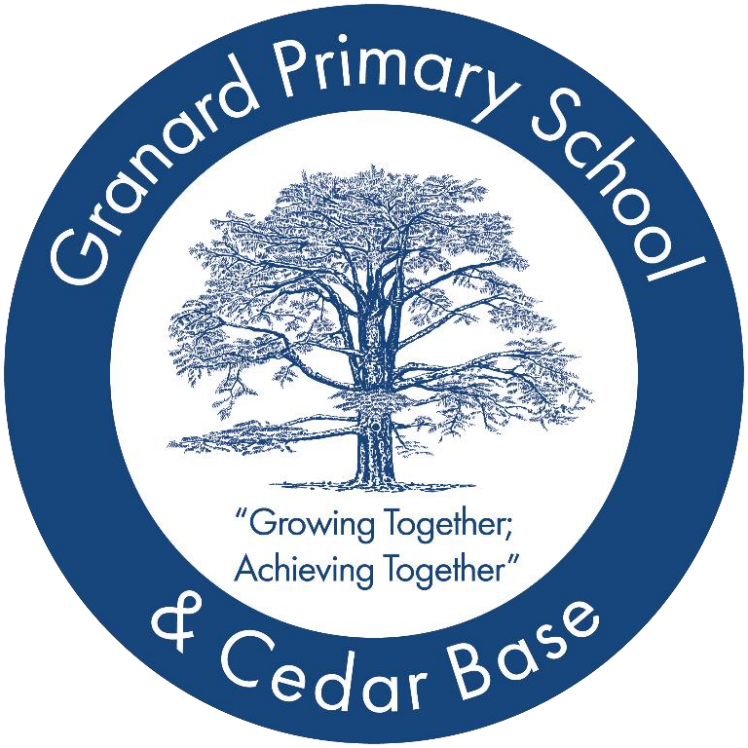
Granard Primary School



Behaviour Policy

September 2026

Review Due: September 2027

In short, our policy for behaviour is: **Ready, Respectful, Safe.**

This policy should be used alongside the **Relational Policy** (for Cedar Base) as many of the principles in that policy are relevant for the mainstream school.

We believe that positive experiences create positive feelings and that positive feelings create positive behaviour. We believe that negative experiences create negative feelings and that negative feelings create negative behaviour.

What is positive behaviour?

- Calm, consistent adult behaviour
- 6Rs Behaviour (Appendix 1 for different age groups)

How do we model and teach positive behaviour?

- Teach PSHE and RSE programme
- Build positive relationships between all
- Separate the behaviour from the child (the child is not the behaviour)
- Celebrating effort:
  - Wall of Fame (get every name on the wall by the end of the day for putting in effort)
  - 6Rs certificates; silver stars, house points
- Zones of Regulation (Appendix 2): green zone is ready. We teach children language to explain emotions; to identify emotions in themselves and others
- Restorative approach – you can turn it around; you can learn from your mistakes; you should think about wellbeing: of yourself and of others
- Calm and consistency is modelled by adults: script for challenging low level disruptive behaviour (see script); calm voice; calm body language
- Consider pupils' individual needs, including SEND, disability and reasonable adjustments, providing additional support where appropriate

Restorative approach (learning from mistakes, making amends not punishment)

- The Listening Wheel (Appendix 3): after an incident, staff use these strategies to ask questions and listen to child
- The Reflective Think Sheet (Appendix 4): once calm, the child considers what went wrong, what the impact was on others, what they could do differently
- Staff may identify children who need interventions on strategies to self-regulate their emotions over a longer period of time, some examples are:
  - mentoring by staff
  - support from external agencies
  - keeping a diary
  - calming strategies: breathing exercises & mindfulness

Steps to deal with low level, challenging behaviour (quietly, calmly, verbally)

- Reminder of 6Rs behaviour
- Caution: 1-minute timer
- 3-minute timer/supported regulation break
- 10-minute timer and, where appropriate, limited removal from class
- Pupils may be required to complete missed learning at an appropriate time

Script for regulating low level, challenging behaviour

- De-escalate: calm voice and body language, give them space; cite an example of previous good behaviour
- Say that they can make a better choice than they're making now
- Keep calm, no sanctions threatened, be positive, pleasant tone of voice – aim is to reframe the child
- Move away and leave the child to sort themselves out – don't react to any comebacks from them (pick your battles) – walk away

How is more serious behaviour dealt with?

At all times, staff should attempt to de-escalate (see script). If a pupil does not turn their behaviour around and verbal warnings and regulation break options have been exhausted (steps and script above), or behaviour has gone beyond low level very quickly and any of the key rules (Ready, Respectful, Safe) have not been followed to an extreme extent (examples of this in Appendix 5 but not exclusive), then a decision is taken on the best way forward for the good of all, so that learning is not interrupted and staff and children are safe. This could include, moving a child's work space for a lesson, moving a child's playtime/lunchtime, internal removal, suspension or, in the most serious circumstances, permanent exclusion. If there are concerns about behaviour, a pupil will be regularly monitored and structure will be put in place (such as a bespoke behaviour plan) and reviewed to ensure it does not impact on learning. These options will be decided on by staff/MLT/SLT.

Post incident, Appendix 4 is used for children to reflect. If low level behaviour continues or the behaviour is severe, parents/carers will be informed. A record of any serious behaviour is recorded using our CPOMS system.

Restrictive interventions including reasonable force

The school aims to minimise the need for restrictive interventions through positive relationships, early support, prevention and de-escalation. There may be circumstances where staff need to use a restrictive intervention to keep a pupil or others safe. Any use of reasonable force must be necessary and proportionate, using no more force than is necessary and for the shortest possible time. Staff should use the least restrictive intervention appropriate to the circumstances.

When deciding how to respond, staff will consider the individual pupil, including their age, SEND, disability, communication and sensory needs, medical needs and any other relevant vulnerabilities. Reasonable adjustments will be made where appropriate.

A planned behaviour support or risk assessment may identify strategies that could be used with an individual pupil, but staff must continue to assess whether an intervention is necessary and appropriate in the circumstances at the time.

The school will record and report:

- significant incidents involving the use of force
- incidents of restraint
- incidents of seclusion.

Following an incident, records will be completed as soon as practicable. Parents / carers will be informed as soon as is practicable and the school will endeavour to do this on the same day. The school will consider the welfare of the pupil and staff involved, provide appropriate support, review what led to the incident and consider whether support plans, risk assessments or other arrangements need to change. Patterns in the use of restrictive interventions will be monitored to inform good practice.

Seclusion is not a sanction. Where seclusion is necessary for safety, the pupil will be appropriately supervised and it will not last longer than is necessary.

Reviewed: September 2026

Review Due: September 2027

Approved by: Governor: ……..

Name: ……..…….. Date: ……

Headteacher: ……

Name: …….. Date: ……

APPENDIX 1



6Rs Behaviour

Ready

- Looking and listening, sitting straight, joining in
- We learn by trying hard, making mistakes and not giving up
- We use the resources to be independent
- Reflective: How can I improve?



Respectful

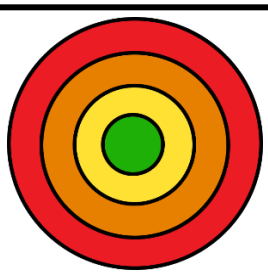
- Listen to others
- Be kind
- Work together
- Look after equipment
- Be honest

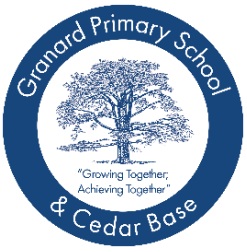


Safe

- Be sensible
- Look after each other
- Stay calm when things are difficult
- Use strategies to keep calm
- We walk around calmly and carefully, with pride!











6Rs Behaviour

Ready

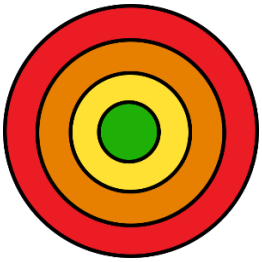
- Ready to learn (in the green zone): calm, looking and listening, sitting straight, engaged (taking an active part), using PEEL to speak (explaining ideas using examples and because)
- We learn by taking risks, making mistakes and being resilient
- We use the resources around us to be independent learners
- Reflective: Next steps? How can I improve?

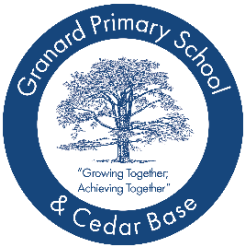
Respectful

- Listen to and value others
- Work together; learn together; grow together
- Treat others how you want to be treated
- Value our resources and look after them
- Be honest

Safe

- Making sensible decisions and being responsible
- Stay calm when things are difficult
- React proportionately: use Zones of Regulation strategies to calm yourself before overreacting
- We walk around calmly and carefully, with pride!







APPENDIX 2



Get in the Zone Granard!

Green Zone: Ready!

- Looking & listening
- Sitting straight
- Collaborating
- Present





Yellow Zone: Unsteady

- Fidgety
- Distracted
- Irritable
- Lots of thoughts
- Making noise



Red Zone: Broken Down

- Frustrated
- Upset
- Tense
- Angry
- Disrupting learning



Blue Zone: Deflated

- Ill
- Tired
- Sad
- Bored
- Not in the mood



APPENDIX 3

Developing Listening Skills

The Listening Wheel HANDOUT

Trackit Lights



Short words like 'yes', 'okay', 'um' or 'go on' can show the talker you are listening and encourage them to carry on.

Reacting using body language and facial expressions can help show the talker you are listening and create interaction without interruption.

Who? What? Where? Why? How?

Summarising what someone has said helps check understanding and lets the talker know that you have been listening.

Telling someone how they sound or look (similarly to looking in a reflection) can help encourage the talker to open up more eg 'you don't sound like everything is alright, you sound upset'.

The talker may or may not have clarity about what they are talking about, or they might be being ambiguous on purpose. Asking for clarity can help the talker develop more clarity for themselves or highlight areas where they might not be telling the whole truth.

APPENDIX 4

Reflective Think Sheet



Trackit Lights

What happened? (Circle all the correct pictures)



Want to tell us more?

How were you feeling? (Circle the correct feelings)



What were you thinking?

Reflective Think Sheet



Trackit Lights

Who else has been affected

How might they be feeling? (Circle the correct feelings)



What could you have done differently?

How can we repair the damage?

APPENDIX 5

Behaviour Chart	
Talking over others	Follow steps and script
Disturbing others' work during whole class/group time	
Not listening	
Not putting enough effort into work	
Making inappropriate gestures	Follow steps and script If behaviours continue, see 'How is more serious behaviour dealt with?'
Being rude to others including poor body language and/or attitude	
Talking back/arguing	
Ignoring instructions	
Walking out of class	
Vandalism	
Pushing over furniture	
Climbing on furniture / throwing objects in anger	
Hiding	Call for other staff to support immediately using a school radio. See 'How is more serious behaviour dealt with?'
Putting themselves or others in extreme danger	
Fighting or provoking others	
Hurting others	
Racist or discriminatory language	
Swearing at a member of staff	
Throwing/damaging equipment/furniture. High level vandalism	