



Name of Policy:	Behaviour including Rewards, Sanctions and Exclusions For the whole school, including EYFS
GHS Policy Number:	9a
ISI Regulation:	Quality of Education Provided (Part 1) Welfare, Health and Safety of Pupils (Part 3) Provision of Information (Part 6) Manner in which complaints are handled (Part 7)
Linked Policies:	Complaints Equal Opportunities Safeguarding (including Restraint) Anti-Bullying Induction Learning Support Life and Culture (PSHE) Online Safety (<i>including pupils' use of ICT, electronic devices and social media</i>)
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Date of review:	July 2026
Date of next review:	July 2027

Introduction

This policy is written with due regard to the *Equality Act 2010* and DfE non-statutory advice: *Behaviour and Discipline in Schools* and *Preventing and Tackling Bullying*. Garden House School acts to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance. The policy is available to all parents via the school website, and on request from the school office.

Garden House School is a phone-free environment by default; pupils are never permitted to carry phones during the school day. Certain older children who have permission to come into school unaccompanied are allowed to carry phones on the journey in and out of school but they must hand them in on arrival.

Aims

1. To promote the spirit of the Kindness Code
2. To support and enhance effective teaching and learning
3. To contribute to a culture of mutual respect and good manners
4. To promote a happy, collaborative, and supportive school environment in which all members of the community feel safe and included

Garden House School Kindness Code

1. I will be kind to everyone and care about the feelings of others.
2. I will say nothing that might be hurtful.
3. I will respect other people and their possessions.
4. I will try not to let people feel lonely.
5. I will share other people's happiness.
6. I will treat others as I would like to be treated.
7. If I have any worries, I will talk to an adult I trust.

At Garden House, we place emphasis on praise and rewards, ensuring children are recognised for their positive contributions to school life—whether through effort and achievement, good behaviour, or upholding our Kindness Code. Positive reinforcement is embedded throughout the school, with rewards used to encourage and sustain high standards of conduct.

We recognise that behaviour is often a form of communication. Emotional regulation is essential for children to manage their feelings and behaviour. A child who is emotionally regulated feels secure and content, enabling them to engage in learning, build healthy relationships, and navigate everyday challenges in ways appropriate to their age.

When regulation is difficult, children may act out, withdraw, or struggle to concentrate.

At Garden House, we use Trackit Lights (see appendix A) to record and monitor all behaviour. Any poor behaviour choices are dealt with using a restorative approach. This means that the focus is on reflecting and putting things right. Supported by the staff, pupils are encouraged to reflect on their behaviour, think about who is affected, discuss their feelings in order to understand why the incident took place, and to work out how best to move forward. This approach fosters a culture of communication, accountability and empathy.

Examples of Rewards and Sanctions

Rewards

- Green behaviour points (*see Appendix A*)
- Green behaviour points are tracked and tallied on Trackit Lights. These equate to house points. Targeted, meaningful praise and encouragement in lessons
- Recognition of success and good behaviour in Assemblies and through the Newsletter.
- Certificates for house point (green point) milestones are awarded in assemblies.
- Pupils' work displayed, celebrating both the process and end-product
- Child/group of children sent to relevant Head, Assistant Head (Pastoral) or other senior staff member for praise and recognition

Sanctions:

- Oranges, Yellows and Reds on Trackit Lights are a means of recording poor behaviour choices. *See Behaviour Sanctions Ladder in Appendix A*
- When a child receives an 'orange', they will receive a verbal and visual reminder from their teacher about expected behaviours.

When a child receives a 'yellow' then will have a restorative conversation and a period of reflection. This is time allocated for the child to reflect on their behaviour, or to complete unfinished work. This can take two forms:

- Immediate Class Removal – a brief time with a TA outside of a classroom activity lasting no more than 5 minutes.
- Loss of playtime / free time – Limited to a maximum of 10 minutes in Transition and Junior School and up to 15 minutes from MSI to USII.
- When a child receives a 'red' they will have a period of reflection with the Assistant Head Pastoral and complete a reflective task as well as having a restorative conversation. This will be logged on CPOMS and parents will be informed.
- When a child receives numerous 'reds' in a half term, or behaviour is deemed to damage the school community or reputation, they will be put on a behaviour support plan and a Friday detention is allocated. This will be with a member of the SLT and will include a meeting with a parent when the child is collected. This is the final step before a suspension or permanent exclusion.

Corporal punishment is not used or threatened in any part of the school.

Physical intervention is only used as a last resort and in line with our restraint procedure (*see Safeguarding Policy*).

For more serious sanctions, please see ***Exclusions***.

Serious Incidents

As a school we would define a 'serious incident' as one of the following:

- Deliberate and malicious physical violence towards another person
- Swearing, spitting or biting
- Stealing
- Deliberate racist, sexist or other derogatory comments against the protected characteristics

- Refusal to co-operate with a member of staff
- Running away
- Rudeness to a member of staff
- Deliberate damage to property
- Sexual harassment
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)

If any of the above occur, the pupil should be moved directly to Red on Trackit Lights and taken to the Assistant Head (Pastoral) at the next available opportunity. The Senior Leadership team will use their discretion to decide on an appropriate sanction.

First and foremost, consideration must be given to supporting any child adversely affected by this behaviour.

The Head should always be made aware of any serious incidents and may be involved in meetings with the children concerned and their parents. Incidents will also be logged on CPOMS.

Physical Behaviour

If a child is physically violent and staff feel they could pose a risk to themselves or others, a meeting will be held to discuss a child centred *Behaviour Plan*. This will involve any combination of the Class Teacher, the Assistant Head (Pastoral), the relevant Head and where appropriate the LED department,

The Behaviour Plan will then be shared with all the relevant staff and the parents. A *Pupil Behaviour Risk Assessment* may also be created, which will be shared with parents.

Please see the Safeguarding Policy for more details on how we record and report any incident of force, seclusion or restraint of a child.

Protected Characteristics

At Garden House, we are committed to providing a fair, diverse and inclusive environment. We believe diverse communities perform better and that it is imperative for every child to feel a sense of belonging. We will not tolerate discrimination towards the protected characteristics of others in our school community. The Equality Act, 2010, defines the protected characteristics as:

1. Age
2. Gender reassignment
3. Being married or in a civil partnership
4. Being pregnant or on maternity leave
5. Disability
6. Race including colour, nationality, ethnic or national origin
7. Religion or belief
8. Sex
9. Sexual orientation

Any child who displays discriminatory behaviour towards the protected characteristics of another child or member of staff is immediately moved to Red on the Trackit Lights. An appropriate restorative task should be set allowing the child to learn and reflect on their behaviour choice; it is important in these incidents that the child understands the seriousness of their comments or actions. Parents will be contacted and a subsequent meeting may be scheduled.

Incidents, including those known as microaggressions, will be recorded within Trackit Lights which will feed into the Protected Characteristics Log on CPOMS. This will be monitored closely and discussed regularly at a senior leadership and proprietorial level. Analysis of this log will then be shared with staff in order to raise awareness and increase staff confidence in dealing with such matters.

Garden House children follow our school Kindness Code which states, “*I will be kind to everyone and care about the feelings of others*”. With this in mind, Garden House pupils are taught to stand up for others.

EYFS Specific

Trackit Lights is not used in the Early Years.

Behaviour Expectations in the Early Years

In the Early Years, we provide clear, consistent boundaries within a nurturing environment. While our expectations for behaviour are the same for all children, we recognise that every child is unique. Staff respond to behaviour in a way that is appropriate to each child's age, stage of development and individual needs.

At the beginning of each year, every class creates and signs a Class Code of Conduct, helping children understand the importance of kindness, respect and responsibility.

When inappropriate behaviour occurs, staff respond calmly and consistently. Immediate consequences may include redirecting the child, removing an item or, where appropriate, reducing a period of free play. Once the child is calm and regulated, staff hold a restorative conversation to help them understand the impact of their behaviour and make positive choices in the future.

Positive behaviour is recognised and celebrated throughout the Early Years. Classes work together to fill a reward jar, leading to a class celebration and a visit to the Head of Early Years. Individual achievements are celebrated through personal sticker charts, and Star of the Week certificates and badges are awarded for outstanding effort, kindness and achievement in the EY weekly Assembly.

The school acknowledges that our youngest pupils may have more difficulty regulating their behaviour and may express themselves more physically (e.g. hitting). Where such incidents occur, the Head of EYFS will contact parents to discuss the most appropriate form of sanction on a case-by-case basis. This is then logged on CPOMS. If a child has to be restrained, this will be logged on CPOMS.

Bullying

The school views any form of bullying as a serious offence. Please see the ***Anti-Bullying Policy***.

Equality Act

The school will make reasonable adjustments for children with SEND when this may have resulted in poor behaviour (e.g. pupils with ADHD). The aim is to help children to understand their behaviour and to help them to overcome any difficulties. The School is aware of any child who is frequently in trouble, as this may be an indicator of SEND or of an emotional or social need for which they need support.

If a child with SEND is demonstrating consistently challenging behaviour or is at risk of exclusion, the school will endeavour to look at what additional support is needed or whether an alternative placement would be more appropriate to the child's needs (see also Learning Support Policy). For children with an

Education, Health and Care Plan (EHCP), the school should consider bringing forward the annual review or holding an emergency review.

The Head of Learning Enrichment and Development (SENDCO) is kept abreast of behavioural patterns, particularly those of children with SEND, and liaises closely with the Assistant Head (Pastoral).

Record Keeping

All Green, Orange, Yellow and Red behaviours are automatically logged via the Trackit Lights system. When 'reds' are issued on Trackit Lights, staff will complete the incident form and this will automatically synchronise with CPOMS.

Allegations against a member of staff

The procedure for any allegation against a member of staff is found in the school's Safeguarding Policy. Should a child or parent make a malicious or unfounded allegation against a member of staff then the school reserves the right to consider sanctions under *Exclusions*.

Exclusions

The School views exclusion as a last resort after reasonable attempts to remedy the situation have failed. Children will only be excluded in cases of a serious breach of the School's Behaviour Policy and/or any related policies (e.g. if the offence amounts to an act of threat of violence against another child or member of staff), and/or if the continued presence of the excluded in the school is deemed by the Heads to be injurious to the education or the welfare of other children or staff.

The school believes exclusion to be generally inappropriate for minor breaches of discipline, poor academic performance and truancy or lateness. The school will work jointly with families to understand and remove barriers to attendance before considering disciplinary measures, in line with the 2024 statutory attendance guidance. However, where there has been an accrual of incidents over time, which in the professional judgement of the Head constitute a concerted disregard of the school's rules, regulations and/or values, the Head reserves the right to consider the exclusion of a child.

A child may be excluded from school (by being sent home or on occasion by having their return to school prevented) for either a fixed period of time, or permanently. Indefinite exclusions are not permissible by law.

All exclusions are at the discretion of the Head.

Before deciding to exclude a child, the Head will:

- Consider the effectiveness of the possible exclusion
- Ensure that an appropriate investigation has been conducted
- Ensure that all the relevant evidence has been considered

- Give the child an opportunity to be heard
- Consult other relevant people as necessary
- Record the poor behaviour choices on Trackit Lights and CPOMS.

If the balance of probabilities has been established, the child may be excluded. Heads reserve the right to sanction more severe behaviour on a case by case basis.

Fixed Term Exclusion

The Heads are permitted to exclude a child for one or more fixed term periods not exceeding 45 school days in any one school year.

The School will continue to provide remote education for an excluded child (whilst they remain on roll) and, particularly in the case of an exclusion of more than 15 days. The Heads, in consultation with the relevant members of staff, will consider the following:

- How the child's education will continue
- How their problems might be addressed in the interim
- Reintegration post-exclusion

Permanent Exclusion

A decision to exclude a child permanently, as befitting its gravity, should only be taken as a last resort when a reasonable range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed.

Procedure for Excluding a Child (See Appendix B)

Behaviour outside of school hours

In certain circumstances, where behaviour has impacted members of our school community, the Heads reserve the right to treat poor behaviour which occurs outside of school hours as though it has occurred during the school day. This includes and is not limited to, travelling to and from school, on school buses, during sports fixtures or on school trips. On these occasions, the behaviour policy as outlined will apply.

Equal Opportunities

In making decisions about exclusion the Heads will consider any special educational needs, disabilities, gender and cultural differences that may be relevant to the case, as outlined in the UK Equality Act 2010.

Appendix A

Trackit Lights

Trackit Lights is a points-based reward system which is used throughout the school as a means of promoting positive behaviour.

Each teacher has access to the system for the relevant classes. It can be shared with the class if appropriate via the interactive whiteboard. It can also be accessed on the class iPads, which the TA should take with them when the class is not in their classroom so points can still be awarded. In the event of the class being out of the school building (sports lessons and trips), the points must be added as soon as possible when the class are back in the building.

The system can be accessed by SLT including, in particular, the Assistant Head (Pastoral). The system will flag any children who may benefit from some extra support in the form of a restorative conversation with the Assistant Head (Pastoral).

Specialist teachers have access to the Trackit Lights system for all the classes they teach.

Green Points – Positive Behaviour

- Green Points are awarded for positive behaviour
- They are logged on the Trackit Lights system as they happen
- Green Points can be earned by demonstrating **above expected behaviour for that child** – e.g. kindness to a friend, being helpful in a lesson, excellent effort put into producing a piece of work, following instructions etc. They are also awarded for activities outside of the physical teaching space, e.g. courtesy & manners around the school, dining room behaviour, teamwork, whole-school functions (e.g. Gala Night, Sports Day etc)
- For children in Transition (Year 1) upwards, Green Points tie in with House Points so each one earned goes towards the relevant House's total
- EYFS are not in houses but they still earn Green Points
- All children are awarded special certificates when they reach an agreed number of Green Points

Orange, Yellow and Red – Negative Behaviour

Our aim is to enable all children to learn to the best of their ability and not allow low-level disruption to prevent this.

- Children are moved to Orange, Yellow or Red for negative behaviour
- These behaviours are logged on the Trackit Light system as they happen
 - Orange = first reminder
 - Yellow = second reminder
 - When a child receives a 'yellow' they will have a restorative conversation and a period of reflection. This is time allocated for a child to reflect on their behaviour, or to complete unfinished work. This can take two forms:
 - Immediate Class Removal –a brief time with a TA outside of a classroom activity lasting no more than 5 minutes.
 - Loss of playtime / free time – Limited to a maximum of 10 minutes in Transition and Junior School and up to 15 minutes from MSI to USII.
 - Red = visit to the Assistant Head (Pastoral) for Reflection Time. This will include an age-appropriate restorative task
 - In the event of the Assistant Head (Pastoral) being unavailable, the child should visit their relevant Head or another member of SLT
 - Parents will be informed and may be asked to come in for a meeting.
- Orange, Yellow and Red behaviours are re-set for the class each day

- Orange, Yellow and Red behaviours must always be addressed as soon as possible after the time they occur
- A verbal warning is always to be given before a child is moved to Orange – it should not come as a surprise. This warning can be given in the form of a whole class instruction (i.e. the teacher does not need to repeat the same warning to each individual child)
- Any low-level behaviour which interferes with the ‘flow’ of the lesson would justify Orange being logged – e.g. swinging on a chair, shouting out, making unnecessary noise, work avoidance, inappropriate verbal responses etc.

BEHAVIOUR SANCTIONS LADDER



POSITIVE CHOICES • POSITIVE BEHAVIOUR • POSITIVE OUTCOMES



STAGE	TYPICAL BEHAVIOUR	CONSEQUENCE	ADULT RESPONSIBLE
1 ORANGE	Low-level disruption 	 Reminder → ORANGE	 Class Teacher
2 YELLOW	Repeated disruption 	 YELLOW restorative conversation, loss of playtime	 Class Teacher
3 RED	Continued disruption or more serious behaviour 	 RED Reflection Time, restorative task, parents informed	 Assistant Head (Pastoral)
4 DETENTION	Persistent Red behaviours or significant incident 	 Behaviour meeting with parents, Behaviour Support Plan, Friday detention	 SLT
5 POSSIBLE SUSPENSION	Serious or repeated breach 	 Internal review, possible suspension	 Head



Key Stage 2

	Behaviours and Consequences at Garden House School	
If...	Then...	
• I work hard • I follow the kindness code • I follow instructions • I try my hardest • I go above and beyond • I am demonstrating a learning disposition • I am showing deeper thinking	Green point (House point) • I will be able to feel proud of myself • I will be able to tell my parents I had a great day • I will be able to work towards an award	
• I don't listen to instructions or I ignore a request • I answer back to adults, talk over the teacher or chat when I shouldn't • I call out or disrupt my learning or my friends' learning • I am silly in the loos or in the corridors • I move around the classroom when I shouldn't • I snatch from my friends	Stage 1 (Orange Behaviour) • There will be a 2nd verbal reminder from the teacher • I will have an opportunity to turn things around	
• I persist with any of the above behaviours • I show a poor attitude • I continue to ignore instructions, call out or talk when I shouldn't, especially when I've been asked repeatedly not to • I am rude to a grown up • I am unkind to any of my friends • I repeatedly disrupt others' learning	Stage 2 (Yellow Behaviour) • I may need to take some time to regulate my emotions • I will have a restorative conversation with a teacher to help me put things right • My parents may be told	
• I continue to persist with any of the above behaviours • I deliberately use my hands to hurt another person • I purposely damage school property or items belonging to my friends • I use offensive language	Stage 3 (Red Behaviour) • I will be taken to see Mrs O'Sullivan or a member of SLT • I will complete a task to help me reflect on my behaviour • My parents will be told and may be asked to come in to see my teacher	

Key Stage 1

Behaviours and Consequences at Garden House School

If...

Then...

Super choices!



House point



Warning!



Orange Behaviour



I keep choosing to make the wrong choices



Yellow Behaviour



I hurt someone using my hands or my words



Red Behaviour



Appendix B

Procedure for Excluding a Child

At all stages the Heads will attempt to seek parental co-operation.

The Heads should inform parents without delay (by telephone, with a follow-up letter or email within one school day) and should be given the following information:

- In cases of fixed term exclusions, the length of the exclusion
- In cases of permanent exclusion, that it is a permanent exclusion
- The reason(s) for the exclusion
- The parents' right of access to the pupil's school record
- The date and time when the pupil should return to school (with a fixed term exclusion)
- With a permanent exclusion, its immediate effect and any relevant previous history
- Arrangements for the setting and marking of work (it is the parent's responsibility to ensure that work sent home is completed and returned to school)

The Head's exclusion report should also contain:

- i. The name of the child
- ii. The duration of the exclusion
- iii. The reason(s) for the exclusion
- iv. The child's age, gender and ethnicity
- v. Whether the child is statemented or is on School Action or School Action Plus
- vi. Whether he/she is in Local Authority care