

Gosforth Park First School

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GPFS Behaviour Policy

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Version Control

Document	Version	Date	Author	Change Description
GP-GB-PO-033	04	07/10/2024	Governing Body	Added Appendix 5 – Golden Rules Poster
GP-GB-PO-033	03	13/09/2023	Governing Body	Added Appendix 4 – Restorative Conversation prompts for staff
GP-GB-PO-033	03	13/09/2022	Governing Body	Added prejudiced based bullying descriptors to 'Type of Bullying' table. Added section 9 'Responding to misbehaviour of pupils with SEND'. Added Appendix 3 – Written statement of Behaviour Principles (to be reviewed annually)
GP-GB-PO-033	02	11/10/2021	Governing Body	Reviewed – no changes
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Rationale:

Gosforth Park First School believes in the highest expectations of behaviour from all of our children. Our school considers positive relationships to be at the heart of everything we do. We endeavour to provide a safe and stimulating environment in which all learners are able to feel welcome, cared for and achieve their potential. We strive to ensure that all of our children develop a love of learning, hold themselves in high regard and develop the skills, empathy and aspirations needed to enjoy happy and fulfilled lives.

1. Aims

This Behaviour Policy should be read in conjunction with the school's **Anti-Bullying Policy**, **Positive Handling Policy** and **Safeguarding and Child Protection Policy**

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Failing to follow the school rules
- Causing disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude to learning
- Disrespectful actions towards the school and/or people within it



Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial, Faith-based, Gendered (Sexist), Homophobic/biphobic, Transphobic, Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)



Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Child on child abuse	Children can abuse other children. This is now referred to as child on child abuse and can take many forms. It can happen both inside and outside of school. There may also be reports where the children concerned attend two or more different schools.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The Governing Body

Gosforth Park First School's Governing Body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary



- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6. School Rules

Gosforth Park First School has three clear and memorable Golden Rules.

These are displayed in every classroom and known by the pupils and staff. Our rules are discussed by teachers and pupils at the beginning of every academic year and teachers clarify more ambiguous words such as 'best' and 'respect' to ensure children understand the expectations within the classroom and around school.

Our school rules are:

- We follow instructions
- We try our best
- We treat our school and everyone in it with respect



At Gosforth Park First School

We follow instructions

We try our best

We treat our school and everyone in it
with respect

These are our **Golden Rules**

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise from adults
- Gold Stars (awarded for exceptional behaviour, work and effort within classrooms)
- Raffle Tickets (awarded for polite and courteous behaviour around school)
- Displayed Work (awarded when work is of a high standard and/or exceptional for an individual pupil)

The school uses a **Phased Response to Behaviour** (See Appendix 1) which includes sanctions for persistent and/or serious breaches of the Golden Rules.

7.2 Off-site behaviour

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

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our **Safeguarding and Child Protection Policy** for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.



8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the School Rules within their classroom
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Having a plan for dealing with low-level disruption
 - Using positive praise and reinforcement of expectations
 - Ensuring that restorative discussions with pupils are held privately if sanctions have been used.
 - Re-setting sanctions at the beginning of each new session once restorative discussions have been held.

The school's **Phased Response to Behaviour** (See Appendix 1) also outlines strategies that teachers can use to respond to misbehaviour.

8.2 Positive Handling (Physical Restraint)

The DfE Use of Reasonable Force Guidance; Advice for head teachers, staff and governing bodies (July 2013) allows all staff at a school to use reasonable force to keep children safe. It also allows other adults in the school to use physical interventions where reasonable, proportionate and necessary to ensure the safety of children. Those might include classroom assistants, care workers, midday supervisors, specialist support assistants, escorts, caretakers or voluntary helpers, including people accompanying pupils on visits, exchanges or holidays organised by the school.

Staff may use reasonable force to restrain a pupil to prevent them:

1. Committing an offence
2. Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
3. Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or amongst its pupils, whether during a teaching session or otherwise.

Examples of situations that fall into one of the first two categories are

- A pupil attacks a member of staff, or another pupil;
- Pupils fighting;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects;
- A pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others;
- A pupil absconds from a class or tries to leave school



Examples of situations that fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom.
- A pupil is behaving in such a way that is seriously disrupting a lesson.

Incidents of positive handling must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on the 'Positive Handling Reporting and Recording Proforma' (See **Positive Handling Policy**) and reported to parents at the earliest possible opportunity.

The school's **Positive Handling Policy** provides detailed information about the use of physical restraint, what constitutes *reasonable force* and procedures for staff to follow in the event that positive handling has to be used.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation (Updated July 2023)

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies



As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Some of the preventative measures may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

9.2 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Pupil transition

To ensure a successful transition to the next academic year or educational setting, pupils have transition sessions with their new teacher(s).

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

In specific circumstances, staff will be trained in de-escalation and to perform positive handling (physical restraint) techniques.

12. Exclusions

12.1 Fixed-term and permanent exclusions

We do not wish to exclude any child from Gosforth Park First School, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called 'Exclusion from maintained schools, academies and pupil referral units in England' (DfES, June 2012 updated September 2017).

- Full-time educational provision will be provided for excluded pupils from day 6 of their exclusion,
- Parents and carers must ensure their child is not present in a public place during the first five days of an exclusion,
- The parent will be invited to attend a reintegration interview before their child returns to school but the child's return to school will not be delayed if they fail to do so.



Only the Head Teacher has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, she will inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher will explain the appeals against exclusions process. The Head Teacher will inform the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

12.2 Appeals against exclusions

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

13. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Gosforth Park First School Governing Body at the beginning of each academic year.

14. Links with other policies

This behaviour policy is closely linked to the following policies:

- Anti-bullying Policy
- Positive Handling Policy
- Safeguarding and Child Protection Policy



Appendix 1

Phased Response to Behaviour



Phased Response to Behaviour

This document should be read in conjunction with the school Behaviour Policy. It is intended to show a clear phased response to behaviour which does not comply with our golden rules.





Appendix 2 School Report Card



Name..... Class..... Date.....

You are on report for a minimum of 5 days.

Your teacher will keep a record of your behaviour on your report and you will visit Mrs Lamb at the end of the day to show her how you have done.

Green means that your behaviour has been excellent.

Yellow means that you have needed reminders to remain on task.

Orange means that your behaviour has broken the school rules and this has caused problems for other people.

Red means that your behaviour has continuously broken school rules and is causing serious problems for other people.

<u>The Problem</u>	<u>What I need to do</u>

	<i>Session One</i>	<i>Break</i>	<i>Session Two</i>	<i>Lunch</i>	<i>Session Three</i>	<i>Teacher comments</i>
<i>Day 1</i>						
<i>Day 2</i>						
<i>Day 3</i>						
<i>Day 4</i>						
<i>Day 5</i>						
<i>Head Teacher's comment:</i>						



Appendix 3

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions through a restorative approach

This written statement of behaviour principles is reviewed and approved by the governing body annually.

Appendix 4

Restorative Conversation Prompts for Teachers

Restorative Conversation

1. What happened?
2. How were you feeling at the time?
3. How are you feeling now?
4. Who has been affected by your actions?
5. What could we do to make things right?





Appendix 5

Phased Response to Behaviour Poster for Classrooms

 <p>Green</p>	<h1>Golden Rules</h1> <ol style="list-style-type: none"> 1. We follow instructions. 2. We try our best. 3. We treat our school and everyone in it with respect. 
<p>Yellow</p>	<p>Warning</p>
<p>Orange</p>	<p>Restorative Discussion</p>
<p>Red</p>	<p>Sent to Senior Leader</p>

