



# 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 – July 2022

School suspensions and permanent exclusions- DFE- July 2022

## January 2025



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Signed

*G.Norman*

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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](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.

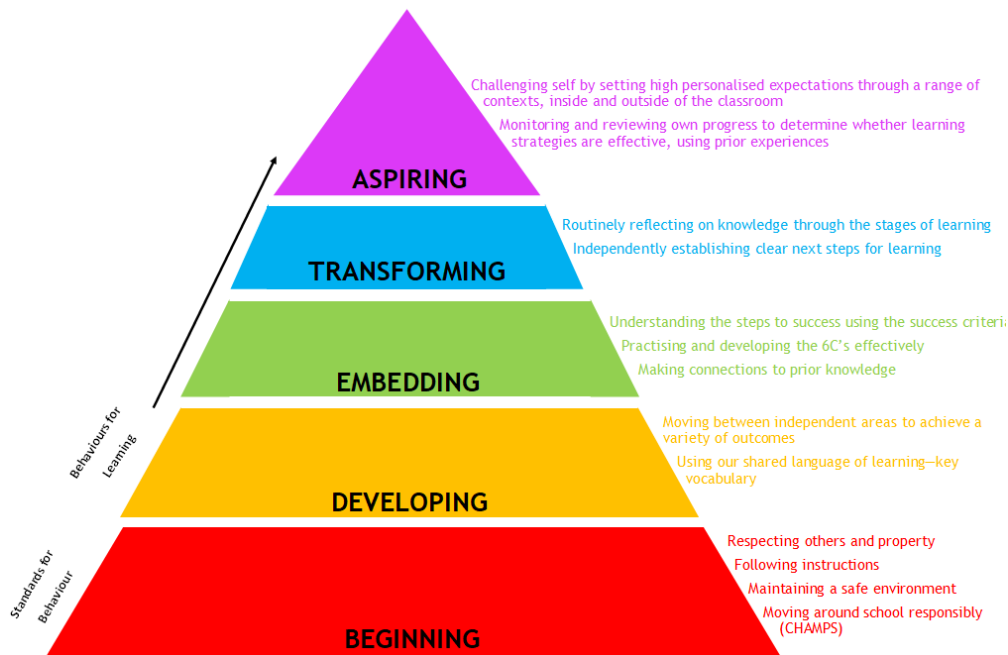


*Learning Behaviour Principles*

 <p>2</p> <p>Organisation</p>	 <p>2</p> <p>Making connections</p>	 <p>2</p> <p>Review and Refine</p>	 <p>2</p> <p>Challenge</p>	 <p>2</p> <p>Going above</p>
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*Dojo images selected 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: <ul style="list-style-type: none"> <li>• Displaying one of the <b>school values</b></li> <li>• Displaying one of the <b>learning behaviour principles</b></li> <li>• Staying off the traffic light (3)</li> <li>• Star of the week (3)</li> <li>• Inclusivity</li> <li>• Looking after the environment</li> <li>• Demonstrating the 6C's</li> <li>• Active participation</li> </ul>	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
<b>Verbal Warning</b>	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
<b>Traffic Light System/Loss of Dojos</b>  <b>-Green light – lose 1 point. Name goes on green traffic light.</b>	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
<b>-Amber light- lose 2 points or an additional point. Name on amber traffic light.</b>  <b>-Loss of free time to consider actions (e.g. up to 10 minutes of break, additional pastoral conversation, thinking time)</b>	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

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

		Record of 'red lights' to be analysed half termly to identify trends which will be addressed through behaviour curriculum focus.
<p><b>Partner Class</b></p> <ul style="list-style-type: none"> <li>-Child completes next session in partner class (time out and reflection)</li> <li>-Additional lost dojo (total =4 or more)</li> <li>-Teacher communicates with parents and record of conversation kept on parent meeting form</li> <li>-Logged on partner class log</li> </ul>	<p>Child is already on a red traffic light, continued repeated failure to meet standards of behaviour</p> <p>An act of behaviour which involves multiple policy breaches e.g:</p> <p>Multiple incidents of physical aggression (not linked)</p> <p>Incident of physical aggression plus failure to meet standards of behaviour (e.g. aggression + inappropriate language)</p> <p>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.</p> <p>Child has used a mobile phone, breaching safeguarding practices (e.g. taken photograph, accessed social media in school)</p> <p>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</p>	<p>Investigation into behaviour conducted, including witnesses where required (see appendix 10 for structure for this)</p> <p>Session in partner class to include reflective activity based upon behaviour incident</p> <p>Following time in partner class, a reintroduction session with a trusted adult to ensure transition back to the classroom is effective</p>



	themselves or others.	
<p><b>-Three red light incidents over a 6 week period (rolling record)</b></p> <p>Logged and reported to behaviour lead (CL)</p> <p>Meeting with class teacher and leader (e.g. year group lead, phase leader, behaviour lead)</p>	<p>Repeated or frequent behaviours of concern</p>	<p>Antecedent behaviour log completed to identify triggers</p> <p>Individualised reward chart implemented (see appendix 8)</p> <p>Two week review meeting with parents to share progress and successes</p> <p>Three week close monitoring of individual child's dojo log- comments to be added to any points lost to support conversations at home</p>
<p><b>Two referrals to partner class in a fortnight (rolling record)</b></p> <p>Two week behaviour diary implemented in collaboration with the behaviour lead (see appendix 9)</p> <p>Class teacher and leader (e.g. year group lead, phase leader, behaviour lead) to meet with parent to share behaviour diary</p> <p>Behaviour diary shared with parents daily (e.g. via dojo). Review meeting at end of 2</p>	<p>Behaviours as outlined in the sections above.</p> <p>Continued and repeated acts of bullying.</p>	<p>Antecedent behaviour log completed to identify triggers</p> <p>Individualised reward chart (see appendix 8 for example) implemented (in place for at least 4 weeks)</p> <p>Two week review meeting with parents to share progress and successes</p> <p>Three week close monitoring of individual child's dojo log- comments to be added to any points lost to support conversations at home</p> <p>Child to be involved in identifying targets</p>

<p>week period.</p>		<p>for behaviour diary</p> <p>Diary to be removed at end of two week period if behaviour has improved. Extend for a further two weeks if needed.</p>
<p><b>Refer to Leader (e.g. Behaviour Lead, Pastoral Lead, Senior Leader)</b></p> <p>Conversation with child to remind of expectations and to review behaviour diary</p> <p>Phone-call to parents from class teacher</p> <p>Loss of dojo points</p>	<p>Continued display of behaviours targeted for improvement on behaviour diary (during period of behaviour diary being implemented)</p>	<p>Refinement of targets on behaviour diary</p> <p>Extension of behaviour diary for a further two weeks (from point of further incident)</p> <p>Additional pastoral support put in place (e.g. daily timetable, support at breaks/lunch, social stories)</p> <p>At end of two week period, if targets have been met, remove behaviour diary. Step down to individualised reward chart.</p>
<p><b>1 Day Internal Seclusion</b></p> <p>Meeting with Assistant Head and Deputy Head and Parents</p> <p>Issue seclusion letter</p> <p>Loss of dojo points.</p>	<p>Whilst on a behaviour diary, continued deterioration of identified behaviours, following intervention from leaders.</p> <p>Whilst on a behaviour diary, escalation in physical behaviours.</p> <p>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.</p>	<p>Meeting with parent, assistant head and deputy head to issue letter of seclusion.</p> <p>Follow up meeting with parent following day of seclusion to share reflections and next steps.</p> <p>Restorative session with child and others affected (where appropriate) including additional pastoral support.</p> <p>Reintegration session with a trusted adult</p>

	<p>A malicious allegation against a member of staff is made.</p>	<p>the following day.</p> <p>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.</p> <p>Phone call with parents at end of week to discuss progress and share successes.</p> <p>At end of two week period, if targets have been met, remove behaviour diary or refine and extend for two more weeks.</p> <p>Individual reward chart to be put in place for next 4 weeks.</p>
<p><b>Refer to head teacher</b></p> <p>Conversation with child to remind of expectations and to review/put in place behaviour diary</p> <p>Meeting with parents with class teacher and senior leader- explain child is at risk of suspension</p> <p>Loss of dojo points</p>	<p>Continued deterioration in behaviour following day in seclusion within a two week period</p>	<p>Personalised timetable to be put in place</p> <p>Review and refinement of behaviour diary and identified targets</p> <p>Consideration of wider privileges e.g. school trips will also be discussed at this stage</p> <p>Risk assessment where appropriate</p> <p>At end of two week period, if targets have</p>

		<p>been met, step down behaviour diary.</p> <p>Individual reward chart to be put in place for next 4 weeks.</p>
<p><b>Suspension (1-2 days)</b></p> <p>Suspension letter issued</p>	<p>Continued deterioration in behaviour in the 2 weeks following head teacher visit.</p> <p>Risk of serious clause breach- investigation into permanent exclusion</p>	<p>Head teacher (and/or associate head teacher) to meet with child and parent to explain suspension.</p> <p>Work to be issued and brought back to re-integration meeting</p> <p>Reintegration session with a trusted adult.</p> <p>Reintegration meeting with parents following suspension</p> <p>Implementation of crisis curve</p> <p>Risk assessment and personalised timetable to support reintegration</p> <p>Weekly review meeting with parents for the next three weeks.</p> <p>Remain here for rolling half term.</p>
<p><b>Suspension (2+days)</b></p> <p>Suspension letter issued</p>	<p>Following 1-2 day suspension:</p> <p>Continued deterioration in behaviour</p>	<p>Head teacher (and/or associate head teacher) to meet with child and parent to explain suspension.</p>

<p>In the case of suspension in excess of 6 days the child will be referred to one of our trust schools.</p>	<p>Risk of serious clause breach- investigation into permanent exclusion</p>	<p>Work to be issued and brought back to re-integration meeting and/or shared via class dojo</p> <p>Reintegration meeting with parents following suspension</p> <p>Reintegration session with a trusted adult.</p> <p>Refinement of crisis curve</p> <p>Refinement of risk assessment and personalised timetable to support reintegration</p> <p>Weekly review meeting with parents for the next three weeks.</p> <p>Remain here for rolling half term.</p>
<p><b>Off Site Direction (for a stipulated fixed period) Time spent in an alternative setting (duel registration)</b></p>	<p>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.</p>	<p>Off-site direction identified and risk assessment updated and put into place</p>
<p><b>Referral to Headteacher - Permanent Exclusion</b></p> <p>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.</p> <p><b>Referral to exclusion guidelines.</b></p>	<p>Bringing offensive weapons including BB guns, pen knives, bladed items or drugs onto school premises.</p> <p>Serious clause breach of the school behaviour policy (see list below)</p>	<p>Police meeting for restorative conversation where necessary</p> <p>New school environment sourced in consultation with parents and the local authority.</p>

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 severe clause breach of this policy and will result in the exclusion of a child.

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.

## 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 peer on peer 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 or others.

## **20. Safeguarding and Peer on Peer Abuse**

In line with the Safeguarding, Peer on Peer 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 be 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 Peer on Peer 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.



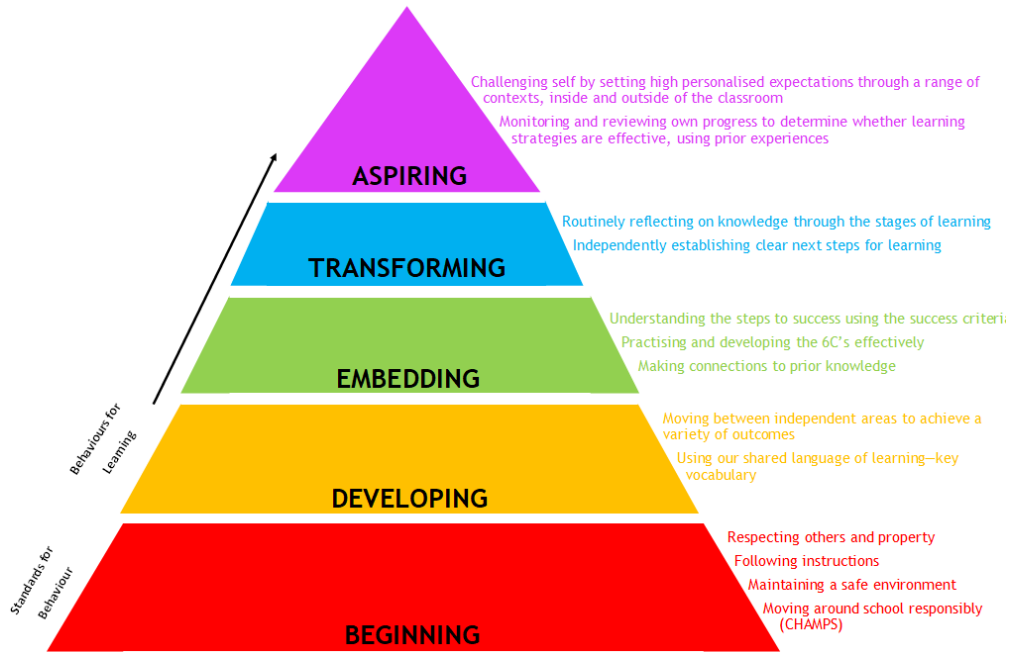
## Appendixes

### 1. UN Rights of the Child

1  DEFINITION OF A CHILD	2  NO DISCRIMINATION	3  BEST INTERESTS OF THE CHILD	4  MAKING RIGHTS REAL	5  FAMILY GUIDANCE AS CHILDREN DEVELOP	6  LIFE, SURVIVAL AND DEVELOPMENT	7  NAME AND NATIONALITY
8  IDENTITY	9  KEEPING FAMILIES TOGETHER	10  CONTACT WITH PARENTS ACROSS COUNTRIES	11  PROTECTION FROM KIDNAPPING	12  RESPECT FOR CHILDREN'S VIEWS	13  SHARING THOUGHTS FREELY	14  FREEDOM OF THOUGHT AND RELIGION
15  SETTING UP OR JOINING GROUPS	16  PROTECTION OF PRIVACY	17  ACCESS TO INFORMATION	18  RESPONSIBILITY OF PARENTS	19  PROTECTION FROM VIOLENCE	20  CHILDREN WITHOUT FAMILIES	21  CHILDREN WHO ARE ADOPTED
22  REFUGEE CHILDREN	23  CHILDREN WITH DISABILITIES	24  HEALTH, WATER, FOOD, ENVIRONMENT	25  REVIEW OF A CHILD'S PLACEMENT	26  SOCIAL AND ECONOMIC HELP	27  FOOD, CLOTHING, A SAFE HOME	28  ACCESS TO EDUCATION
29  AIMS OF EDUCATION	30  MINORITY CULTURE, LANGUAGE AND RELIGION	31  REST, PLAY, CULTURE, ARTS	32  PROTECTION FROM HARMFUL WORK	33  PROTECTION FROM HARMFUL DRUGS	34  PROTECTION FROM SEXUAL ABUSE	35  PREVENTION OF SALE AND TRAFFICKING
36  PROTECTION FROM EXPLOITATION	37  CHILDREN IN DETENTION	38  PROTECTION IN WAR	39  RECOVERY AND REINTEGRATION	40  CHILDREN WHO BREAK THE LAW	41  BEST LAW FOR CHILDREN APPLIES	42  EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54  HOW THE CONVENTION WORKS	<b>CONVENTION ON THE RIGHTS OF THE CHILD</b>					

## 2. Behaviour Charter







### Maturity Model from Standards of Behaviour to Learning Behaviours



### 3. EEF guidance report

Sections are colour coded for ease of reference:

Report Published  
7th June 2019  
[eef.li/behaviour](http://eef.li/behaviour)

Proactive				Reactive
1	2	3	4	5
<p><b>Know and understand your pupils and their influences</b></p>  <ul style="list-style-type: none"> <li>Pupil behaviour has multiple influences, some of which teachers can manage directly</li> <li>Understanding a pupil's context will inform effective responses to misbehaviour</li> <li>Every pupil should have a supportive relationship with a member of school staff</li> </ul>	<p><b>Teach learning behaviours alongside managing misbehaviour</b></p>  <ul style="list-style-type: none"> <li>Teaching learning behaviours will reduce the need to manage misbehaviour</li> <li>Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning</li> <li>Teachers should encourage pupils to be self-reflective of their own behaviours</li> </ul>	<p><b>Use classroom management strategies to support good classroom behaviour</b></p>  <ul style="list-style-type: none"> <li>Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression</li> <li>Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time</li> <li>Reward systems can be effective when part of a broader classroom management strategy</li> </ul>	<p><b>Use simple approaches as part of your regular routine</b></p>  <ul style="list-style-type: none"> <li>Some strategies that don't require complex pedagogical changes have been shown to be promising</li> <li>Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour</li> <li>School leaders should ensure the school behaviour policy is clear and consistently applied</li> </ul>	<p><b>Use targeted approaches to meet the needs of individuals in your school</b></p>  <ul style="list-style-type: none"> <li>Universal behaviour systems are unlikely to meet the needs of all your students</li> <li>For pupils with more challenging behaviour, the approach should be adapted to individual needs</li> <li>Teachers should be trained in specific strategies if supporting pupils with high behaviour needs</li> </ul>
Implementation				
<div style="display: flex; align-items: center;"> <div style="width: 20%; font-size: 24px; font-weight: bold; color: white;">6</div> <div style="width: 20%; font-size: 18px; color: white;">Consistency is key</div> <div style="width: 10%; text-align: center;">  </div> <div style="width: 40%; font-size: 12px; color: white;"> <ul style="list-style-type: none"> <li>Consistency and coherence at a whole-school level are paramount</li> <li>Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches</li> <li>However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level</li> </ul> </div> </div>				

## 4. Antecedent Behaviour Log



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

like:	Examples of negative:	
-------	-----------------------	--

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

During	Aligned to the policy	
	Informal warning	
	Formal warning	
	Loss of Dojo	Positively

	What do we do move forward positively?
--	--



After	
-------	--

5. 'CHAMPS' Acronym



In Gatley Primary,  
we move like

**CHAMPS**

Calmly and quietly  
 Hands to yourself  
 Aware of others  
 Move slowly  
 Pass on the left  
 Share a smile

This helps us get spotted...

6. 'ACTIVE' Acronym

**At Playtimes We Are All**



**Because We...**

**A**ct Socially Responsibly

**C**ollaborate

**T**hink of Others

**I**nclude Everyone

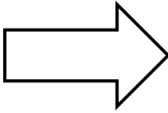
**V**alue Equipment

**E**njoy Ourselves!



**This helps us get spotted...**

## 7. 'Righting a wrong' proformas

<p><u>What happened?</u></p>		<table border="1" style="width: 100%;"> <tr> <td style="text-align: center; font-size: small;">What Am I Going To Do To Put This Right?</td> </tr> <tr> <td style="text-align: center; font-size: small;">First</td> </tr> <tr> <td style="text-align: center; font-size: small;">Next</td> </tr> <tr> <td style="text-align: center; font-size: small;">Then</td> </tr> </table>	What Am I Going To Do To Put This Right?	First	Next	Then
What Am I Going To Do To Put This Right?						
First						
Next						
Then						

Wrong Choice	Action To Right The Wrong	Reflection and Comment

## 8. Individualised reward chart \_\_\_\_\_’s Dojo reward chart



















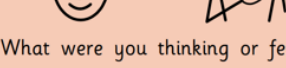













































## 9. Behaviour diary

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:		<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>				
Target 2:		<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>				
Target 3:		<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>				
Share my behaviour diary with a member of staff.						

## 10. Restorative debrief conversation prompts

 broke something	 scribbled on something	 hurt an adult	 hurt a child	 was unsafe	 worried	 fidgety	 confused	 angry	 sad
 took my clothes off	<h1>?</h1> <h2>What happened?</h2>			 wasn't respectful	 irritated	 <h3>What were you thinking or feeling?</h3>		 excited	
 swore				 wasn't ready	 giggly	 <h3>What were you thinking or feeling?</h3>		 distracted	
 didn't listen	 threw something	 ran off	 tore my work	 something different	 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	 <h3>What needs to happen to put it right?</h3>			 tidy up	 physical checklist	 <h3>Next time I could...</h3>		 count to 10	
 have thinking time				 clean something	 play with someone else	 <h3>Next time I could...</h3>		 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