is sometimes appropriate when the behaviour of a specific child has reached a level where formal, regular contact between the school, parents and the pupil is necessary. The behaviour contract or regulation plan is created in such a way that it focuses on specific behavioural problems and offers ways in which the child can learn to manage their behaviour without losing integrity. It may include accrued benefits for achieving the stated goals. The pupil must fully participate in this and offers them responsibility and can lead to a heightened sense of self confidence and awareness.

Where a student presents with behaviours which could pose a safety risk to students or staff, then an action plan for managing their episodes of behaviour will be drawn up by the Inclusion Manager and senior leadership team in consultation with staff and parents as appropriate. This plan will include triggers for the behaviour, de-escalation strategies and clear guidance to staff about how to react. Where appropriate, at this stage, a Positive Handling Plan may also be drawn up in consultation with parents to facilitate appropriate support for a child who may need to be physically supported, held or restrained by members of staff who have been CALM trained. The CALM (Crisis, Aggression, Limitation and Management) approach focuses on using proactive and preventative strategies to reduce the likelihood of crisis situations. It emphasises the importance of understanding the root causes of behaviour, applying de-escalation techniques, and using physical interventions only as a last resort in a safe, respectful, and legally compliant manner. Any behaviour which has required physical intervention will be recorded on Arbor and CPOMS and reported to the parent which is in line with the requirements of ['Restrictive Interventions, including use of reasonable force, in Schools Guidance for schools in England'](#).

Where a student is presenting with social, emotional and mental health needs that are leading to unacceptable or unsafe behaviour, staff will be asked to keep an individualised record using the ABC format – antecedent, behaviour and consequence. Students may be offered support within school from our learning mentors, through the Emotional Literacy Support programme or other internal or external provision which is available to support a student further.

Grimsdyke has links with a number of agencies which can provide support to the school in implementing its behaviour policy, particularly if any difficulties are encountered:

- Educational Psychologist - available for general advice on behaviour management programmes as well as assessment of pupils.
- Education Welfare Officer - home/school links with issues such as attendance etc.
- Children's Centre- referrals can be made following parental agreement.
- Alternative provisions may be contacted as a source of advice and provision for students needing education out of the school context for a period of time.

- If a child resides in the London Borough of Harrow, the schools can seek guidance and support from ASD (Autistic Spectrum Disorder) Advisory Teacher Service – for specialist advice in meeting the behaviour needs of students with autism. This will only apply for student who resides in the London Borough of Harrow.
- Organisations providing mental health support for children including Harrow Horizons, CAMHS (Children and Adolescent Mental Health Services). This involves making referrals however it is important to note that Grimsdyke School's access to support from these services is impacted by external waiting lists.
- Therapeutic services both through school provision and those external to the school.
- Links to voluntary sector services for specific challenges e.g. Harrow Bereavement Care
- ELSA - Emotional Literacy Support Program
- The school can also signpost families to support through the Harrow Local Offer and the Harrow FIS (Family Information Service).

In certain circumstances, it may be necessary to implement a period of withdrawal from usual classroom or school activities. This may be required to ensure the safety of students and staff, to allow time for reflection, or to support a student in understanding the impact and consequences of their behaviour and actions.

In response to a serious incident, or a sustained period of behavioural difficulty, this may be formalised as an internal exclusion. During this time, the student will remain in school and continue to access appropriate provision, but will be educated separately from their peers for a fixed period of time. Parents or carers will be informed by the Headteacher where this is implemented.

Where it is deemed necessary to exclude a student from school, either for a fixed-term or permanent basis, the school's Suspension and Exclusion Policy will be followed. All such decisions will be made in accordance with statutory guidance and relevant legislation, ensuring a fair, consistent, and legally compliant process.

The school will monitor the implementation of this behaviour policy with regard to the impact on students with special educational needs and disabilities (SEND). Personalised approaches and reasonable adjustments will be applied to ensure that the policy is implemented equitably. The school will take all reasonable steps to ensure that the application of this policy does not result in unintended disadvantage or barriers to learning for any individual or group of students.

Recognising the impact of SEND on behaviour

- When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

These may include:

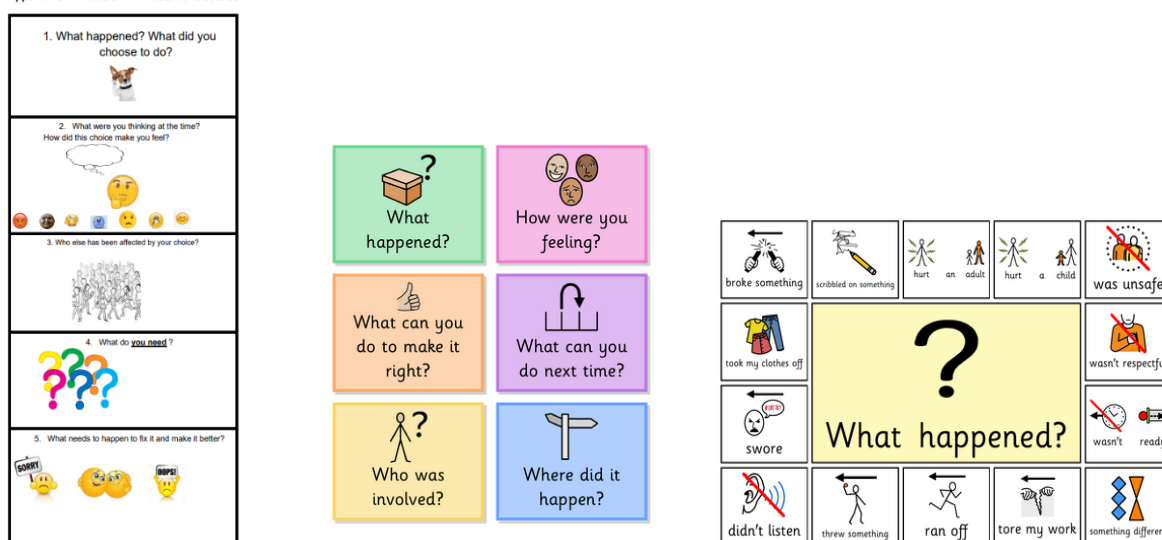
- Check in or Time to allow for emotional regulation and de-escalation
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism, attachment, Trauma Informed approaches, ACEs, ADHD, PDA
- Using 'Zones of Regulation' as a tool for students to express themselves. As part of our commitment to creating an environment for positive behaviour, we teach children to recognise and regulate their emotions. The Zones of Regulation are a scaffold to help children develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. By using the Zones of Regulation we aim to teach our children to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and behaviour.
- Use of separation spaces (breakout/intervention room or spaces - Rainbow Room, Sunshine Room, Den and Sensory Room) where pupils can regulate their emotions during a moment of sensory overload. Other spaces around school may be used as part of a proactive, positive approach to behaviour. They are a learning space that a child can use, accompanied by a member of staff, where the classroom environment is becoming overwhelming. We aim to recognise and intervene before behaviour escalates into being inappropriate.
- Support from support agencies e.g. Mental Health Support Team or other services who support with behaviour.

Adapting sanctions for pupils with SEND

- When considering a behavioural sanction for a pupil with SEND, the school will take into account:
- Whether the pupil was unable to understand the rule or instruction?

- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?
- The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.
- Adaptation to the restorative justice process and restorative conversations. This may be supported with the use of resources such as comic strips, widget or social stories. Some examples of this are shown below however the school will adapt based on the needs of the child.

Appendix 5- 'Time to think'- Restorative Justice



Considering whether a pupil

displaying challenging behaviour may have unidentified SEND

- The school's special educational needs co-ordinator (SENDCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) plan

- The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.
- If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

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Code of Conduct

At Grimsdyke we aim to develop responsible and caring leaders and learners by encouraging them to respect the rights of others and taking account of their own behaviour in upholding these rights.

The following code of conduct records the behaviours that will make our school a safe and pleasant working environment for everyone:

- Walk sensibly and quietly around the school
- Keep to the left in corridors and on the staircases
- Hold doors open and allow adults to pass in front of you
- Speak quietly at all times inside the school building
- Be quiet going to and from assembly and whilst in the hall
- Put all litter in the rubbish bins and keep walls and furniture unmarked
- Stand silently when a bell is rung in the playground
- Line up smartly and silently to show that you are ready for learning
- Never bring chewing gum into school
- Avoid jewellery of non-religious significance
- Keep to the path when entering and leaving school
- Never leave the school grounds during the school day without the permission of the Headteacher or Deputy Headteacher

KEY DOCUMENTS TO FURTHER SUPPORT THIS POLICY

- Suspension and Exclusion Policy
- Anti Bullying Policy
- Physical Restraint and Positive Handling Policy
- Guidelines for Golden / Reflection Time
- The Behaviour Matrix

Appendix 1

Management of an incident between students.

Flow chart to clarify implementation of First Aid and Behaviour Policy.

An accident or incident takes place between two students including physical contact.

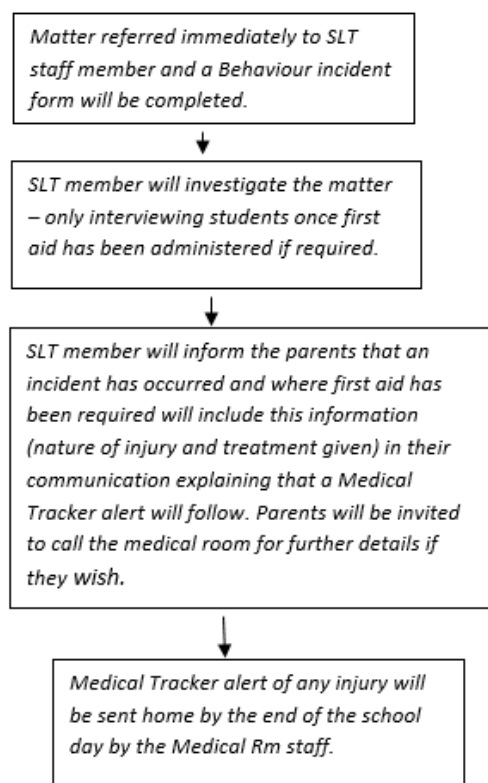
Initial First Aid Response.

First adult on the scene prioritises First Aid – if they hold a first aid certificate and there are no or minor injuries then they will treat using first stop first aid protocol.

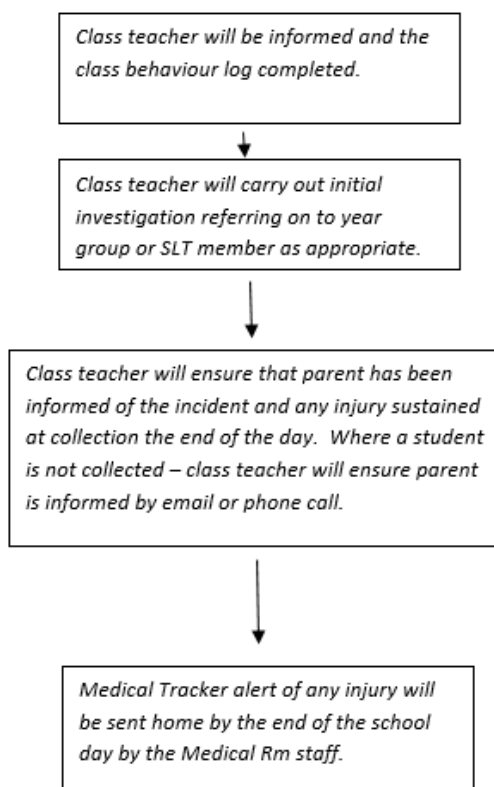
If the staff member is not a first aider – or there are more significant injuries then the student must be referred to the Medical Room. All injuries to head/ face or that are caused by another student must be referred to the medical room. For the most significant injuries – the student would not be moved, Medical Room informed and an ambulance called immediately.

Where the incident was not accidental – an initial assessment in relation to the Behaviour Policy will take place at this point.

Serious behaviour incident.



All other behaviour incidents.



Further information:

- This protocol sets out a minimum expectation – however when it is implemented on a case by case basis, staff may exceed these expectations at any step where their professional judgement indicates this is warranted.
- When notifying parents of an injury to a student, staff may invite the parent in to see or reassure their child. In some cases, the school may recommend that the student is taken home for observation.
- Where a student with additional needs is involved in an incident the response will be adapted to take appropriate account of these needs.
- This protocol is to clarify the interaction of the two policies involved – however each policy should also be implemented in full.

Appendix 2 - The Behaviour Matrix

Phase	Type of Behaviour	Who Deals With It	Main Consequences	Parent Involvement	Additional Actions	Adaptations for SEND
Phase 1	• Unkind behaviour • Low-level disruption • Disrespect for property	Class Teacher	• Discussion with teacher • Reminder of expectations • 5-min time-out (if needed)	Not at this stage		• Consider whether behaviour is linked to an unmet need (communication, sensory, emotional regulation, attention) • Use adaptive strategies (visual prompts, movement break, now/next, check-in) using Harrow's Ordinarily Available Inclusive Provision (OAIP) to support - https://www.harrow.gov.uk/send-local-offer/ordinarily-available-inclusive-provision-oaip

Phase 2	• Repetition of Phase 1 behaviour • Physical aggression toward another child	Year Group Leader	• Discussion with YGL • 10-min time-out or missed break/lunch/golden time	Parents informed		• Review classroom adaptations and triggers, and, if required, initiate learning profile in relevant area(s) of need (cycle 1 - for at least 1 term) • Use targeted interventions recorded on provision maps • Behaviour logged to identify patterns
Phase 3	• Repetition of Phases 1–2 • Serious aggression or abuse (verbal/physical) • Major disruption • Theft • Defiance • Wilful property damage	Phase Leader + Class Teacher	• 30–60 min loss of break/lunch/golden time	Parents informed by email from Phase Leader	• Meeting with parents • Restorative justice considered	• Review classroom adaptations and triggers, and review learning profile in relevant area(s) of need (cycle 2 - for at least 1 term) • Use adjusted targeted interventions recorded on provision maps

						• SENDCo/Inclusion Manager informed • Consider Pastoral Support Plan (PSP) or School Support Plan (SSP) • Restorative justice considered
Phase 4	• Repetition of Phases 1–3 • Racism or any other protected characteristics • Bullying • Persistent defiance	Deputy Headteacher	• Withdrawal from class/break/lunch/golden time (1–2 days)	Parents informed by email from Deputy Headteacher	• Parent meeting • Restorative justice considered	• SENDCo formally involved in review • Further bespoke targeted interventions may begin (ELSA, Drawing and Talking, social skills, mentoring) • Review or initiate SSP using Assess–Plan–Do–Review cycle (APDR) • Consider referral to external agencies (e.g. EP, CAMHS, outreach) if behaviour is

						persistent and linked to additional needs, if available. There may be a waiting list for input. • Reasonable adjustments reviewed and updated using SSP/Learning Passports and/or one page profile
Phase 5	• Repetition of Phase 4 • Serious harm to student or staff	Headteacher	• Withdrawal from class/break/lunch/golden time (1–2 days) • Possible fixed-term suspension or exclusion	Parents informed by email from Headteacher	• Parent meeting • Restorative justice considered	• SENDCo and Senior Leaders review whether behaviour is a manifestation of SEND or unmet need • Following several cycles (at least two full terms of APDR) request for EHC needs assessment may be required • Further multi-agency involvement may be required

						• Reintegration plan with reasonable adjustments and targeted support in place following any suspensions • Risk Assessment may be required, particularly if physical intervention has been required and reasonable adjustments/targeted/ specialist support should also be reviewed inline with APDR processes If an EHCP is in place, this will also be reviewed annually. An Interim Annual Review may also be requested to adjust the EHCP/seek further support/change of placement
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Child Friendly Version

Step	What Might Be Happening	What Adults Will Do
Step 1	• Being unkind • Calling out or disrupting learning • Not looking after things properly	• Your teacher will talk with you • You'll be reminded of the school rules • You might have a short time-out (about 5 minutes) to calm and reset
Step 2	• The same behaviour keeps happening • Hurting someone's body (pushing, hitting, etc.)	• You'll talk with another teacher (Year Group Leader) • You may miss a bit of break, lunch, or golden time • Your parents/carers will be told so they can help you too
Step 3	• Behaviour still isn't improving • Being very unkind with words or actions • Damaging things on purpose • Taking something that isn't yours • Refusing to follow adult instructions	• A senior teacher will meet with you • You may miss more break or lunch time (30–60 minutes) • Your parents/carers will be invited in for a meeting • Adults may help you have a restorative chat to make things right
Step 4	• Serious behaviour keeps happening • Bullying • Racist or very hurtful language • Repeatedly refusing to follow rules	• You'll meet with the Deputy Headteacher • You may spend 1–2 days working away from your class or missing social times • Your parents/carers will come in for a meeting • There may be a restorative conversation to repair harm
Step 5	• Someone is seriously hurt • Very serious behaviour continues	• You'll meet with the Headteacher • You may spend time out of class for 1–2 days • Your parents/carers will come to school • In very serious cases, you might have to stay at home for a short time

Appendix 3 – Summary of Behaviour Management at Grimsdyke School

 <u>Aims</u> To create a culture of outstanding behaviour for learning To ensure all members of our school community are treated fairly and with respect To build a community that values kindness, respect and tolerance	 <u>Guiding principles</u> Behaviour management is everyone's responsibility What you permit, you promote Consistency is key Fair isn't everyone getting the same treatment – but fair does involve everyone's needs being met																				
 <u>Code of Conduct</u> Be polite and show respect — say sorry when you need to. Always be honest — don't cover up the truth. Be a good listener — don't interrupt Be kind and thoughtful—don't hurt other people. Look after your own and other people's property — don't waste or damage things. Keep yourself and other people safe. Always try your best — don't waste your time, or other people's time.	 <u>Relationships are key</u> Praise in public and reprimand in private Firm but fair – we believe in our students and won't accept anything less than their best Emotionally intelligent responses – support students to move from co-regulation to self-regulation Consistency is essential for trust and compliance																				
 <u>Rewards</u> <table border="0"> <tr> <td>Precise praise and encouragement</td> <td>Achievement certificates</td> </tr> <tr> <td>Sharing work with others</td> <td>Merits – and merit awards</td> </tr> <tr> <td>Class based rewards – tables points, stickers etc</td> <td>Leadership and learning awards</td> </tr> <tr> <td>Golden time</td> <td>Annual behaviour medal</td> </tr> </table>	Precise praise and encouragement	Achievement certificates	Sharing work with others	Merits – and merit awards	Class based rewards – tables points, stickers etc	Leadership and learning awards	Golden time	Annual behaviour medal	 <u>Reflection/Consequences</u> <table border="0"> <tr> <td>Redirections and reminders</td> <td>Restorative justice process</td> </tr> <tr> <td>Verbal warning</td> <td>Loss of time or privileges</td> </tr> <tr> <td>Loss of golden time</td> <td>Adapted resources or strategies used for restorative and reflective conversations.</td> </tr> <tr> <td>Time out</td> <td>Internal or fixed term exclusion</td> </tr> <tr> <td>Record in Arbor</td> <td>Referral to outside agencies</td> </tr> <tr> <td>behaviour logs</td> <td>Permanent exclusion</td> </tr> </table>	Redirections and reminders	Restorative justice process	Verbal warning	Loss of time or privileges	Loss of golden time	Adapted resources or strategies used for restorative and reflective conversations.	Time out	Internal or fixed term exclusion	Record in Arbor	Referral to outside agencies	behaviour logs	Permanent exclusion
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