GALLEYWALL PRIMARY
CITY OF LONDON ACADEMY

ASPIRARATIONAL | COMPASSONATE | RESILIENT | RESPONSIBLE | CURIOUS

Bermondsey, London www.galleywall.cola.org.uk

# Behaviour for Learning Policy

Last reviewed: Aug 2026, SCE
Ratified by Governors Sep 2026

# Section 1: Aims

## A The Aims of the Policy

i For all children to feel safe, happy, included and respected.

ii To have high yet attainable expectations for all children's behaviour.

iii To support children in developing their personal, social and emotional skills.

iv To be consistent with how we carry out our approaches to behaviour and relationships.

v To treat children fairly, but not the same, considering individual needs and challenges.

vi To build strong relationships between adults and children, children and children, and adults and adults.

## B Underlying Principles

i Our policy draws on elements of a restorative approach to give a voice to those who are 'harmed' and allows the 'harmer' to reflect on their actions and the consequences of this.

ii The Zones of Regulation (Kuypers, 2011) are used to educate children about their emotions and how to manage them.

## C Rights and Responsibilities

i All children at Galleywall have the right to learn, teachers have the right to teach. All members of our school community, staff, pupils and parents, have the right to feel safe.

ii As adults, we recognise that our conduct is a powerful determining factor in how others behave. Staff have a responsibility to model the highest standards of behaviour and conduct.

iii All members of our school community are responsible for upholding the expectations and routines outlined in this policy.

iv Individual staff members must adhere to the specific roles and responsibilities outlined in their job descriptions.

# Section 2: The Galleywall Way

## A Our School Values

i Our school values are used to pro-actively teach pupils about behaviours we want them to develop. Our values underpin all aspects of school life, including conversations about behaviour;

- We are **aspirational-** we believe in ourselves, aim high and strive to achieve our very best.
- We are **compassionate-** we treat everyone with kindness, respect and understanding.
- We are **curious-** we ask questions, think deeply and love learning.
- We are **resilient-** we learn from mistakes, embrace challenge and keep going when things get difficult.
- We are **responsible**- we take responsibility for our actions and make a positive difference to our community and wider world.

ii Through the bespoke Galleywall Way Personal Development curriculum, children have the opportunity to explore these values in depth and consider how to embody these in school and beyond.

iii A regular 'Character Assembly' offers the opportunity to explicitly teach expectations for conduct and routines, including table manners, holding conversations and respecting privacy.

iv Other assemblies support the ethos of the school, with weekly assemblies on:

- Singing to build well-being, a sense of community and music skills
- News and current affairs to educate children about current news around the world, help them to develop media literacy and their knowledge of British values, protected characteristics and their rights as a child. This will also develop critical thinking.
- Reward and celebration

## B Social and Emotional Education

i Behaviour for learning is underpinned and interconnected with social and emotional learning so children are able to identify, respond appropriately to and regulate their emotions, enabling them to be in a place to learn.

ii The Zones of Regulation are interwoven into our PSHE learning so children are explicitly taught about different emotions, how they might present and how to manage them. See template PSHE slides here.

iii The regulation toolkit is displayed in classrooms, available to specific children and used in conversations with children to help them regulate their emotions. This consists of a number of tools of strategies that children can self-select to help manage their emotions. (see template PSHE slides)

iv Every morning and afternoon, we share the school values with children, 'check in' with every child and share explicit expectations for behaviour and conduct. See Start of Session slides here.

v Behaviour and pastoral support are inherently linked with interventions being designed for children who need support in managing their emotions, eg., Stormbreak, Place2be, friendship groups, transition support etc

## C Mutual Respect

i Relationships between pupils and staff are crucial; staff take every opportunity to foster supportive relationships with pupils and sustain, protect and repair these relationships where needed.

ii Staff remain calm when talking to children and model a respectful tone of voice to pupils.

iii Staff use 'we' when talking about expectations. Adults should describe the behaviour and the impact when speaking to children about their choices.

iv Staff never discriminate against or prejudge children. They recognise children for their individual merit and start each interaction afresh.

v Staff expect all pupils and members of the school community to be respectful in their words and actions.

# Section 3: Routines and Expectations

## A Classroom Routines

i At Galleywall, we practise a number of shared routines to ensure consistency in our approach and foster behaviour for learning;

- **Transitions to carpet/tables**: 1,2,3 approach. 1 stand, 2 walk, 3 sit down.
- **Gaining class attention**: 3,2,1 SLANT, 1,2,3 eyes on me or clap and respond. Teachers are able to embed other methods where needed.
- **Seating plan**: teachers have a clear seating plan for every lesson, displayed in classrooms. The plan may be different for different times of the day and activities, and in response to changing needs - this is a flexible approach directed by the teacher.
- **Tidy up time/other whole class transitions**: countdowns (e.g. down from 10 and timers)
- **Line order**: teachers specify a lining up order (register order wherever possible), displayed in the classroom.
- **Proximal praise**: wherever possible, attention is drawn to pupils making the correct choice in order to correct the behaviour of others.
- **SLANT:** in class, children **S**it sensibly, **L**isten carefully, **A**sk questions, **N**obody interrupts and **T**rack the speaker. This approach is consistent across the whole of the City of London Academies Trust.

## B Playground Routines

i Our playground is managed with the following routines;

- **Lining up on the playground after morning playtime**: a single whistle indicates that playtime is finished and children walk to their lines. A double whistle indicates that lining up time is finished and children are silent. Adults walk down their line to ensure all children are showing they are ready (voice off, facing the front). Walking to the building is at noise level 0 (see below) and walking upstairs and along corridors is level 1.
- **Lining up on the playground after afternoon playtime:** The tidy up time music is played for 5 minutes whilst children tidy up. A single whistle indicates that tidy up time and playtime is finished, and children walk to their lines. A double whistle indicates that lining up time is finished and children are silent. Adults walk down their line to ensure all children are showing they are ready (voice off, facing the front). Noise levels as above.

## C Moving Around the School

i Teachers lead the line when walking around the building/up and down stairs. Teachers stop periodically to check their lines.

ii Pupils walk on the left, one behind the other and use whispered voices.

iii Pupils at the front of the line hold the door for the rest of their class.

iv Pupils should rarely be out of class during lesson time. In the exceptional circumstance that they are, they should wear a corridor pass to indicate that they have permission to be out of class.

## D Assembly Routines

i Children enter assembly in silence and remain silent throughout, unless directed to contribute.

## E Resources and Prompts

i At Galleywall, we have a number of consistent resources and prompts to support and remind children about the expected routines and behaviours. All resources are saved in this folder.

ii Noise level guides are displayed in all classrooms and communal areas to support children in using an appropriate volume. (0 is silence, 1 is quiet /whisper, 2 is conversational /talking voice, 3 is loud /outdoor voice)

iii Values are displayed in all classrooms to remind the children of our school values and the way we can embody these.

# Section 4: Rewards

## A Individual Rewards

i Every child has a house point card displayed in class. Praise for behaviour in class or around the school will result in a house point on the child's card.

| | |
|---|---|
| 80 house points on the bronze card | bronze merit badge |
| 80 house points (160 house points in total) on the silver card | silver merit badge |
| 80 house points (240 house points in total) on the gold card | gold merit badge |
| 320 house points | platinum award - tea with the headteacher |

ii Merit badges are awarded in class each week, and are recognised in assembly. These are sometimes listed in the newsletter.

iii Children can earn bronze, silver, gold and platinum badges

iv Certificates are sent home to one child per class per week who has consistently demonstrated the Galleywall values.

v Visits to a member of the Senior Leadership Team to showcase work are used to encourage and praise exceptional effort or achievement by pupils.

vi Parents are notified when their children have earnt 20 house points.

## B Group Rewards

i Children are divided into four houses (Dragons, Anchors, Waves and Sails). Children can earn house points for positive behaviour , through inter-house competitions and attendance awards. The winning house is awarded the house cup each half term.

ii In some circumstances, additional rewards may be used for identified groups of children in order to encourage specific behaviours or to respond to an emerging need.

## C Playground Rewards and Rewards Outside of the Classroom

i Gold stars will be awarded to children displaying the values through play.

ii Gold sports stars will be awarded to children who follow the MUGA rules.

iii Gold tidying up stars are awarded to children who tidy up resources quickly and effectively, showing independence, responsibility and team work.

iv Teachers can award gold stars to children who demonstrate the Galleywall values outside of the classroom e.g. by holding a door open.

v All gold stars translate to a house point.

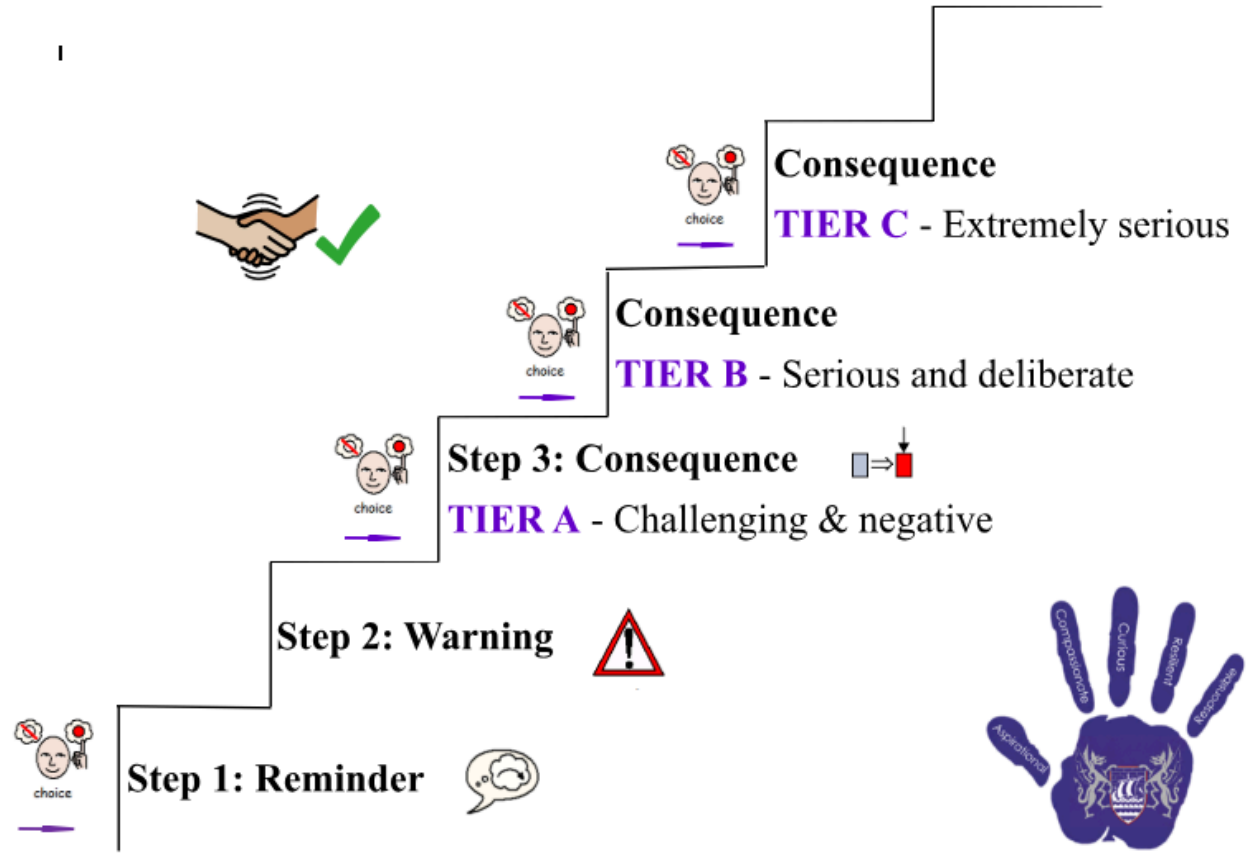
# Section 5: Managing Children's Behaviour

## A Tiered Approach

i Where behaviour falls below the expected standard, we operate a tiered approach. This allows us to respond fairly, consistently and appropriately to different behaviours.

ii Teachers always exercise their professional judgement when addressing behavioural choices and will take account of factors such as SEND, age and circumstances when applying the tiered approach.

iii This graphic is used to represent the tiered approach to pupils at Galleywall;



| | Behaviour | Actions and Consequences | Recording |
|---|---|---|---|
| **Proactive Strategies** | **Negative or disruptive learning or social behaviours**<br>e.g.<br>● Off task behaviour<br>● Loss of concentration<br>● Distracted or distracting behaviours | Positive praise<br>● Specific compliments<br>● Approval statements<br>● Positive comments<br>● Positive non-verbal gestures<br><br>Minimal low key response<br>● Check in with the child<br>● Walk over to where the child is sitting<br>● 'A look' eye contact (stern stare, raised eyebrow)<br>● Assertive body language<br>● Name/pause technique<br>● Frown<br>● Direct to seat<br>● Quiet unobtrusive - 'Can you show me …?' | NA |

| | Behaviour | Actions and Consequences | Recording |
|---|---|---|---|
| Low Level | **Low level disruptions**<br>e.g.<br>● Calling out<br>● Silly noises/ faces<br>● Using equipment intentionally inappropriately/ incorrectly (e.g. rocking on chair)<br>● Interrupting<br>● Getting out of seat<br>● Unwanted touching (e.g. tapping someone on the shoulder)<br>● Running inside the building<br>● Ignoring instructions<br>● Turning around and looking the wrong way<br>● Not being respectful (e.g. negative body language)<br>● Pushing in the line | **EYFS only: Prompt, e.g.** *"I am looking for crossed legs on the carpet."*<br><br>**Step One: Reminder**, eg: "*This is a reminder that at Galleywall*, we XXX, Thank you."<br>OR<br>"I am reminding you that we …"<br><br>If this continues…<br>**Step Two: Warning**, e.g. "I've reminded you to XXX. This is now a warning that if you continue, you may receive a consequence."<br><br>Further continuation…<br>**Step Three - Tier A: Consequence**, e.g.<br>"I have warned you about … but you have continued to XXX. At Galleywall, we XXX. We will need to talk about this at playtime."<br><br>**SEE TIER A CONSEQUENCES** | None<br><br>Recorded on Bromcom by the adult who witnessed or dealt with the incident if Step Three is reached and consequence given |

| | Behaviour | Actions and Consequences | Recording |
|---|---|---|---|
| Tier A<br><br>(or Step Three)<br><br>**Reactive Strategies** | **Challenging negative behaviour**<br>e.g.<br>● Continuing low level behaviour<br>● Low level name calling<br>● Play fighting (any intentional hit, punch, kick, headlock, even if not intended to harm)<br>● Repeatedly not following instructions<br>● Negative verbal or physical response<br>● Inappropriate language<br>● Unintentionally hurting someone as a result of another negative action/ behaviour<br>● Culturally insensitive language or behaviour (without full understanding)<br>● Accidental damage to property through lack of respect<br>● Disruptive behaviour in the lunch hall<br>● Kicking school resources or playground equipment<br>● Not having the correct uniform or PE kit. | **Dealt with by the adult who witnesses the incident or to whom the incident is reported.**<br><br>"At Galleywall, we XXX. You will miss XXX minutes of playtime because you."<br><br>**Communication with parents/carers by class teacher (a brief word at the end of the day)**<br><br>**SUGGESTED CONSEQUENCES**<br>**EYFS:** Miss free-flow time for a 5 minute discussion with teacher<br>**KS1:** Miss 5 minutes of playtime with teacher<br>**KS2:** Miss 5-10 minutes of playtime with teacher | Recorded on Bromcom by the adult who witnessed or dealt with the incident, including the consequence given<br><br>Parent/carer may be informed<br><br>SLT track incidents to identify patterns and trends |

| | Behaviour | Actions and Consequences | Recording |
|---|---|---|---|
| Tier B<br><br>**Reactive Strategies** | **Serious and deliberate**<br>e.g.<br>● Persistent challenging negative behaviour (Tier A behaviour over a period of time)<br>● Persistent or serious rudeness<br>● Serious name calling including 'roasting'<br>● Swearing<br>● Deliberately breaking schools or others' property<br>● Graffiti/ vandalism<br>● Stealing<br>● Intentionally hurting someone<br>● Verbal or physical threat<br>● Spitting at someone<br>● Inappropriate online behaviour<br>● Disruptive behaviour on a school trip<br>● Throwing food or other items, including playground resources not meant for throwing<br>● Unconsented touch (deliberate) in a non-private area<br>● Lack of respect for privacy<br>● Running away from adults<br>● Culturally insensitive language<br>● Inappropriate comments, including in relation to protected characteristics<br>● Leaving class without permission | **Initially dealt with by person witnessing/to whom the incident is reported.**<br><br>**Follow up actions/investigations dealt with by the class teacher/Phase Lead. Communication with parent/carers by class teacher/Phase Lead.**<br><br>**SUGGESTED CONSEQUENCES**<br>**EYFS:** Miss 5 minutes of free-flow time outside of the EYFS environment e.g. in nearby classroom or in calm room (with supervision)<br>**KS1:**<br>- Miss 10 minutes of playtime in reflection room<br>- Removal of a privilege (this cannot affect their access to a full curriculum)<br>- Restorative action e.g. repairing damage<br>**KS2:**<br>- Miss 20 minutes of playtime in reflection room<br>- Removal of a privilege (this cannot affect their access to a full curriculum)<br>- Restorative action e.g. repairing damage<br>**REFLECT**:<br>- Reflection sheet and restorative conversation. | Recorded on Bromcom by class teacher/ SLT<br><br>Parent/carer informed |

| | Behaviour | Actions and Consequences | Recording |
|---|---|---|---|
| Tier C | **Extremely serious**<br>● Multiple Tier B incidents<br>● Bullying including online<br>● Discrimination (including all protected characteristics)<br>● Racism<br>● Sexual harassment and sexual violence including touching a private area<br>● Very serious challenge to adult<br>● Persistent serious and deliberate behaviour<br>● Intentionally seriously hurting someone<br>● Serious inappropriate online behaviour<br>● Deliberately dangerous or unsafe behaviour<br>● Running away from multiple adults and refusing to engage<br><br>**Unacceptable behaviours**<br>● Seriously and intentionally hurting another person so as to cause injury<br>● Behaviour that puts other members of the school community at risk | **Dealt with by SLT.**<br>**Communication with parent/carers by SLT.**<br><br>**SUGGESTED CONSEQUENCES**:<br>**EYFS:** Time out and reflection with SLT<br>**KS1:**<br>- Miss 20 minutes of playtime with SLT<br>- Removal of a privilege (this cannot affect their access to a full curriculum)<br>- Restorative action e.g. repairing damage<br>- Meeting with parent/carer.<br>**KS2:**<br>- Miss a minimum of 40 minutes playtime with SLT<br>- Removal of a privilege (this cannot affect their access to a full curriculum)<br>- Meeting with parent/carer.<br><br>**REFLECT**:<br>- Reflection sheet and restorative conversation.<br><br>**OTHER CONSEQUENCES:**<br>- Internal exclusion - decided by Headteacher<br>- External exclusion - decided by Headteacher<br><br>**UNACCEPTABLE BEHAVIOURS:**<br>External exclusion | Recorded on Bromcom by class teacher/ SLT<br><br>Parent/carer informed |

## B Rationale

i The missing of playtime is designed to remove something which the child likes but the consequence is mostly symbolic. A child's behaviour is unlikely to be better having missed their time to run around. Therefore, for longer periods of time, this should be split so that a pupil does miss the entirety of their playtime.

ii The consequence should follow as quickly as possible after the incident, especially with younger pupils. It is undesirable (except where investigations continue after the incident) for consequences to be postponed to a later day or week.

## C Conflict Resolution

i At Galleywall, we manage conflict using a restorative approach. Parties will have the chance to reflect on an incident and then come together to discuss.

ii All parties have an equal voice and can express their reactions, emotions and responses to a conflict. Mutually agreed next steps are identified.

iii Conflict resolution can happen verbally or written, immediately after an incident, when revisiting a past incident or in a more formal conference.

iv Any staff member can use restorative tools to resolve conflict.

v Reflection sheets to support conflict resolution can be found here.

## D Children with SEND including SEMH

i On some occasions we recognise that key children may need additional support or systems in place to support their behaviour. This may include, but is not limited to, children with SEND including SEMH needs.

ii Staff will employ low level strategies to support a child with their behaviour by making reasonable adjustments to their curriculum or timetable, or by finding key motivators and rewards.

iii Individual children may have a personalised reward system, set by the class teacher and/or SENCO, to support their motivation and engagement in learning.

iv Where a child is identified as needing support with their behaviour, staff may implement a Behaviour Intervention Plan. Staff, parents/carers and the pupil agree to three targets. This plan is reviewed every 4-6 weeks.

v Behaviour Intervention Plans may be suggested as a result of the tracking of Tier A and B behaviours denoting a specific trend or noticeable change in behaviour.

vi Where a child needs an ongoing specific approach to manage their behaviour, staff may implement a Behaviour Support Plan. This is a more detailed outline

of how staff at Galleywall will support the child, considering the child's specific needs and how the tiered approach might need to be adapted for these needs.

## E Fixed Term Suspension

i Issuing a fixed term suspension is a last resort at Galleywall. The vast majority of behaviour will be managed within the tiered approach and the tailored support offered by individual plans outlined above.

ii The Senior Leadership Team refer to the Galleywall Exclusion Guidance which provides a framework to aid decision making around internal and external exclusions. The aim of this is to create consistency, fairness and inclusivity whilst maintaining high expectations of pupil behaviour.

iii On the occasion where behaviour is of an extremely serious nature, or where behaviour continues to be challenging over time, the headteacher may issue a fixed term suspension, following the DfE Guidance.

iv Following a fixed term suspension, a reintegration meeting is held with parents/carers, the pupil and staff. In this meeting, the child is encouraged to reflect on the incident. Staff then check on the child's readiness to return to school and review the provision in place for the child accordingly. See Reintegration forms here.

## F Positive Handling

i On rare occasions, staff may need to use positive handling in order to prevent harm to a child, their peers or staff members.

ii Please refer to our Positive Handling policy and all guidance (including staff authorised to use this) for full information.

## G Bullying

i At Galleywall, we consider bullying to be behaviour that;

- is repeated over time
- intentionally hurts, either physically or emotionally, another person or group
- targets a select individual or groups
- may be motivated by prejudice (e.g., on the basis of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities)
- may be motivated by actual or perceived differences between people
- can take different forms (e.g., use of mobile and digital technologies)

ii We take a number of steps to proactively prevent bullying, for example through our PSHE work, character assemblies and play assemblies.

iii Children are aware of how to report concerns, including through child friendly worry posters and sharing boxes in classes.

iv Where concerns have been identified, adult action is taken at an appropriate level. All children, teachers, support staff, supply/agency staff, volunteers, parents/carers and governors are expected to assertively and appropriately challenge bullying, prejudiced and discriminatory behaviour when they encounter it.

v Concerns will always be investigated, drawing on the perspectives of all involved parties and, where possible, impartial witnesses. Staff will look at each situation on a case-by-case basis to determine the appropriate course of action.

vi Behaviour that is considered to be bullying or discriminatory will be dealt with in line with the behaviour policy, outlined on page 12-13.

vii Parents/carers will be involved to ensure they are clear about our approach to any incidents of bullying, that their views are listened to and that they feel confident in taking a shared, partnership approach to resolving the issues.

## H Online Conduct

i Where the school is made aware of online incidents of unkind, disrespectful or irresponsible behaviour, it may be appropriate for the school to make a pastoral intervention with an individual, small group or larger group of children.

ii Where online incidents have a noticeable negative impact on school life, or where there is clear evidence of bullying between two or more pupils online, the school may apply the behaviour policy in order to resolve the situation.

iii We will inform parents/carers when we become aware of online issues and encourage them to follow this up with their own children in the home.

## I Searching and Confiscation

i Searching and confiscation can be conducted in line with the DfE's guidance if staff have reasonable grounds to believe that a child is in possession of something illegal or harmful to themselves or others.

ii Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

iii Unless there are reasonable grounds to believe that there is risk that serious harm will be caused to a person if the search is not carried out as a matter of

urgency, a search will be carried out by a trusted person of the same sex as the child, with another staff member present.

iv We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents/carers, if appropriate.

## J Involvement of Police

i Incidents will be resolved where possible within the school.

ii In the event that a) the incident occurred largely outside school, b) parents cannot agree to the resolution or c) there is a continuing risk of further serious harm, the police may be involved.

iii Police may be invited to speak to pupils about crime avoidance.

# Section 6: Recording and Tracking Behaviour

## A How and where to record

i Incidents of Tier A, Tier B and Tier C behaviour are recorded on Bromcom in a timely manner. Where behaviour is linked to, or impacts upon, the child's safety or wellbeing, a DSL should also be informed.

ii Incidents on Bromcom should identify the behaviour against the tiered approach, outline the events in a factual manner and list any actions required. Appropriate tags should be added to the incident.

iii Model Bromcom entry;

*select any other children involved who also received the same consequence

*List affected pupils in the 'More information' tab

*Use the drop down box to select the consequence given

*back-date to the date of the incident and a rough time

- X was playing a game in the playground.
- Z was not following the rules that X wanted.
- X punched Z once on the arm.
- Z received first aid.

$XXX informed parents/$XXX to inform SLT

iv Bromcom and CPOMS are methods of recording, not communicating. Messages to staff about behaviour incidents should be given face-to-face or via email, not through CPOMS / Bromcom entries.

v For more information on how to log an incident, read this guide.

vi When recording positive handling, please refer to this guidance.

# Section 7: Applying the Policy in EYFS

## A Education at the Core

i In EYFS, we aim to instil the highest standards of behaviour and recognise that educating our children about expected behaviour is at the core of our practise.

ii Teachers take extra care to discuss situations with children to build an understanding of the expected behaviours.

iii Each class works on a specified 'school ready' behaviour each week e.g. lining up or tidying up. The class work together to earn stars. Eight stars results in 'golden time' on a Friday for 20 minutes. This may include a short film or game as a class.

iv Visuals are used in classrooms to show acceptable and unacceptable behaviours.