

Gorringe Park Primary School



Believe, Achieve, Succeed

Our vision is

Our school inspires our children to achieve in a safe, [enjoyable](#) environment so that they can take their next steps in life with confidence.

Positive Behaviour Policy

Policy Review

Agreed: at the Children, Families and Community Committee Meeting

Date: 5th March 2026

Next Review Date: March 2027

Signed by Chair of Governors:
(Signed original stored in Headteacher's office)

Dated:

Introduction

It is recognised that excellent behaviour is the bedrock that supports all learning and teaching at Gorrige Park.

We want our school to provide an attractive, safe and caring centre of excellence, where adults and children value themselves and each other.

Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of Gorrige Park Primary School and ensuring the happiness and learning of every individual in our community. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encouraging increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- Using a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Creating a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensuring that everyone is clear about their role when managing a pupil's behaviour.
- Making the children aware of unacceptable behaviour.
- Allowing all children equal opportunities to learn.
- Allowing all adults in school equal opportunities to fulfil their role.
- Rewarding and encourage positive behaviour.
- Using sanctions where appropriate, in accordance with this policy.
- Developing skills necessary to resolve conflict and differences of opinion with sensitivity.

Scope

This policy should be read in conjunction with our SEND, Safeguarding, Attendance, Anti-bullying and Mental Health and Wellbeing policies. It should also sit alongside the Staff Code of Conduct, Staff Handbook and Disciplinary Policy.

Values

In order to support our children to achieve and succeed, we incorporate our ASPIRE values into all aspects of the school day.

A – Achievement	We teach the children that achievements are possible paired with effort, skill and courage
S – Succeed	We teach the children that they can set and accomplish academic, social and personal goals

P – Persevere	We teach the children that dedication and determination are necessary, even when faced with difficulties
I – Inspire	We teach the children that inspiration awakens us to new possibilities
R – Resilience	We teach the children how to adapt in the face of adversity and that mistakes are an integral part of learning
E - Enthusiasm	We encourage the children to find interests, passions and enjoyment in their learning

Children are awarded merits for demonstrating these values both in-class and around the school. Our ASPIRE booklets and reward system further encourage children to model positive behaviours. Highlighting positive behaviour supports us in boosting children's self-esteem and confidence within all areas of school life. It encourages children to take risks in their learning and make mistakes, all in the knowledge that 'mistakes' are part of a supportive learning journey.

Strategies for Promoting Positive Behaviour

As a school we believe in promoting positive behavior for learning. We will do this by:

- Good quality teaching
- Regular marking to help pupils make progress
- Children involved in making the rules
- Giving rewards and praise
- Having clear and consistent expectations
- Ensuring a pleasant, safe and stimulating learning environment
- Encouraging positive relationships
- Celebrating success (sharing learning in class, with leadership team, in assembly, with parents etc.)
- Giving descriptive/specific praise;
- Interesting and exciting learning
- Clear and consistent high expectations
- Recognition for when behavior has improved
- Using positive feedback techniques; the expectation is that most children will respond to these strategies and that the class teacher will take responsibility for behaviour within their class.
- Use of our ASPIRE booklets and tokens

Rewards

It is important to recognise and celebrate positive behaviour, this is achieved by:

- Giving verbal and non-verbal praise relating to the school behaviour rules
- Consistent use of the positive marking policy
- Awarding Star of the Week during weekly Achievement Assembly
- Awarding stickers for excellent work and behavior
- Speaking to parents about excellent behaviour
- Public praise in the classroom and at celebration or phase assemblies
- Stickers for good behaviour and good work
- Praise during circle time
- Displaying the children's work in the classroom to acknowledge their achievements

- Calling parents to show good work ("Just A Note"/Postcard Home" to let parents know children have done well)
- Headteacher and Deputy Headteacher awards / stickers
- Awarding ASPIRE points for demonstrating our values
- Additional weekly playtimes for the winning house
- Half-termly rewards for the winning house

Sanctions

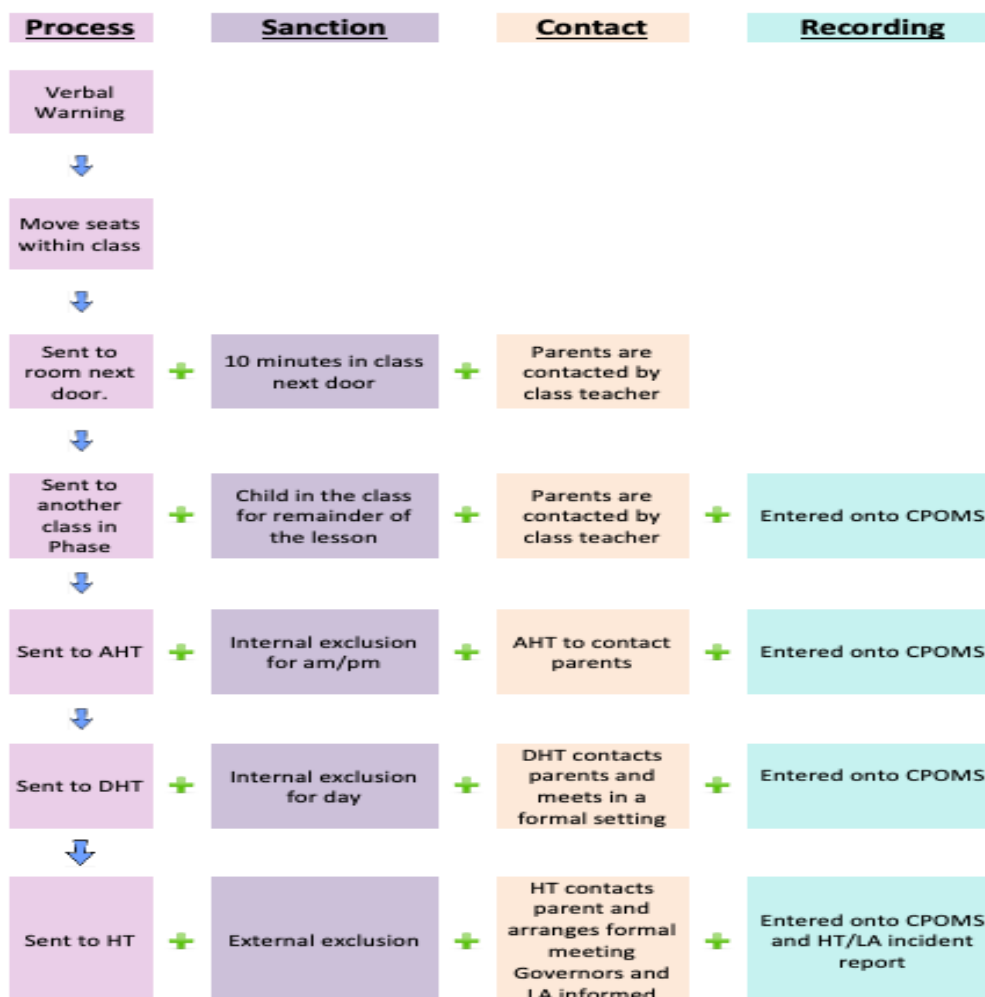
Should children be unable to behave within the classroom then it is the responsibility of the class teacher first and foremost to apply fair, clear and consistent sanctions. Sanctions should be applied fairly and should be appropriate for the behaviour, in terms of severity and duration. The purpose of a sanction is to:

- help children learn that consequences follow actions
- deter the children from misbehaving again
- deter other children from misbehaving
- to show that a society has rules

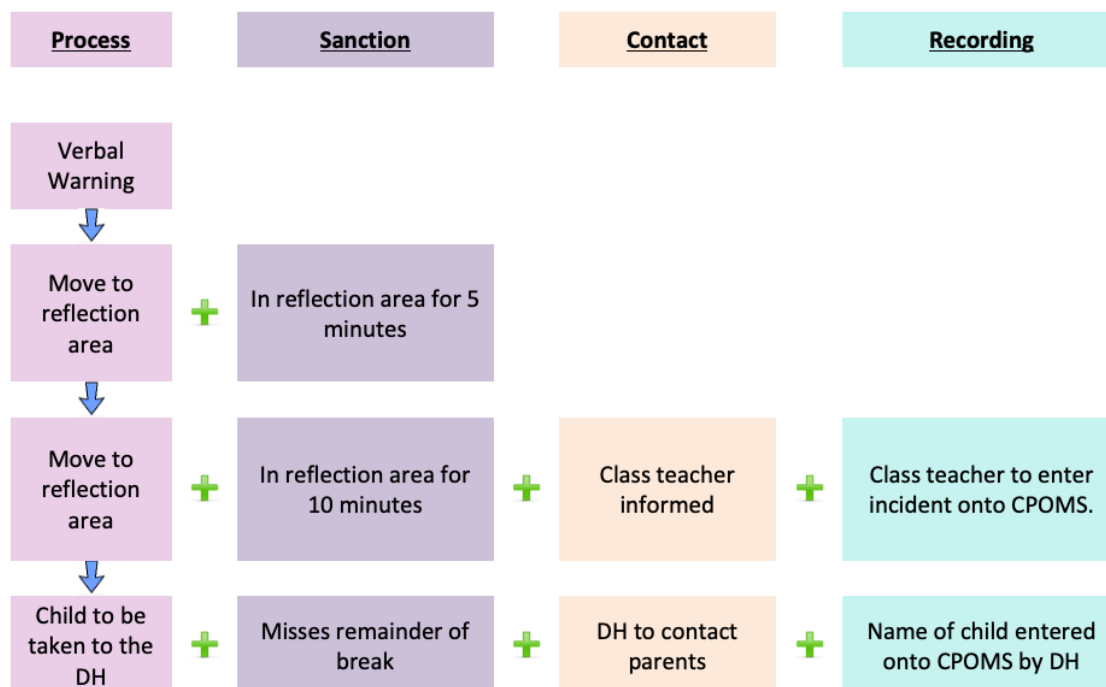
A behavior flow chart will be displayed in all classrooms and public areas so that all adults and children are aware of sanctions / consequences for inappropriate behaviour / actions.



Gorrington Park Primary School BEHAVIOUR POLICY



Gorrington Park Primary School Playground Consequences



NB: If the behaviour is more serious and includes threatening behaviour, hurting others or refusing to do as an adult asks, the child will be referred straight to a member of the Leadership Team who will discuss where the child should move to on the sanction flow chart and meet parents that day.

Incident Forms

All Behaviour Incident Forms are logged onto SIM's in order to monitor for trends, patterns or concerns. Each class has a behaviour file where incident forms are kept.

If a child has received ten incident forms (or if there has been a more serious/concerning incident) parents are asked to come in for a meeting with the Assistant Head and Class Teacher. If it is appropriate the Inclusion Manager, SEN TA, Learning Mentor or TA could attend. During this meeting a Behavior Support Plan is written with the child and parents input. The plan will include short term targets, strategies for achieving the targets and review dates. A multi-agency assessment will be considered in line with the needs of the child.

Link to Special Educational Needs Code of Practice

Social Emotional and Behavioural Difficulties (SEMH) is one of the categories of Special Educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the SEN register for SEMH when it is recognised a child has a behaviour difficulty and where normal classroom management strategies are not effective. This is always decided in conjunction with parents.

Strategies for Dealing with Persistent Unacceptable Behaviour

From time to time children may have problems with unacceptable behaviour. It is school policy to manage such behaviour in a positive and supportive way, involving parents and, where necessary, the educational psychologist and other support agencies. Reasonable adjustments may be made for children with SEN or disabilities when applying the behaviour policy.

Strategies for dealing with persistent unacceptable behaviour may include:

- Regular discussion with children and parents
- Home/school message books, so that children showing persistently unacceptable behaviours are made aware of the importance of liaison between school and parents
- Behaviour Support Plans or behaviour targets on an Individual Education Plan (children involved in setting targets where appropriate)
- Tracking the progress of a child's behaviour in class (target tracking sheets/personalised reward charts/observations in class)
- Structured lunchtimes (lunchtimes are carefully planned with some outside and some inside time with adult support where necessary)
- Structured learning time (the day is broken down into small manageable tasks)
- Team of adults working closely together to support the child
- Knowing individual children well, to understand possible triggers for their behaviour and avoid or manage those triggers
- Personalised consequences to deal with an individual's very specific behavior
- Referral to outside agencies (e.g. Behaviour Outreach Support)
- Fixed term exclusion
- Permanent exclusion

Exclusion

Very serious incidents including violence or verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a fixed term exclusion. In severe cases if fixed term exclusions do not help the pupil a permanent exclusion can be enforced. The Headteacher will inform the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

Reasonable Force

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. Please see Merton 'Behaviour support document' for further details.

Screening and Searching Pupils

All stakeholders will recognise that there is a broad range of items which, if brought into a school setting or in the possession of a young person, could compromise the health and safety of the individual pupil, other members of the school community, including students, staff or visitors to the school. The governing body has a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and

promoting the welfare of children. The DFE 2018, Searching, Screening and Confiscation advice identifies prohibited items as:

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

This is not an exhaustive list and the headteacher may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

In the unlikely event of screening and or searching needing to be carried out the school will follow the DFE guidance document 'Searching, Screening and Confiscation', January 2018.

Incidents outside of school

Goringe Park Primary School governing body consider that the above items are inappropriate and possessions of such items in school, on the journey to and from school, on a school trip or any extra curriculum activity – on or off the school premises – is unacceptable. The response to any pupil found with or believed to be in possession of any such items will be managed in accordance with this policy.

Sanctions may be applied where a pupil has misbehaved offsite when representing the school, such as on a school trip or on the bus on the way to and from school.

Parental Responsibilities

Parents and carers have an active part to play in shaping the behaviour of their children and are therefore expected to support the school's Behaviour Policy.

Parents are expected to:

- make children aware of appropriate behaviour
- encourage independence and self-discipline
- show an interest in all their child does in school
- support the school in implementing this policy

Monitoring Arrangements

This Behaviour Policy will be reviewed by the headteacher and governing body every 2 years. At each review the policy will be approved by the headteacher. The written statement of behavior principles (appendix 1) will be reviewed and approved by the governing body every 2 years.

DfE guidance Restrictive interventions, including use of reasonable force, in schools (April 2026) – see appendix 2

Appendix 1

The written statement of behavior principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behavior policy is understood by pupils and staff.
- The exclusion policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed term exclusions.
- Pupils are helped to take responsibility for their actions.
- The governing body also emphasize that violence of threatening behavior will not be tolerated in any circumstances.

This written statement of behavior principles is reviewed and approved by the governing body every 2 years.

Restrictive Interventions and Use of Reasonable Force

A relationship-based and trauma-informed approach

This appendix is a model for schools to adapt.

It should align with the school's Behaviour Policy or Behaviour and Relationships Policy and reflect the needs of its community, including pupils attending additional resource provisions where appropriate

1. Purpose and ethos

This appendix sets out how the school approaches restrictive interventions, including the use of reasonable force, in a way that is lawful, proportionate and prioritises wellbeing.

The school recognises that:

- behaviour communicates unmet needs and emotional distress
- strong, trusting relationships support safety and regulation
- pupils thrive when they feel safe, understood and respected

Restrictive interventions are used rarely, only where necessary to reduce an immediate risk of harm, and always with regard to ensuring pupils' individual dignity, emotional wellbeing and human rights.

2. Legal and local context

This appendix reflects:

- DfE guidance *Restrictive interventions, including use of reasonable force, in schools* (April 2026)
- Duties under the Human Rights Act 1998 and Equality Act 2010
- **Merton Council guidance**, which promotes relationship-based, inclusive and trauma-informed approaches to behaviour and support

It incorporates statutory requirements relating to **recording and reporting** any use of force or seclusion.

3. Core principles

- Restrictive interventions are exceptional, and not routine
- Prevention, de-escalation and co-regulation are always prioritised
- Any intervention must be necessary, reasonable and proportionate
- Staff use the least restrictive option for the shortest possible time
- Physical intervention is never used as punishment
- Repairing trust and relationships after incidents is essential

4. Preventing the need for restrictive interventions

The school works to minimise the need for restrictive interventions through:

Whole-school approaches

- calm, predictable routines and environments
- shared expectations across classrooms and communal spaces
- adults using clear, calm and empathetic communication
- consistent relational practice across mainstream and resource provision settings
- staff training in trauma-informed and neurodiversity-affirming practice
- reviewing data on it's behaviour systems to inform learning and improvement

Individual approaches

- working in partnership with parents and carers
- individual regulation plans, ready to learn plans or risk assessments
- reasonable adjustments under the Equality Act 2010
- providing time, space and trusted adult support to reduce escalation

For pupils attending ARPs, staff recognise the importance of:

- predictable structure and routines
- clear, consistent communication
- sensory-aware environments
- understanding anxiety-based and stress-related behaviour

5. When restrictive interventions may be used

In line with the law staff may consider a restrictive intervention only when necessary to protect the safety and wellbeing of pupils or adults, including to prevent:

- injury to a pupil or another person
- a serious criminal offence
- serious damage to property
- serious disorder where there is an immediate safety risk

In line with the school's focus on proportionality and pupil welfare, the most likely and appropriate reason for physical intervention is to prevent immediate harm to a pupil or an adult.

Physical intervention is a last resort, used only when other strategies are ineffective or unsafe and only where in the judgment of staff the risk of a physical intervention are less than the risks of not intervening. The welfare and safety of our pupils is our main priority.

6. How staff intervene

Where physical intervention is unavoidable, staff will:

- use the least restrictive response available
- apply it for the shortest possible time
- focus on protecting and supporting the pupil(s) involved
- support the pupil to return to regulation as quickly as possible by remaining supportive and reminding the pupil of strategies and alternatives to the risk behaviour.

7. What the school does not do

Restrictive interventions must **never**:

- be used as punishment or to force compliance
- cause pain, fear, humiliation or unnecessary distress
- restrict breathing or circulation, or apply pressure to the neck, chest or abdomen

8. Seclusion

Seclusion is used only in exceptional, safety-critical circumstances and never as a disciplinary response.

Where used:

- it is continuously supervised
- the space is safe and non-threatening
- the pupil is allowed to leave as soon as risk reduces
- emotional support and relational repair follow promptly

9. Recording, reporting and review

All uses of force or seclusion are **recorded** and **parents/carers informed** as soon as reasonably practicable, and on the same day unless there were specific reasons preventing this. Ideally this would be communicated by a conversation followed by a written confirmation.

Records are used to support:

- transparency and accountability
- reflection and learning
- reduction of future risk

10. Training, communication and oversight

- This appendix is shared with staff, pupils and parents
- Staff receive training in trauma-informed, de-escalation and lawful intervention
- Where relevant, schools may reference accredited safety intervention training within this framework
- Leaders and governors monitor patterns of use and review this appendix at least annually

Final note

This appendix supports mainstream schools, including those with ARPs to respond to risk **with care, clarity and compassion**, holding boundaries while protecting relationships. Schools should adapt this document so it reflects their community, values and practice.