Ghost Hill Infant and Nursery School

Behaviour Policy

Author / Edited by	Rebeca Westall – Headteacher
Date	September 2025
Review Body	SET Education Committee and SET Trustees
Review frequency and next review date	Annually or as required September 2026

BEHAVIOUR BLUEPRINT

OUR THREE RULES:

- Ready
- Respectful
- Safe

FIVE PILLARS OF VISIBLE CONSISTENCIES (THE GHOST HILL WAY)

1. Calm, consistent adult behaviour
2. First attention for best conduct
3. Relentless routines are used so children know expectations
4. Scripting difficult interventions – therapeutic in approach
5. Restorative follow up occurs

RECOGNITION AND REWARDS:

- Rewards are team based, and involve the whole class
- WOW jars are used in all classrooms
- We 'frame' moments of positive behaviour with Headteacher Awards, including communicating with parents

RELENTLESS ROUTINES:

- Wear school uniform
- Walking in lines and quietly when moving around school
- Care for our learning environment

30 SECOND SCRIPT: USED BY ALL STAFF

1. It was the rule about being [ready / respectful / safe] that you've broken.
2. This is because you have chosen to…….
3. I know you can be [ready / respectful / safe] because [discuss and frame positive behaviour]
4. That's the (child's name) I need to see now.
5. Thank you for listening.

STEPPED SANCTIONS:

1. Reminder of rule
2. Warning
3. Last Chance
4. Time out
5. Restorative conversations

RESTORATIVE CONVERSATIONS:

1. What happened?
2. What were you thinking at the time?
3. How does this make people feel?
4. Who has been affected?
5. How were they affected?
6. What could we do to put this right?

At Ghost Hill we believe everyone has the right to feel safe. Feelings are feelings but behavior is chosen.

Where children need to learn strategies, we will therapeutically support

<h1 style="text-align:center">SCHOOL BEHAVIOUR POLICY</h1>

At Ghost Hill Infant and Nursery School, we know the behaviours we want our children to show and the behaviours we want our school community to display. We refer to this as *'the Ghost Hill Way'.* We do this through following our 'Behaviour Blueprint.' We refer to pro-social behaviours (the behaviour we want to see) as good choices and anti-social behaviour (the behaviour we don't want to see) as the wrong choice. This relates back to our mantra that 'feelings are feelings but behaviour is chosen.' We do not label children or use the term 'naughty'. Instead in line with the SEND Code of practice (Jan 2015), we support pupils with their Social, Emotional and Mental Health, using a therapeutic and restorative approach to change outcomes.

This policy is written with regard to the DfE document 'Behaviour in Schools: Advice for headteachers and school staff' (July 2022).

We are committed to showing 'the Ghost Hill Way' though:

Our Values: Try Hard, Be Brave, Be You

Our Rules: Ready, Respectful, Safe

FIVE PILLARS OF BEHAVIOUR

The five pillars of behaviour underpin all the work that we do:
1. Calm, consistent adult behaviour
2. First attention for best conduct
3. Relentless routines are used so children know expectations
4. Scripting difficult interventions – therapeutic in approach
5. Restorative follow up occurs

VISIBLE CONSISTENCIES

At Ghost Hill we subscribe to a set of visible consistencies that permeate our practice and inform our behaviour blueprint:
- we build emotional currency and promote strong relationships with children and their families
- we teach routines so expectations are clear to all children
- we promote self-regulation
- we praise in public (PIP) and reprimand in private (RIP)
- we offer therapeutic support where necessary
- we follow up

CERTAINTY IN ADULT BEHAVIOUR

At Ghost Hill, we display certainty in adult behaviours. This means children know the expectations and the response they will see from **all adults**, regardless of their role in school.
- Calm and consistent communication from all adults in the school
- Reminders of the high expectations of *'the Ghost Hill Way'*
- Use of scripted conversations
- We frame moments of positive behaviour to remind the child of examples of their good behaviour and achievements
- Pass on and model the positive three school rules:

Ready
Respectful
Safe
- We allow children take up time

RECOGNITION AND REWARDS

- Rewards are team based, and involve the whole class
- Recognition boards are used in all classroom, to collectively work on targets for the class
- We 'frame' moments of positive behaviours, including communicating with parents

ANTI-SOCIAL BEHAVIOURS:

At Ghost Hill Infant and Nursery School, we consider the following behaviours to be anti-social behaviours. We will describe these at school as 'making the wrong choice':

- **Physical behaviours towards adults or children** – includes fighting, violent behaviour, wounding, obstruction, jostling, biting, hitting, kicking, punching, play fighting, deliberate scratching, spitting and holding tightly anywhere, especially round the neck, possession of, or use of an object that could be used intentionally to harm someone else.

- **Verbal behaviours and any threatening behaviour -** includes threatened violence, aggressive behaviour, use of swearing or bad language, verbal intimidation, unkind remarks, lying, establishing gangs, emotional abuse.

- **Persistent Disruptive Behaviour –** includes displaying challenging behaviour, refusal, persistent violation of the school rules, behaving in a manner that disrupts others.

- **Bullying –** Bullying is usually defined as behaviour that is: intended to hurt someone either physically or emotionally; behaviour that is repeated over a period of time by an individual or group; often aimed at certain groups, for example, because of a protected characteristic. This includes cyber bullying.

- **Abuse that relates to any protected characteristic –** includes taunting and harassment, bullying, graffiti, derogatory statements and swearing that can be attributed to racist characteristics.

- **Sexual Misconduct –** including abuse, assault, harassment, bullying, graffiti, lewd behaviour.

- **Drug and alcohol-related –** including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol or substance abuse.

- **Damage –** to school or personal property to any member of the school community, vandalism, arson, graffiti.

- **Theft –** including stealing school property, personal property, extortion.

Alongside attendance at school, the school's behaviour policy applies when:

- taking part in any school-organised or a school-related activity or
- travelling to or from school or
- wearing school uniform
- or in some other way identifiable as a pupil at the school

Or anti-social at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- could adversely affect the reputation of the school

MANAGING ANTI SOCIAL BEHAVIOUR – OUR APPROACH WHEN CHILDREN MAKE THE WRONG CHOICE

We expect all of our children to behave well and make good choices allowing those around them to feel safe and secure. Children will be made aware that their behaviour links to a poor choices and may have consequences in the same way that there will be rewards for behaviour that is a good choice. All consequences should be proportionate to the poor choices made or actions taken and the age of the pupil. They should also take into account any mitigating factors, such as SEND.

In the event of children demonstrating anti-social behaviours a member of staff will intervene and help the child to understand what they have done and consider how they can put it right. We expect that the vast majority of children will respond positively to verbal reminders and that in the vast majority of cases, this will be sufficient. If reminders prove unsuccessful, or when a pupil has obviously behaved in a way that is at odds with core expectations and values then we will work restoratively at different levels to resolve issues as is summarised below:

Step 1	Pupil causing low level disruption in class	▪ Dealt with in class, most likely by the TA ▪ Discussion through '30 second script' conversation referencing classes own expectations and the schools three rules of Ready, Respectful and Safe ▪ Emphasis placed on framed moments of positive behaviour and good choices made previously
Step 2	Numerous attempts at Step 1 prove unsuccessful.	▪ Dealt with in breakout space, or other suitable area adjacent to classroom, by TA or teacher. ▪ TA or teacher to have a restorative conversation with child.
Step 3	Numerous attempts at Step 2 prove unsuccessful and low-level behaviour has continued for much of the day or there has been a significant incident involving poor choices such as swearing, physical behaviour, disrupting learning or defiance	▪ Dealt with by class teacher and SENDCo informed. ▪ Consider whether it is beneficial for the child to choose an alternative activity or join an agreed partner class. ▪ Class teacher to have a restorative conversation with the child possibly involving other parties too. ▪ Class teacher to speak with SENDCo resulting in a **Behaviour** incident that is recorded on our MIS (Pupil Asset). Agreed actions are decided to resolve or repair the situation. ▪ A face to face conversation or phone call home to parents is made
Step 4	Despite numerous restorative conversations at Step 3, poor behaviour continues further,	▪ Dealt with by SLT member. ▪ SLT member to have a restorative conversation with the child possibly involving other parties too. Positive Behaviour Management Plan considered
Step 5	Despite numerous restorative conversations at Step 4, poor behaviour continues further	▪ Dealt with by Headteacher ▪ Headteacher to have a restorative conversation with the child possibly involving other parties too. ▪ Exclusion may be used at this point

or significant incident involving poor choices that has caused significant disruption i.e. seriously harming another child or significant damage to property i.e. deliberately smashing a window	▪ Pastoral Support Plan implemented with regular (2 weekly) check ins with families ▪ Possibility of Safety and Support Plan or RAMP implemented	

RESTORATIVE APPROACHES – REFLECT, REPAIR, RESTORE

The approach will require all staff working with our students to be aware of the principles and language of Restorative Practices and Restorative Justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the school community. The aim of restorative practice and approaches is to create restoration and reparation between those involved. This seeks to 'teach' children about their behaviour.

Examples of The Restorative Questions:
What happened?
What were you feeling / thinking at the time?
What do you think / feel about it now?
Who has been affected by what has happened?
In what way?
What impact has this incident had on you and on others?
What has been the hardest thing for you?
What do you think needs to happen to make things right?
What do we need to do make sure this doesn't happen again?

The questions are neutral and non-judgemental, they are about the poor behaviour choices made and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected. At Ghost Hill we refer to these conversations as reflect, repair and restore.

The Restorative Approach model can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the perpetrator and the victim/s including working with whole classes. Examples of restorative approaches in action include:
- **Restorative Chat –** informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up.
- **Corridor/Impromptu Conference –** informal conference that does not include formal preparation but may include an informal contract and a follow up.
- **Circle or Classroom Conference –** a more-structured conference that requires a degree of pre-conference preparation and, possibly, a contract, debrief and a follow-up session.
- **Formal Conference –** requires formal pre-conference preparation, formal referral, a contract (possible through a Pastoral Support Plan, and a formal setting, a debrief after the conference and a follow-up session

RECORDING INCIDENTS

Incidents are recorded when the behaviour has escalated beyond the point of normal classroom management techniques or has developed in frequency. It will always be recorded when the behaviour has escalated to a point where support from the SENDCo or Senior Leadership Team (SLT) is required. The school uses an electronic management information system (Pupil Asset) to record incidents in a consistent format.

EXCLUSION

In serious cases, it may be necessary to exclude a pupil for a fixed period of time or to exclude them permanently.

CHILD-ON-CHILD ABUSE

Child on child abuse is one of the specific safeguarding issues that is covered in depth in the school's safeguarding policy. Outlined in the safeguarding policy is information about how the school will respond to reports of sexual violence and sexual harassment. Ghost Hill Infant and Nursery School also recognises that it may well be appropriate to respond in a restorative way, in addition to safeguarding measures that may be taken as a result, as it would with other serious forms of poor behaviour.

Ghost Hill Infant and Nursery School actively seeks to raise awareness of and prevent all forms of child-on-child abuse by educating all staff, volunteers, pupils, and parents about this issue. This will include training all staff and volunteers on the nature, prevalence, and effect of child-on-child abuse, and how to prevent, identify and respond to it. This will include:

- The identification and classification of specific behaviours.
- The importance of taking seriously all forms of child-on-child abuse (no matter how low level they may appear) and ensuring that no form of child-on-child abuse is ever dismissed as 'horseplay', teasing, banter or 'just having a laugh'.
- Educating children about the nature and prevalence of child-on-child abuse via PSHE, RHE and the wider curriculum.
- Reminding and reassuring pupils about what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.
- They are regularly informed about the school's approach to such issues, including its zero-tolerancepolicy towards all forms of child-on-child abuse.
- Engaging parents on this issue
- Ensuring that all child-on-child abuse issues are fed back to the school's safeguarding team so that they can spot and address any concerning trends and identify pupils who maybe in need of additional support.
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom).
- Working with staff, volunteers, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;
- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships, andwhere they feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- Responding to cases of child-on-child abuse promptly and appropriately.

INVOLVING PARENTS/CARERS

We want all adults to reinforce the message that each child needs to take responsibility for their actions by:

- Stating clearly what is right and wrong.
- Explaining what good and poor choices look like in different settings and situations.
- Providing a clear, consistent structure for managing good and poor choices throughout the school reinforced by support from families at home.

When parents/carers are approached it should be to seek their help and support and inform them of any incidents which may cause their child to become distressed or anxious. Involving parents/carers will, in most cases, follow these steps:

- An informal discussion with the class teacher regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.
- If behaviour problems continue parents/carers are asked to come in for a formal meeting with the class teacher and/or Headteacher.
- To strengthen positive links within our school community, school staff are encouraged to keep parents/carers informed when their child has behaved well.

The use of Restrictive Physical Intervention

The use of restrictive physical intervention is permitted within our school, when it has been determined to be necessary, reasonable, proportionate and as a last resort. Staff will receive appropriate training on the use of restrictive physical intervention techniques. When staff have used a restrictive physical intervention, they must record the incident, using the Trust template. Parents should be informed of all use of restrictive physical intervention. Reasonable adjustments will be made for disabled children and children with special educational needs.

ADDITIONAL STRATEGIES TO SUPPORT INCLUSION

When poor behaviour and poor choice making are repeated, we will consider the support or routes of referral that might be necessary. This could be SEND related, SEMH related, safeguarding related and might involve a Behaviour Plan, Pastoral Support Plan or risk assessment. These are always intended to support and promote positive self-management of behaviour and choice making. The plan would always be designed together with the child, parent, the class teacher and senior staff, so that there is mutual understanding and agreement. The school is conscious of its responsibilities under the Equality Act (2010) to ensure reasonable adjustments are made for pupils with special educational needs/disabilities.

STAFF DEVELOPMENT

We are committed to keeping our staff updated with any changes to this Behaviour Policy and strive to model consistency in all of our approaches. We also take a shared approach to the forming and building upon of our behaviour management policy.

MONITORING

The Headteacher and Senior Leadership Team are responsible for the day-to-day monitoring of behaviour and the impact and effectiveness of this behaviour policy.

The regular formal Headteacher's written report to the Sapientia Education Trust includes an analysis of behavioural trends and patterns. This includes analysis of behaviour and exclusions by different groups of pupils, e.g., SEND, pupil premium, disadvantaged, ethnicity and by gender and incidents of behvaiour relating to protected characteristics. This data is further scrutinised at the Trust standards committee and by the Trust Director of Education.

APPENDIX 1 – STAFF SCRIPTS

Staff Lanyards:

De-escalation script

Name……

I can see something is wrong.

I am here to help.

Talk and I will listen.

Come with me and …..

30 Second Script

1. It was the rule about being [ready / respectful / safe] that you've broken.

2. This is because you have chosen to…….

3. I know you can be [ready / respectful / safe] because [discuss and frame positive behaviour]

4. That's the (child's name) I need to see now.

5. Thank you for listening.

Displayed around school:

Positive phrasing (Use these)

Stand by me
Put the pen on the table
Walk in the corridor
Switch the computer screen off
Walk with me to the library
Stay seated in your chair
Please / thank you

Negative phrasing (avoid these)
Stop being silly
Be good
Don't throw the pen
Stop running
Don't talk to me like that!
Calm down

Limited choice
Where shall we talk, here or in the library?
Put the pen on the table or in the box
I am making a drink, orange or lemon?
Are you going to sit on your own or with the group?
Are you starting your work with the words or a picture?