Gatley Primary School

Standards of and Learning Behaviour Policy

This policy outlines our expectations and aspirations for behaviours, which are integral to teaching and learning. The policy, which focuses on both standards of behaviour and behaviours for learning, celebrates achievement and applies sanctions where appropriate. It promotes a consistent approach which involves all staff, pupils and parents. This policy has been written in accordance with the following legislation and guidance:

The Education Act 1996,

School Standards Framework Act 1998,

Education Act 2002, Education and Inspections Act 2006 and the Education Act 2011,

School Information Regulations 2008

Equality Act 2010 Behaviour and Discipline in Schools – Advice for Headteachers and school staff.

Behaviour in Schools – DFE February 2024

School suspensions and permanent exclusions- DFE July 2026

September 2026

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
11.03.2014	1.0	First draft created and circulated to Senior Leadership Team and Board of Governors	V McManus
26.06.2014	1.1	Second draft created and circulated to Senior Leadership Team and Board of Governors	V McManus
08.07.2014	1.2	Second draft agreed with Board of Governors	S Foster
11.07.2014	1.2	Document published – review date July 2015	K Bhaskaran
17.11.2015	1.3	Policy reviewed	V McManus
30.11.2016	1.4	Stakeholder consultation & review	V McManus
29.11.2017	1.5	Reviewed	V McManus
13.11.2018	1.5	Reviewed	V McManus
06.12.2020	1.6	Policy amended in light of COVID 19	R.Lyall
16.03.2022	1.7	Policy amended in light of Trust external audit on Safeguarding	G.Norman
23.05.2022	2.0	Policy reformatted based on updated legal frameworks and consultation with children and staff.	G.Norman
	2.0	Policy approved by AGB	G.Norman/ T.Butt/C.Lowe
29.08.2022	2.1	Policy language update in light of KCSIE and new behaviour guidance from DFE	G.Norman
27.01.23	2.2	Policy updated in light of legal training on off-site directions.	G.Norman
01.09.23	2.3	Policy updated with ELT expectations	G.Norman
01.09.24	2.4	Policy checked	J.Marchi
14.01.25	2.5	Policy updated – changes to rewards and updates to behaviour curriculum	J. Marchi C. Lowe
26.01.26	2.6	Policy updated- refinement to the behaviour policy	D Guinnane J. Marchi
26.09.26	2.7	Policy updated- refinement to the behaviour policy	J. Marchi

Signed J Marchi

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1. Expectations for Behaviour and Relationships in the Education Learning Trust

Collaborate:

- Every single pupil has a teacher who knows them well, securing positive relationships and connections between our schools and families.
- All stakeholders are invested in the ambitious expectations we have of our pupils because they feel consulted.
- Successful strategies are shared to enrich our pupils' learning experiences and impact on outcomes.

Empower:

- Pupils are ready to learn and have everything they need equipping them to achieve academically, be confident and feel equal amongst peers.
- Accountability is high and enables our pupils to understand consequences, taking ownership of their behaviour in the school and community.

- Expectations are continually articulated with consistent language and application of policy everywhere in school.

Achieve:

- The quality of education, relationships and exceptional curriculum expectations are viewed as interrelated.
- Staff are curious and engage with research to seek out how change can occur in the classroom ensuring our pupils benefit from improved provision to meet their needs.
- Restorative and reflective approaches develop self-control and compassion.

2. Introduction

Gatley Primary School is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion in an environment where pupils feel included, valued and safe. This is underpinned by the school's values of: choice, independence, social responsibility, life skills and achievement in order to 'Enjoy Learning and Achieving Together.'

This policy outlines what we expect from all our pupils in terms of their behaviours: in the classroom, in the wider school environment and when representing our school. This policy outlines the school's aspirations for developing effective learning behaviours; the expectations for standards of behaviours; and the sanctions and rewards that will be consistently applied within the application of this policy. It extends to all members of our school community and is written in line with our governing body's statement of behaviour principles. These principles form the basis of pupil voice and agency in our school community and are born out of the UN Rights of the Child charter (see Appendix 1).

Good behaviour and self-discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their school years. The policy underpins a whole school approach with shared responsibility from all staff (Epstein et al., 2008), as well as harmonious working relationships between teachers and parents. We have the belief that if the standards of behaviour are in place and upheld this can pave way for the development of effective learning behaviours as a way in which to support learners to 'draw upon previous experience to understand and evaluate the present, so as to shape future action and formulate new knowledge.' (J.Abbott 2000)

This policy is based on the good practice outlined in the DfE guidance on Behaviour in Schools discipline and the revised behaviour in schools guidance and suspension and permanent exclusions guidance. It is in line with the duties set out in sections 88-94 Education & Inspections Act 2006 and Schedule 1 to the Independent School Standards Regulations 2014.

3. Aims

Gatley Primary School aims to develop a culture where children thrive as part of a learning community through:

- Developing standards of behaviour through the use of consistent routines and developing social norms which enable our pupils to be exemplary in their behaviour in the school community and beyond

- Modelling, rewarding and sanctioning these standards of behaviour in line with expectations

- Developing our collective understanding of learning behaviours and providing environments which teach, develop and foster these.

- Building and promoting positive relationships centred on understanding our motivations.

- Upholding the ethos of the statement of behaviour principles

In achieving these aims, pupils will leave school with the values and skills and behaviours to continue to make excellent progress in their next steps both educationally and personally.

4. Standards of behaviour – APPROACH

At Gatley Primary School, we set high expectations of behaviour for all our children, at all times in all parts of our school environment. We believe appropriate behaviour is the foundation upon which children can build aspirational learning behaviours, and therefore is key to becoming a successful learner. These expectations are consistent throughout all year groups, allowing children to familiarise and embed appropriate behaviour. Sanctions are applied by staff through a graded response, when these expectations are not met. Our expected standards of behaviours can be seen in the 'Beginning' section of our behaviour charter (see Appendix 2) These include:

- Respecting others and their property, including school property

- Following instructions and established routines (e.g. 'show me 10' and 'the learning bus')

- Maintaining a safe environment for themselves and others

- Moving around school responsibly and with pride (CHAMPS)

- Being prepared – wearing our school uniform with pride and being prepared for the school day

- Working with others in a friendly and cooperative manner in all areas of the school (ACTIVE)

- Completing our work to a high standard.

These are our base expectations for behaviour and are actively labelled and exemplified for children to understand. They are also shaped with pupils each year using the statement of written principles to underpin the class level interpretation of this. Our pupils understand that our expectations of behaviour should include:

Whole school aspects of this are exemplified through our acronyms:

A – Active listening

P – Proud

P – Productive

R – Responsible

O – Organised

A – Appreciate Others

C – Challenge Yourself

H – High Expectations

C – Calmly and quietly

H- Hands to yourself

A-Aware of others

M-Move slowly

P-Pass to the left

S-Share a smile

A – Act socially responsibly

C- Collaborate

T- Think of others

I – Include everyone

V- Value equipment

E- Enjoy ourselves

5. Learning Behaviours

With the appreciation that learning behaviours are 'thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom' (Ellis and Todd 2018), at Gatley Primary School, we promote aspirational behaviours for learning for all our children. These are exemplified through our core school values of achieve, independence, social responsibility, choice and life skills. Within our classrooms, learning behaviours are modelled and scaffolds are provided to enable children to reach their full potential in all curriculum areas. These behaviours are rewarded and celebrated in a variety of ways throughout the school day.

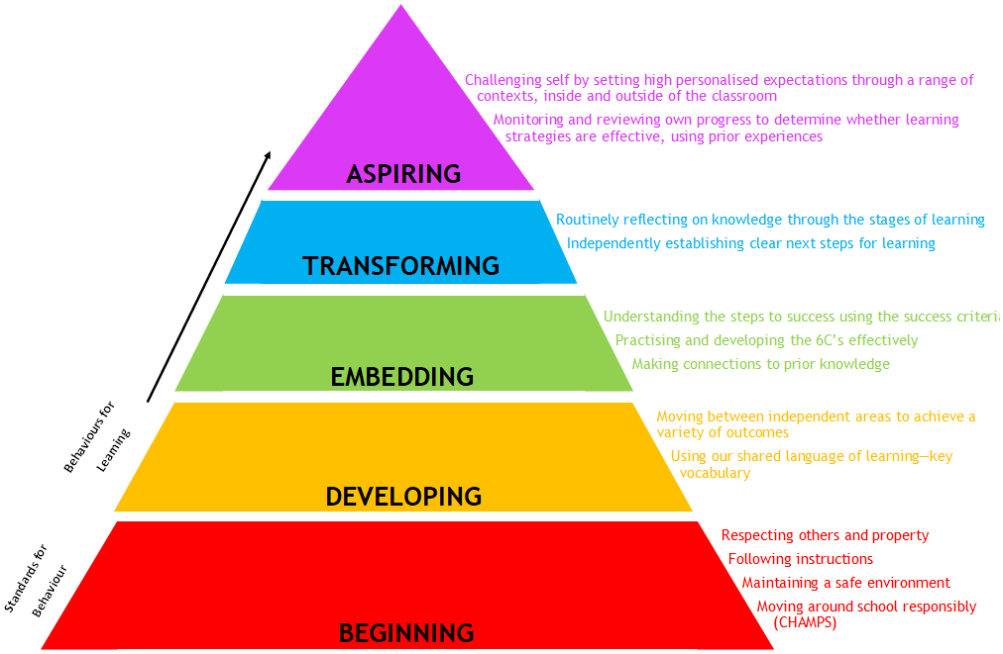
These behaviours can be found in the 'developing' section and upwards of our behaviour charter. Our praise systems are weighted more heavily towards rewarding these behaviours. This approach is supported by the EEF research where, under the recommendations, we are prioritising strand 1 and 2: Knowing our pupils and their influences (pupil consultation on curriculum) and Teaching learning behaviours. (https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-

reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1635355216). (See Appendix 3) We believe that rewarding and modelling, alongside providing opportunities to develop identified behaviours will result in learning behaviours being effectively developed.

Our pupils understand the core principle learning behaviours to be: organisation, making connections, refine and review, challenge and going beyond. These behaviours were identified and defined by our school council, following observation of children's learning behaviours across the school.

Dojo images selcted by pupils for these behaviours.

Through pupil and staff consultation we shaped the following approach to exemplify how standards of behaviour move into effective learning behaviours:



Development of standards of behaviour to behaviours for learning model devised by staff and leaders.

This image is understood by all (children and staff) and is visible in classrooms and learning spaces around our school as a visual reminder of our expectations for standards of behaviour and our aspiration for effective

behaviours for learning. This image is used as a tool by which to support the teaching and modelling of effective behaviours of learning, in line with the second EEF recommendation (EEF improving behaviours in schools recommendations)

6. Responsibilities

Staff

In order to develop the aims of this policy the school and staff will:

- Teach the behaviour curriculum
- Work consistently with parents to understand the school's expectations and aspirations for their child's behaviour as outlined in this policy.
- Model standards of behaviour and reward these where these are seen in pupils in line with the graduated approach.
- Provide opportunities for children to develop and foster effective learning behaviours and reward these where these are seen in pupils in line with the graduated approach.
- Make clear that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally.
- Apply this policy fairly, proportionately, and without discrimination, eg: children with disabilities as well as the additional challenges that some vulnerable pupils may face.
- Train staff to deal with behavioural strategies as part of their continual professional development.
- Work with parents to understand the school's expectations and aspirations for their child's behaviour as outlined in this policy.
- Use ClassDojo as a system for tracking and reporting behaviours in accordance with the graded response. This will see children gaining Dojo points and in some cases losing Dojo points where certain behaviours are not adhered to.
- Report behavioural concerns to parents in a proactive and supportive manner using this policy as the basis of the support.
- Actively promote learning and standards of behaviour within the school; this is referenced in classrooms around the school building.
- Engage with training and professional development which will support, foster and develop behaviours in school.
- Monitor behaviours around school to ensure that pupils are using the school grounds respectfully and behaving appropriately.

Where children are rewarded or receive sanctions for their behaviours, it is important that they understand what the reward or sanction is for and why they have received this. This is done so by implementing our graded approach to rewards and sanctions.

Pupils

The school expects all of its pupils to show respect to one another, to school staff, and anyone else that they may meet by upholding the school's standards of behaviour. Where exemplary examples of these standards are shown, pupils will be rewarded for this behaviour. Where these standards of behaviour are not upheld, sanctions will be issued in accordance with our graded response.

These standards of behaviour are outlined in our school acronyms APPROACH, CHAMPS and ACTIVE (appendix 5 and 6) and are further exemplified in our behaviour charter and Home-School agreement where we expect pupils to:

- Respect others and their property including school property
- Follow instructions and established routines – (show me 10, the learning bus)
- Maintain a safe environment for themselves and others
- Move around school responsibly and with pride (CHAMPS)
- Being prepared – wearing our school uniform with pride and being prepared for the school day
- Working with others in a friendly and cooperative manner, both inside and outside of the classroom (ACTIVE)
- Completing our work to a high standard – including completing our homework on time.

The above are outlined in the school's Home-School agreement.

Additionally to this, we aspire for our pupils to develop excellent learning behaviours. In order to develop these we work with the pupils to develop their understanding and application of the following behaviours: organisation, making connections, refine and review, challenge and going above and beyond.

Parents

We value and appreciate the important role parents' play in ensuring that their children are responsible for their own behaviour in school. We work with our families in partnership to do this via our home-school agreement. In line with this agreement we ask that families support their child by:

- Ensuring that their child is at school on time, appropriately dressed, rested, and equipped.
- Actively encourage and promote their child to adhere to school rules and procedures.
- Communicate with class teachers to share and celebrate positive behaviours outside of school
- Communicate with the school where concerns may arise about their child's behaviour
- Work with the school staff and the school's systems, policies and procedures to support behaviours where the need may arise
- Actively celebrate their child's achievements outside of school by engaging with the ClassDojo platform
- Support the school with sanctions which may need to be issued in accordance with the graded response
- Attend meetings where the school raises concerns about a child's behaviour

7. Developing and Rewarding Behaviours

The school works with all its pupils to develop both good standards of behaviour and good learning behaviours. These expectations are the same for all our pupils and are developed in line with our behaviour charter (see Appendix 2). Time is given within the school day to discuss, model, share and celebrate behaviours this includes in classrooms and in assemblies. Where children may need support to develop their behaviours outside of this approach, reasonable adjustments can be applied to support the child in their understanding whilst maintaining high expectations for all.

Consultation on developing this policy is essential to developing behaviours. This includes the voice of staff, children and stakeholders to shape the ethos of this policy.

We believe in developing a culture where behaviours for learning are rewarded and celebrated. This is done so using ClassDojo and the use of Dojo points. There are standardised dojos across the school, as outlined in Appendix 2, and give scope for each class's individual needs to add more on top of this where this is needed.

8. Graded Response - Rewards

Encouraging Good Behaviours -

For daily expected behaviours	For being a 'CHAMP'	For being 'ACTIVE'	Dojo Points	Exceptional behaviour/ achievements	For going the extra mile in your approach	For exceptional outcomes	For exceptional outcomes over a week	For consistently demonstrating our school values over a week	For perseverance	For the class with the most points (identified each half term)
Verbal praise	CHAMPS ticket Chance to win a seat at the VIP table	ACTIVE token Chance to win extra playtime on the AstroTurf	For the agreed behaviours of: • Displaying one of the **school values** • Displaying one of the **learning behaviour principles** • Staying off the traffic light (3) • Star of the week (3) • Inclusivity • Looking after the environment • Demonstrating the 6C's • Active participation	Personalised stickers	A postcard home	Visit to Headteacher and sticker in book	Star of the Week (Red certificate)	Star of the week (blue certificate)	Dojo message home/ portfolio post	Reward selected each half term

9. A Graded Response - Sanctions

Where there is failure to meet outlined expectations for standards of behaviour, the following will apply:

Sanction	**Examples of Behaviour** **(this is not an exhaustive list)**	**Restorative Approach/follow up**
Verbal Warning	Initial failure to meet standards of behaviour e.g. -not respecting others and property -not following instructions/established routines -not maintaining a safe environment -not moving around school responsibly	Conversation to remind of expectations and standards of behaviour Verbal praise to follow when standards of behaviours are demonstrated
Traffic Light System/Loss of Dojos **-Green light – lose 1 point. Name goes on green traffic light.**	Failure to meet standards of behaviour despite verbal warning Not following the learning charter Not sufficiently prepared (e.g. no PE kit, no homework, deliberate breach of uniform policy) Inappropriate or unkind language	Conversation to establish what will be done to achieve their 'Righting a Wrong Dojo'. See appendix 7 for charts to support this conversation. Where appropriate labelling behaviour via Dojo to support conversations at home
-Amber light- lose 2 points or an additional point. Name on amber traffic light. -Loss of free time to consider actions (e.g. up to 10 minutes of break, additional pastoral conversation, thinking time)	Repeated failure to meet standards of behaviour Repeatedly not following the learning charter Two breaches of expectations of behaviour, which may have occurred within the same incident	Conversation to establish what will be done to achieve their 2 'Righting a Wrong Dojos'. See appendix 7 for charts to support this conversation Visual to be given to support with identification of 'righting a wrong' dojos

	-physical retaliation	and actions Where appropriate labelling behaviour via Dojo to support conversations at home
-**Red light- lose 3 points** Name of red traffic light -Loss of free time to consider actions. (implement new space, new face) to consider actions (e.g. missing break time, social story) -Recorded on 'red light log'	Continued repeated failure to meet standards of behaviour Escalation in behaviour following previous incidents which points have been lost for	Conversation to establish what will be done to achieve their 3 'Righting a Wrong Dojos'. See appendix 7 for charts to support this conversation Visual to be given to support with identification of 'righting a wrong' dojos and actions Where appropriate labelling behaviour via Dojo to support conversations at home
Straight to red light- lose 3 points Name of red traffic light -Loss of free time to consider actions. (implement new space, new face) to consider actions (e.g. missing break time, social story) -Teacher to contact home (either via phone or meeting). Recorded on 'red light log'.	Unprovoked or deliberate physical aggression Discriminatory or offensive targeted behaviour/language or racist language Bringing a mobile phone onto the school site	Investigation in to behaviour conducted, including witnesses where required (see appendix 10 for structure for this) Conversation to establish what will be done to achieve their 3 'Righting a Wrong Dojos'. See appendix 7 for charts to support this conversation Visual to be given to support with identification of 'righting a wrong' dojos and actions Restorative conversation with child and affected child(ren) where appropriate

		Record of 'red lights' to be analysed half termly to identify trends which will be addressed through behaviour curriculum focus.
Partner Class -Child completes next session in partner class (time out and reflection) -Additional lost dojo (total =4 or more) -Teacher communicates with parents and record of conversation kept on parent meeting form -Logged on partner class log	Child is already on a red traffic light, continued repeated failure to meet standards of behaviour An act of behaviour which involves multiple policy breaches e.g: Multiple incidents of physical aggression (not linked) Incident of physical aggression plus failure to meet standards of behaviour (e.g. aggression + inappropriate language) An act of behaviour so serious that immediate separation is required for the child and the rest of the class. This can be for an act of bullying once this has been established and categorised. Child has used a mobile phone, breaching safeguarding practices (e.g. taken photograph, accessed social media in school) Child has acted in a way before or directly after school whilst wearing their school uniform which puts themselves, others or the reputation of the school at risk or could compromise the safeguarding of themselves or others.	Investigation into behaviour conducted, including witnesses where required (see appendix 10 for structure for this) Session in partner class to include reflective activity based upon behaviour incident Following time in partner class, a reintroduction session with a trusted adult to ensure transition back to the classroom is effective
-Three red light incidents over a 6 week period (rolling record) Logged and reported to phase	Repeated or frequent behaviours of concern	Antecedent behaviour log completed to identify triggers

leader Meeting with class teacher and leader (e.g. phase leader)		Individualised reward chart implemented (see appendix 8) Two week review meeting with parents to share progress and successes Three week close monitoring of individual child's dojo log- comments to be added to any points lost to support conversations at home
Two referrals to partner class in a fortnight (rolling record) Two week behaviour diary implemented in collaboration with the behaviour lead (see appendix 9) Class teacher and leader (e.g. year group lead, phase leader, behaviour lead) to meet with parent to share behaviour diary Behaviour diary shared with parents daily (e.g. via dojo). Review meeting at end of 2 week period.	Behaviours as outlined in the sections above. Continued and repeated acts of bullying.	Antecedent behaviour log completed to identify triggers Individualised reward chart (see appendix 8 for example) implemented (in place for at least 4 weeks) Two week review meeting with parents to share progress and successes Three week close monitoring of individual child's dojo log- comments to be added to any points lost to support conversations at home Child to be involved in identifying targets for behaviour diary Diary to be removed at end of two week period if behaviour has improved. Extend

		for a further two weeks if needed.
Refer to Leader (e.g. Behaviour Lead, Pastoral Lead, Senior Leader) Conversation with child to remind of expectations and to review behaviour diary Phone-call to parents from class teacher Loss of dojo points	Continued display of behaviours targeted for improvement on behaviour diary (during period of behaviour diary being implemented)	Refinement of targets on behaviour diary Extension of behaviour diary for a further two weeks (from point of further incident) Additional pastoral support put in place (e.g. daily timetable, support at breaks/lunch, social stories) At end of two week period, if targets have been met, remove behaviour diary. Step down to individualised reward chart.
1 Day Internal Seclusion Meeting with Assistant Head and Deputy Head and Parents Issue seclusion letter Loss of dojo points.	Whilst on a behaviour diary, continued deterioration of identified behaviours, following intervention from leaders. Whilst on a behaviour diary, escalation in physical behaviours. A serious incident which had the potential to cause safeguarding risks to the child or others. This may include acts of bullying where previous intervention has been unsuccessful. A malicious allegation against a member of staff is made.	Meeting with parent, assistant head and deputy head to issue letter of seclusion. Follow up meeting with parent following day of seclusion to share reflections and next steps. Restorative session with child and others affected (where appropriate) including additional pastoral support. Reintegration session with a trusted adult the following day. Where behaviour diary was in place, this to be extended for a further two weeks from the incident. Where not on behaviour diary

		put in place for 2 weeks in first instance. Phone call with parents at end of week to discuss progress and share successes. At end of two week period, if targets have been met, remove behaviour diary or refine and extend for two more weeks. Individual reward chart to be put in place for next 4 weeks.
Refer to head teacher Conversation with child to remind of expectations and to review/put in place behaviour diary Meeting with parents with class teacher and senior leader- explain child is at risk of suspension Loss of dojo points	Continued deterioration in behaviour following day in seclusion within a two week period	Personalised timetable to be put in place Review and refinement of behaviour diary and identified targets Consideration of wider privileges e.g. school trips will also be discussed at this stage Risk assessment where appropriate At end of two week period, if targets have been met, step down behaviour diary. Individual reward chart to be put in place for next 4 weeks.
Suspension (1-2 days)	Continued deterioration in behaviour in the 2 weeks following head teacher visit.	Head teacher (and/or associate head teacher) to meet with child and parent to

Suspension letter issued	Risk of severe clause breach Where a pupil's behaviour presents a serious and immediate risk to the health, safety or welfare of the pupil, other pupils or members of staff, the school may consider suspension. This may include circumstances where, despite all reasonable endeavours and appropriate and proportionate support and intervention, a pupil's behaviour escalates to a level at which it cannot be safely managed within the school environment and there is a significant risk of harm to the pupil or others.	explain suspension. Work to be issued and brought back to re-integration meeting Reintegration session with a trusted adult. Reintegration meeting with parents following suspension Implementation of my plan Risk assessment and personalised timetable to support reintegration Weekly review meeting with parents for the next three weeks. Remain here for rolling half term.
Suspension (2+days) Suspension letter issued In the case of suspension in excess of 6 days the child will be referred to one of our trust schools.	Following 1-2 day suspension: Continued deterioration in behaviour Risk of severe clause breach- investigation into permanent exclusion (see Education Learning Trust's Exclusions Policy) Where a pupil's behaviour presents a serious and immediate risk to the health, safety or welfare of the pupil, other	Head teacher (and/or associate head teacher) to meet with child and parent to explain suspension. Work to be issued and brought back to re-integration meeting and/or shared via class dojo Reintegration meeting with parents following suspension

	pupils or members of staff, the school may consider suspension. This may include circumstances where, despite appropriate and proportionate support and intervention, a pupil's behaviour escalates to a level at which it cannot be safely managed within the school environment and there is a significant risk of harm to the pupil or others.	Reintegration session with a trusted adult. Refinement of crisis curve/my plan Refinement of risk assessment and personalised timetable to support reintegration Weekly review meeting with parents for the next three weeks. Remain here for rolling half term.
Off Site Direction (for a stipulated fixed period) Time spent in an alternative setting (duel registration)	Where exclusion is a risk for the pupil because all other strategies are in place but are not addressing the behaviours and/or the behaviours previously sanctioned have already led to a suspension.	Off-site direction identified and risk assessment updated and put into place
Referral to Headteacher - Permanent Exclusion This will be carried out as for a last resort in response to a serious breach of the school's Behaviour Policy; and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. **Referral to exclusion guidelines and ELT exclusion policy**	Bringing offensive weapons including BB guns, pen knives, bladed items or drugs onto school premises. Severe clause breach of the school behaviour policy (see list below)	Police meeting for restorative conversation where necessary New school environment sourced in consultation with parents and the local authority.

The table above is not an exhaustive list but provides as a guide for children, staff and parents in the implementation of this policy.

10. **Proactive strategies to support behaviour**

These can be implemented as and when necessary and in line with the graduated response.

- Visual dojo chart
- Sticker chart
- Individualised daily timetable
- Now and next board/visuals
- Identified rewards
- Crisis curve to unpick behaviour
- Restorative conversations chart
- Righting a wrong form
- Behaviour targets
- Antecedent behaviour log

11. Severe Clause Breaches and Prohibited Items

Under no circumstances will illegal or inappropriate items be tolerated in school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in sanctions and possibly in exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- any form of bullying
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances
- theft

- serious actual or threatened violence against another pupil or a member of staff
- abuse or assault
- carrying an offensive weapon
- arson/ flammable items
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour

Some of the above list, once investigated, may be deemed as a sever clause breach of this policy and will result in the exclusion of a child. In these instances the Education Learning Trust's Exclusions Policy will be implemented.

Parents are made aware of these expectations in parent transition meetings at the beginning of each year.

12.Investigating incidents

Before issuing sanctions where the actions were not observed by a member of staff, it may be necessary to investigate the surrounding events. This is an important part of the process which enables the child's voice and perspective to be heard. We will appoint a trusted or known adult to do this.

Where possible we will investigate the incident the same day. This may not always be possible and the investigation may need to be continued until the following school day, particularly if there is new information or if there is a discrepancy in the accounts. Where this happens parents will be informed.

When investigating an incident we will:

- Take the child's account (in their writing where possible)
- Take witness accounts – separate those involved whilst incident is investigated
- Take accounts from other adults where appropriate
- Use restorative conversations chart/visuals
- Implement pastoral support

When the facts are established, work will continue to enable the child to understand the number of sanctions issued proportionate to the act in line with the graded response.

Importantly, where there may be other children involved, the children will be supported to resolve their conflict in a decision facilitated by a trusted adult.

13. Regulating pupil's offsite conduct

Pupils who are caught or known to have behaved in a way which compromises the school's standards of behaviour, aspects identified in the severe clause breach section or a way which brings

the school's reputation into disrepute, on the way to or from school, near the school premises or where it would be considered reasonable to impose sanctions for behaviour outside school e.g. cyberbullying, they will be sanctioned in line with this policy.

Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- the effect such an action may have on the other pupils;
- the extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another pupil or member of staff;
- whether the misbehaviour was on the way to or from the school or the pupil was taking part in any school-organised or school-related activity; and
- if it was at a time when the pupil is in some other way identifiable as a pupil of the school or might be expected to act as an ambassador for the school.

If found to be any of the above, the behaviour will be investigated and sanctioned in accordance with this policy.

14. Reasonable Adjustments

Where there is repeated dojo loss or warnings for the same behaviours, we would seek to understand the trigger points for these behaviours and support the child to understand what these triggers are and how we can act proactively to reduce these repeated behaviours from happening. This can be done using our antecedent behavioural log. These behaviours are monitored by the class teachers and concerns are shared in accordance with this policy. With the triggers known and understood, we can work to pre-empt the behaviours by modifying some practice i.e.: structuring playtimes etc. Whilst the sanctions will not change the timeframes for issuing these of the level of restorative approach may be modified to support the child.

For pupil's with identified with SEN and/or disabilities the same expectations in this policy apply but we recognise that there may need to be increased support or intervention. An individual provision map will be used for pupils for whom their SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

To ensure inclusive, equitable access to learning and uphold high expectations for all, the following strategies are examples of proactive approaches and reasonable adjustments used at our school:

- Visuals and non-verbal cues to support understanding and independence.
- Use of sand timers, calm-down spaces, and breathing strategies to support emotional regulation.
- Individual seating plans or workspace zones to reduce distraction and support focus.
- Clear, consistent routines and expectations, reviewed regularly with pupils.
- Soft starts and transition strategies (e.g. Go Noodle, quiet activities) to ease pupils into learning.

- Note taking books or quiet alternatives during longer inputs for pupils who struggle with sustained attention.
- De-escalation strategies taught explicitly (e.g. colour monster, Mo Scale, breathing hands).
- Safe, predictable environments for children to use when dysregulated.
- Subtle behaviour redirection (e.g. removing dojo sounds, avoiding public sanctions).
- Personalised sticker charts or visual motivators to support specific behaviour targets.
- Fidget toys or sensory resources when needed to aid regulation.
- Opportunities for children to model positive behaviours (e.g. classroom roles, circle times).
- Time invested in building personal relationships and understanding children's needs.
- Restorative conversations and space for reflection after incidents.
- Celebrating small successes to build confidence and self-worth.
- Supporting social communication through structured games, turn-taking, and role-play.
- Regular communication with home, especially when supporting a targeted behaviour plan.
- Staff awareness of individual strategies (through One Page Profiles or SEND documentation).
- Opportunities for pupil voice to share concerns, celebrate progress, and promote ownership.

15. Supporting Policies

All aspects of this policy work in conjunction with a number of other school policies including: safeguarding, anti-bullying, communication strategy, Attendance Policy, home-school agreement, ICT acceptable use policy, SEND offer and child on child abuse policy.

At Gatley Primary School, our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated. The definitions and the process of investigating and sanctioning acts of bullying are outlined in our Anti-bullying policy.

16. Searching and confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item outlined in the prohibited item section. Head teachers and other members of staff authorised by them, have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of prohibited items.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

17. Use of force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Gatley Primary School does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the Headteacher has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents. Where reasonable force or intervention has had to be used, consideration of a 'my plan' approach to the use of physical intervention will be documented and shared with parents and other relevant services.

Such serious incidents involving the use of force will also be recorded by the school and will be shared with parents.

18. Attendance

We encourage an attitude to attendance which prepares pupils for future. Regular attendance at school is required by law, and Gatley Primary School takes attendance very seriously. The Attendance Policy outlines the school's approach to developing good attendance and punctuality. Where concerns arise, parents or carers will be contacted to discuss possible reasons and school support systems that could help. Where the absence is a result of the child's behaviour at home, school will work with parents to reward and sanction this behaviour.

19.Training

Behavioural instances are logged via the use of ClassDojo and are internally monitored by Assistant

Head Teachers. Instances of targeted, repeated behaviours or other behaviours which give rise to concerns, should be recorded as a Note of Concern. Where appropriate these are shared with governors. Staff are consulted in the shaping of this policy annual and therefore are trained in its implementation. Additionally, training for Team Teach, where safe physical restraining may need to be used, named staff receive this training on a rolling programme. We currently have 4 trained staff in this approach. These holds will only ever be used as a last resort where the child may be at risk to themselves our others.

20. Safeguarding and Child on Child Abuse

In line with the Safeguarding, child on child Abuse and Anti-bullying Policies, these policies seek to keep our children safe from harmful behaviours of other, both physically and mentally. These behaviours will not be tolerated and will thoroughly investigated to understand: what behaviours have taken place, any motives or additional circumstances which may need to be factored into the nature of the sanction. The level of sanction will also consider if these behaviours are targeted or repeated over time. The ways in which this is reported and managed, including support for both parties, are outlined in the child on child Abuse, Anti-bullying and or Safeguarding Policies.

21. Monitoring and Impact

With support from governors, this policy will be reviewed and monitored through school self-evaluation activities. The policy will be reviewed annually in consultation with pupils and staff or in light of any legal or guidance changes.

Parents are viewed as key partners in the success of their child at school. Within our Home-School agreement, we ask for their support in the implementation of all school policies. Where parents have concerns we ask that these are shared with class teachers. Where this is not resolved, we ask that parents consult with our complaints policy.

22.Behaviour Curriculum and Progression Grid

As part of our whole-school approach to building a consistent and supportive behaviour culture, we have introduced a Behaviour Curriculum Progression Grid. This curriculum ensures all pupils are explicitly taught the behaviours that support positive learning, relationships, and conduct across the school day.

The grid is structured around six key "Big Ideas," with one focus each half-term:

Routines & Expectations
Compassion
Behaviour for Learning
Empowerment

Collaboration
Social Responsibility

Each Big Idea is broken down into milestone statements for EYFS, KS1, LKS2, and UKS2 and the corresponding concepts aligned to each Big Idea. These outline what pupils will be taught and expected to demonstrate at different stages of their school journey, supporting progression and shared expectations across the school.

How the Behaviour Curriculum is Taught:

Form Time:
Each class has dedicated Form Time sessions where the current half-term's Big Idea is introduced and explored through purposeful discussion, classroom activities, reflection, and age-appropriate tasks. Teachers use the progression grid to guide delivery and focus.

Assemblies:
Assemblies are used to launch the new Big Idea each half-term and revisit key themes. SLT-led and key stage assemblies help reinforce the curriculum and celebrate positive behaviours in action. Our Year 6 children support our younger children in accessing these assemblies, mentoring them in understanding our behaviour curriculum through modelling positive behaviour.

Classroom Practice:
Teachers link behaviour learning to day-to-day routines, expectations, and praise systems. This supports consistency across lessons, transitions, whole-school behavioural systems and social times.

Recognition Systems:
Our Dojo reward system is linked to key concepts from the behaviour curriculum. Children are rewarded for showing behaviours linked to the current Big Idea, e.g. independence, kindness, fairness. This makes the curriculum visible and meaningful.

23. Equality Statement

At Gatley Primary, we are committed to promoting equality, inclusion, and respect for all pupils, staff, and members of our school community. Our behaviour policy is applied fairly and consistently, in line with the Equality Act 2010.

We recognise and celebrate the diverse backgrounds, needs, and experiences of our pupils. We understand that behaviour can be influenced by a range of factors, including age, special educational needs and disabilities (SEND), culture, language, family circumstances, and social or emotional needs. Where appropriate, reasonable adjustments and additional support will be put in place to ensure all pupils are treated fairly and are able to meet our behaviour expectations.

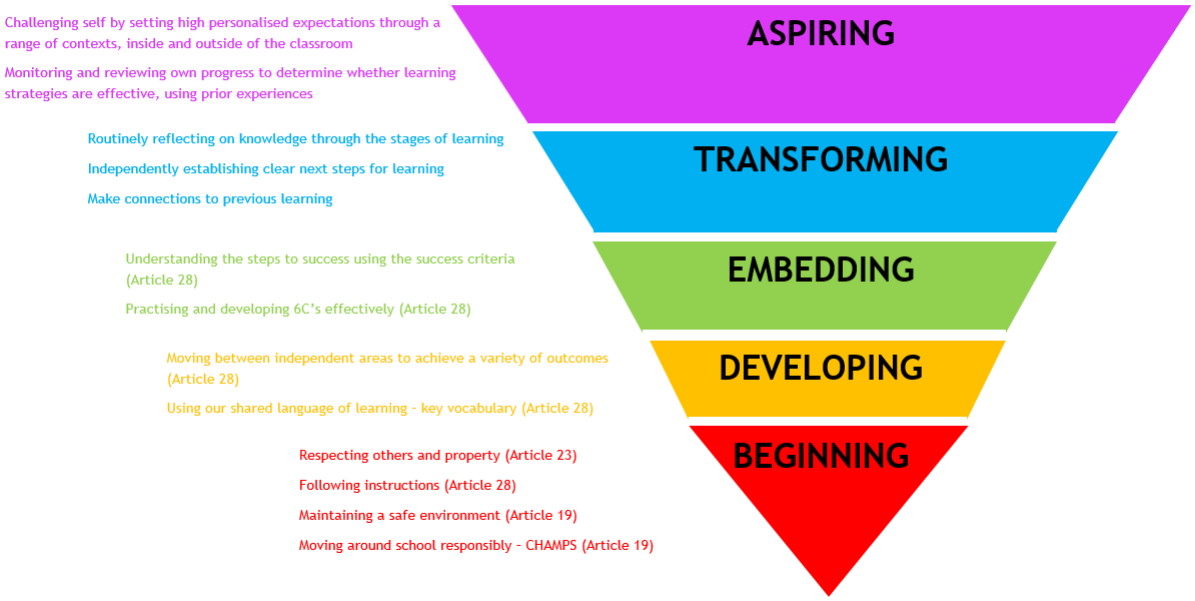
We do not tolerate discrimination, harassment, bullying, or victimisation of any kind. All pupils have the right to feel safe, valued, and respected. Through our behaviour policy, we actively promote positive relationships, inclusion, and a culture of mutual respect across our school.

Appendixes

UN Rights of the Child

Behaviour Charter
Maturity Model from Standards of Behaviour to Learning Behaviours

Behaviour Charter



EEF guidance report

Antecedent Behaviour Log

Current behaviour focus:		
What can positive and negative look like:	Examples of positive:	
	Examples of negative:	

Before	What are the triggers? What happens before? When? Where? Body Language?
	Next Step: What do we do to pre-empt the triggers?

During	Aligned to the policy	
	Informal warning	
	Formal warning	

	Loss of Dojo	Positively

After	What do we do move forward positively?

'CHAMPS' Acronym

'ACTIVE' Acronym

APPROACH acronym

‘Righting a wrong’ proformas

What happened?

What Am I Going To Do To Put This Right?

First

Next

Then

Wrong Choice	Action To Right The Wrong	Reflection and Comment

Individualised reward chart

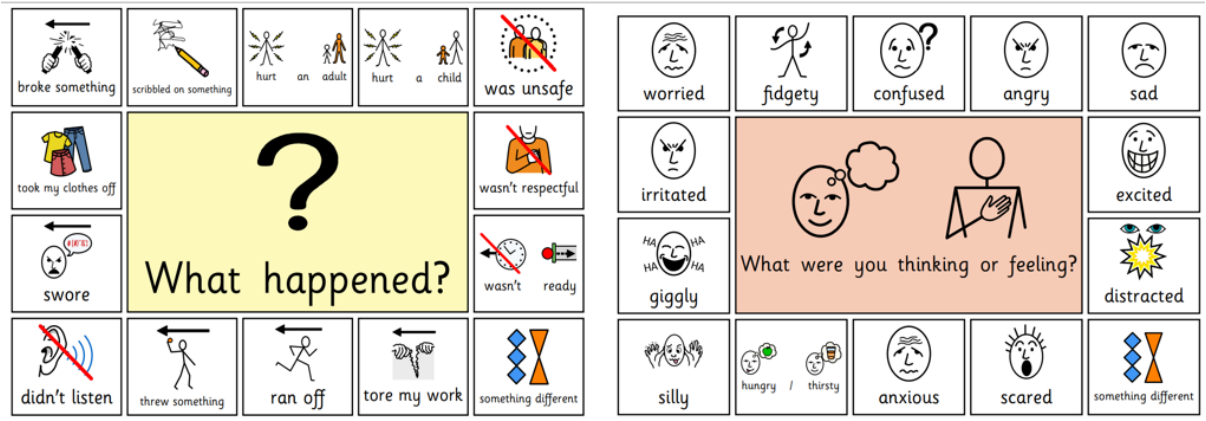
_____'s Dojo reward chart

Behaviour diary

Actions to be completed and sent home daily.

What are my targets?	Who will help me to achieve this? How will they help me?	Each time I achieve this I will get a sticker here and a dojo will be added to my visual dojo chart: (goal is to achieve 3 times a day)	Reward for achieving each target 3 times in a day
Target 1:			
Target 2:			
Target 3: **Share my behaviour diary with a member of staff.**			

Restorative debrief conversation prompts


broke something
scribbled on something
hurt an adult
hurt a child
was unsafe
took my clothes off
?
What happened?
wasn't respectful
swore
wasn't ready
didn't listen
threw something
ran off
tore my work
something different
worried
fidgety
confused
angry
sad
irritated
What were you thinking or feeling?
excited
giggly
distracted
silly
hungry / thirsty
anxious
scared
something different

write it down
write a letter
talk to someone
say sorry
fix something
talk to an adult
ask to go outside
go to a calm space
go for a run
get a fidget toy
get dressed
What needs to happen to put it right?
tidy up
physical checklist
Next time I could...
count to 10
have thinking time
clean something
play with someone else
walk away
make a plan
practise
finish my work
get energy out
something different
ask for help
take deep breaths
tell someone how I feel
have a drink
something different

Behaviour Progression Grid - Overview

	Routines and Expectations Structures Safe Predictable Enjoyment *Autumn 1*	Compassion Achievement Kindness Appreciation Consideration *Autumn 2*	Behaviour for Learning Independence Scaffold Modelling Reflection *Spring 1*	Empowerment Choice Power Agency Growth *Spring 2*	Collaboration Communication Influence Teamwork Leadership *Summer 1*	Social Responsibility Cause and Effect Significance Respect Community *Summer 2*
Intent	Establishing consistent classroom and school-wide routines that support safety, fairness and learning across settings.	Understanding and practising kindness, empathy, and appreciation across classroom and social situations.	Developing independence, focus, and resilience in the classroom. Linked to productive behaviour and responsibility.	Helping pupils understand their choices, agency, and ability to grow and influence others positively.	Developing effective communication, shared goals, leadership, and influence within groups.	Promoting respect for rules, community, and the environment, with an emphasis on fairness and wider contribution.
Behaviour Links	CHAMPS (corridors), DINNER CHAMPS (canteen), ACTIVE (playground), and AP-PROACH (classroom). Charter: 'We are calm, we are ready to learn.'	CHAMPS (Share a smile), School Charter: 'We are kind, we include everyone.'	APPROACH (Productive, High Expectations), School Charter: 'We keep going, we do our best.'	APPROACH (Challenge Yourself, Proud), School Charter: 'We take respon-sibility, we challenge ourselves.'	ACTIVE (Collaborate, Include Everyone), School Charter: 'We listen, we work together.'	CHAMPS and ACTIVE (Value Equipment), School Charter: 'We care for our school, we respect others.'

Behaviour Progression Grid – EYFS, KS1

	Routines and Expectations Structures Safe Predictable Enjoyment *Autumn 1*	Compassion Achievement Kindness Appreciation Consideration *Autumn 2*	Behaviour for Learning Independence Scaffold Modelling Reflection *Spring 1*	Empowerment Choice Power Agency Growth *Spring 2*	Collaboration Communication Influence Teamwork Leadership *Summer 1*	Social Responsibility Cause and Effect Significance Respect Community *Summer 2*
By the end of KS1, our pupils...	- Follow routines and behaviour expectations (e.g. CHAMPS, ACTIVE) independently and explain how they keep everyone safe and included. - Show kindness and respect to others, using early restorative language and beginning to reflect on their behaviour. - Take part in class decisions and shared responsibilities, showing early leadership and contributing to class and school life.					
Y1/Y2	Recognise fairness in expectations, follow routines consistently, support peers in routines.	Forgive with adult support, talk about others' perspectives, include others in play.	Apply strategies to manage distractions, sustain focus, self-assess with guidance.	Understand consequences, make responsible choices, recognise mistakes as part of learning	Communicate ideas respectfully, contribute to teamwork, resolve disagreements with guidance.	Explain when something is fair/unfair, show respect for peers, care for shared spaces.
	Follow class routines independently, explain why rules keep us safe, treat others and property with respect.	Show kindness through words and actions, explain simple feelings, show gratitude without reminders.	Complete independent tasks confidently, keep trying when stuck, reflect simply on behaviour and learning.	Make independent choices and explain them, express opinions, understand impact on others.	Work as part of a group, use adult support to solve conflicts, show early leadership in tasks.	Take part in community celebrations, understand fairness, care for resources with reminders.
By the end of EYFS, our pupils...	- Follow simple daily routines like lining up and tidying, with growing understanding of fairness and safety. - Show kindness in play and begin to cooperate with peers, using simple words to express feelings and fairness. - Make simple choices and begin to recognise how their actions affect others, participating in class routines and activities.					
N/R	Follow routines with support, understand simple rules for safety, show respect to peers.	Say thank you, comfort a friend, apologises where appropriate and accepts apologies.	Complete simple tasks independently, talk about what went well with adult support, begin to stay focused.	Participate in class discussions, recognise that behaviour affects others, learn from mistakes.	Share ideas respectfully, resolve simple disagreements with adult help, cooperate with peers.	Show respect for differences, help with environment care, participate in community activities.
	Follow simple classroom rules with reminders, line up safely, listen to adults.	Share toys, show kind-ness when prompted, begin to notice others' feelings.	Begin to work independently with short tasks, try again with adult encouragement, show focus for short periods.	Make simple choices with support, share ideas in class, begin to see that actions matter.	Take turns in play, work with a partner with support, follow peer's lead.	Respect classroom resources, join class activities, begin to recognise fairness with adult support.

Behaviour Progression Grid – KS2

	Routines and Expectations Structures Safe Predictable Enjoyment *Autumn 1*	**Compassion** Achievement Kindness Appreciation Consideration *Autumn 2*	**Behaviour for Learning** Independence Scaffold Modelling Reflection *Spring 1*	**Empowerment** Choice Power Agency Growth *Spring 2*	**Collaboration** Communication Influence Teamwork Leadership *Summer 1*	**Social Responsibility** Cause and Effect Significance Respect Community *Summer 2*
By the end of UKS2, our pupils...	- Lead CHAMPS routines and expectations across school, modelling calm, respectful transitions and supporting younger pupils in shared spaces. - Facilitate restorative conversations with peers, showing empathy and fairness in complex social situations (APPROACH). - Promote inclusive behaviour in class, assemblies, and outdoor spaces, linking actions to British Values and ACTIVE principles where appropriate. - Reflect deeply on their own behaviour and support others in developing self-regulation, especially in collaborative learning (APPROACH). - Take active leadership in school or community initiatives, modelling responsibility and fairness through pupil voice, charity, or ACTIVE participation.					
Y5/Y6	Lead routines and transitions, ensure consistency and fairness in learning spaces.	Lead restorative conversations, demonstrate fairness, forgive independently.	Reflect deeply on behaviour and learning, suggest improvements, self-regulate independently.	Embrace challenge as growth opportunity, lead initiatives, explain consequences of decisions.	Take leadership roles responsibly, mentor others, lead problem-solving initiatives.	Demonstrate social responsibility, act with fairness, speak up for others
	Demonstrate routines without reminders, maintain safety and clarity, support others.	Demonstrate empathy in complex situations, model gratitude, restore relationships with support.	Show initiative in tasks, maintain focus for extended periods, analyse learning and behaviour.	Take responsibility for choices, lead pupil initiatives or roles, demonstrate personal agency.	Demonstrate respectful communication and active listening, achieve shared goals collaboratively.	Champion inclusion and equality, contribute positively to school and wider community.
By the end of LKS2, our pupils...	- Apply CHAMPS routines consistently in corridors and shared spaces, and explain how these expectations support fairness, safety, and learning. - Use empathy and restorative strategies to resolve peer issues, and begin reflecting independently on their behaviour (APPROACH). - Show responsibility during class and community projects, demonstrating ACTIVE values outdoors and care for school spaces. - Make thoughtful behaviour choices in class (APPROACH), and begin contributing meaningfully to pupil voice opportunities. - Collaborate respectfully in group tasks, support others' learning, and reflect on how shared goals are achieved (APPROACH).					
Y3/Y4	Model routines and expectations, explain link between consistent behaviour and learning outcomes.	Actively include others, resolve simple conflicts with guidance, value others' feelings.	Sustain focus across lessons, independently apply strategies, reflect on behaviour choices.	Act on feedback to grow, influence class outcomes, make thoughtful decisions.	Take responsibility for group roles, resolve conflicts independently, collaborate effectively.	Actively care for school environment, explain fairness and justice in classroom contexts.
	Take responsibility for routines across different settings, anticipate transitions, encourage peers.	Show empathy by considering perspectives, express gratitude, begin restorative language.	Independently overcome challenges, show resilience in extended tasks, begin self-reflection.	Make positive behaviour choices independently, take part in pupil voice groups, show agency.	Communicate clearly in group tasks, actively contribute, use peer support to solve problems.	Show respect in diverse situations, take responsibility in class projects, act fairly.