



# 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

## September 2023



## VERSION HISTORY

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| 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                  |

**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

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
- Maintaining a safe environment for themselves and others
- Moving around school responsibly and with pride
- Being prepared – wearing our school uniform with pride and being prepared for the school day
- Working with others in a friendly and cooperative manner
- 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 acronym:

C – Calmly and quietly

H- Hands to yourself

A-Aware of others

M-Move slowly

P-Pass to the left

S-Share a smile

## 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/eeef-guidance-reports/behaviour/EEF\\_Improving\\_behaviour\\_in\\_schools\\_Report.pdf?v=1635355216](https://d2tic4wvo1iusb.cloudfront.net/eeef-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.

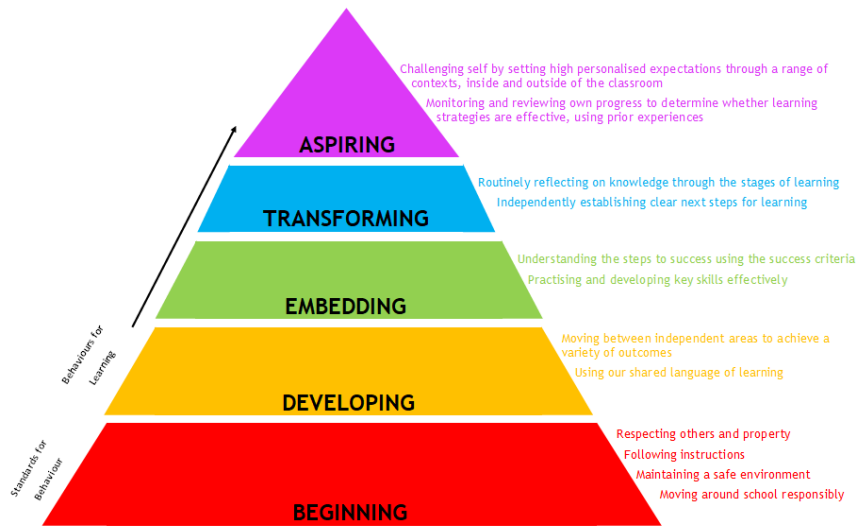
Our pupils understand the core principle learning behaviours to be: organisation, making connections, refine and review, challenge and going beyond. These behaviours were identified and defined by our school council, following observation of children’s learning behaviours across the school.



*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 will:

- 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 acronym CHAMPS (appendix 5) 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
- Maintain a safe environment for themselves and others
- Move around school responsibly and with pride
- Being prepared – wearing our school uniform with pride and being prepared for the school day
- Working with others in a friendly and cooperative manner
- 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 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

| REWARDS                                                                                                                | EXAMPLES OF BEHAVIOUR                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Praise / Dojo point                                                                                                    | Good standards of behaviour some examples:<br>Respecting others, respecting property, following instructions, being safe, moving around school responsibly, being prepared, good collaboration, good effort and determination, good work, good homework. |
| You've been spotted ticket                                                                                             | Upholding our xxx acronym                                                                                                                                                                                                                                |
| Outstanding Dojo Points and learning behaviour principles (2 points)                                                   | In recognition of learning behaviours                                                                                                                                                                                                                    |
| Spontaneous privilege or monitor job                                                                                   | Exemplary behaviours                                                                                                                                                                                                                                     |
| Dojo message to parent/ golden ticket                                                                                  | Going above and beyond expectations                                                                                                                                                                                                                      |
| Visit Assistant / Deputy Headteacher to receive personalised sticker.<br><br>Share with parent / carer by Dojo message | Exceptional work or learning behaviours                                                                                                                                                                                                                  |
| Visit Head of School to receive personalised sticker<br><br>Share with parent / carer by Dojo message                  | Consistent outstanding work or learning behaviours.                                                                                                                                                                                                      |
| Star of the Week on Display - 3 Dojo points<br><br>Staying off traffic lights - 3 Dojo points                          | Exceptional outcomes or displaying our school values<br><br>In recognition that no dojo points have been lost                                                                                                                                            |

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| <p>Friday Afternoon Tea Celebration with leaders.</p> <p>VIP diner table</p> <p>Extra playtime/ time on agility track</p> <p>Golden Time</p> | <p>For children with Golden tickets</p> <p>Winners from the 'You've been spotted' prize draw.</p> <p>Class with best attendance results for the week.</p> <p>All children receive 30 minutes of golden time at the end of the week if they have remained off the traffic lights or they have earned back golden time.</p> |
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## 9. A Graded Response - Sanctions

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

| SANCTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EXAMPLES OF BEHAVIOUR                                                                                                                                                                                                                                                                                                                       | Restorative Approach                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Verbal warning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Initial failure to meet standards of behaviour<br><br><i>This is:</i> <ul style="list-style-type: none"> <li>• <i>Not respecting others and property</i></li> <li>• <i>Not following instructions</i></li> <li>• <i>Not maintaining a safe environment</i></li> <li>• <i>Not moving around school responsibly</i></li> </ul>                | Behaviour is modified as a result of the warning and verbal praise and recognition to follow.                                                                                                                                                                                    |
| <b>Traffic Light System / Loss of dojo point</b><br><br><b>Progress through the traffic light system from Green to Amber to Red</b><br><br><b>Green Light</b> - loss of 10 mins golden time/ minus 1 dojo point<br><br><b>Amber Light</b> - loss of 20 mins golden time / minus 1 more dojo point (2 in total)<br><br><b>Red light</b> - loss of 30 mins golden time / minus 1 more dojo point (3 in total)<br><br><i>(All recorded on display and available for parents to see on Dojo if a child reaches 'red' a phone call</i> | Failure to meet standards of behaviour despite verbal warning – initial 'green light'.<br><br>Failure to bring in homework – green traffic light.<br><br>Ignoring this or repetition of the behaviours – movement through the traffic lights with a warning at each stage.<br><br>Deliberate breach of school uniform policy (green light). | Buy back golden time / Dojo points with good behaviour and positive movement back on traffic lights.<br><br>"Righting a wrong" dojo to be given when child has counters with positive behaviours agreed with staff member and pupil – move back down through the traffic lights. |

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| <i>phone will be made.)</i>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                           |
| <b>Straight to Red Traffic light and loss of 3 dojos</b><br><br><i>Teacher communicates to parents via phone call.</i>                                                                                               | <p>Unprovoked and deliberate physical aggression.</p> <p>For inappropriate or discriminatory acts and or language.</p> <p>Bringing in a mobile device onto school site.</p>                                                                                                                                                                                                                                                                                          | <p>Restorative session with child and affected children where appropriate.</p> <p>Three separate “Righting a wrong” dojo to be given when child has counters with positive behaviours agreed with staff member and pupil – move back down through the traffic lights.</p> |
| <b>Traffic light offence twice in a week for the same behaviour over separate days</b> - parent contacted via phone.                                                                                                 | <p>Repeated or frequent behaviours of the same type causing concern over a week.</p>                                                                                                                                                                                                                                                                                                                                                                                 | <p>Antecedent behavioural log (see appendix 4) completed to identify triggers.</p>                                                                                                                                                                                        |
| <b>Two red traffic light instances over a half term.</b><br><br>Logged with Phase leaders<br><br>Meeting with parents, classteacher and phase leader.                                                                | <p>Repeated or frequent behaviours of concern over a half term.</p>                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Antecedent behavioural log completed to identify triggers.</p> <p>Ratio of 5:1 praise installed with child.</p> <p>Review meeting with parents and child to share progress on Dojo record.</p>                                                                         |
| <b>Child completes session in partner class.</b><br><br>Teacher communicates to parents and notes on a parent meeting record.<br><br>Logged with Assistant Head teachers and loss of another Dojo point (4 in total) | <p>Child is already on red traffic light, continued time wasting, disruption and refusal or a first instance of deliberate or unprovoked aggression or where this is repeated physical interactions.</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 which breaches</p> | <p>Investigation into behaviour conducted including witnesses where required.</p> <p>Following time in partner class, a reintroduction session with a trusted adult to ensure transition back to the classroom is effective.</p>                                          |

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|                                                                                                                                                                                                               | <p>safeguarding practice (taken a photo of someone, accessed social media whilst in school).</p> <p>Child has acted in a way before school 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.</p>                                                                                                                                   |                                                                                                                                                                                                                                                                                                                  |
| <p><b>Two referrals to partner class in a fortnight</b></p> <p><i>Class teacher meeting with parent and child to establish <b>individual support diary</b>. Reviewed with parent daily via ClassDojo.</i></p> | <p>Behaviours as outlined in the sections above. Continued and repeated acts of bullying.</p>                                                                                                                                                                                                                                                                                                                                                                                     | <p>Individual behaviour needs identified via Antecedent behavioural log.</p> <p>Weekly behaviour targets (maximum 3) set in consultation with the child.</p> <p>Use of behaviour diary to review progress against behaviour targets set.</p>                                                                     |
| <p><b>Refer to Deputy / Assistant Headteacher</b></p> <p><b>Day of seclusion</b></p> <p><i>Meeting with letter to parents</i></p>                                                                             | <p>Continued deterioration in behaviour following 2 sessions in partner class within a fortnight and behaviour diary.</p> <p>A serious incident which had the potential to cause safeguarding risks to the child or others, this includes acts of bullying where previous interventions have been unsuccessful.</p> <p>2 separate physical incidents in a day resulting in a straight to red light sanction.</p> <p>A malicious allegation against a member of staff is made.</p> | <p>Meeting at the beginning of the seclusion day with parent and child.</p> <p>Meeting at the end of the day with parent and child to share journal reflections on behaviour.</p> <p>Reintegration session with a trusted adult the following day.</p> <p>Restorative sessions with the adult and the child.</p> |



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| <b>Refer to Headteacher</b><br><br><i>Interview with parents, letter, behaviour diary.</i><br><br><i>Information (leaflet) giving advice to parents / carers of pupil exclusion is shared.</i> | <p>Continued deterioration in behaviour following day of seclusion.</p>                                                                                                                                      | <p>Reasonable adjustments applied to the timeframes in the issuing of sanctions e.g.: 2 warnings, modified behaviour diary to break down the school day.</p> <p>Consideration of wider privileges e.g. school trips will also be discussed at this stage.</p>                                                           |
| <b>Suspension (1 – 2 days)</b>                                                                                                                                                                 | <p>If above action recurs following Headteacher visit.</p> <p>Risk of a severe clause breach – investigation into permanent exclusion.</p>                                                                   | <p>Meeting with child and parent to explain why this action is necessary.</p> <p>Reintegration session with a trusted adult.</p>                                                                                                                                                                                        |
| <b>Suspension ( 2+ days)</b><br><br><i>In the case of suspension in excess of 6 days the child will be referred to one of our Trust schools.</i>                                               | <p>Deliberate physical, verbal aggression recorded in behaviour log. (Severe Clause)</p> <p>Continued recorded above behaviour</p> <p>Discussed with staff.</p>                                              | <p>Meeting with child and parent at Trust school to review progress.</p> <p>Work shared with class teacher via Dojo and rewarded accordingly.</p> <p>Reintegration meeting back at school when suspension has finished.</p> <p>Progress meeting scheduled at the end of the week.</p>                                   |
| <b>Off Site Direction (for a stipulated fixed period)</b><br><br><b>Time spent in an alternative setting (duel registration)</b>                                                               | <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>A clear plan will be drawn up with targets with the host school. There will be measurable targets set which will be reviewed weekly with the host school and Gatley Primary in order to gauge the success of this intervention.</p> <p>The pupil's voice will be captured as part of this weekly review process.</p> |
| <b>Referral to Headteacher - Permanent Exclusion</b><br><br><i>This will be carried out as</i>                                                                                                 | <p>Bringing offensive weapons including BB guns,</p>                                                                                                                                                         | <p>Police meeting where necessary for</p>                                                                                                                                                                                                                                                                               |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <p><i>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.</i></p> <p><i>Referral to exclusion guidelines.</i></p> | <p>pen knives or drugs onto school premises.</p> | <p>restorative conversation.</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. 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.

## **11. 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
- Take witness accounts
- Take accounts from other adults where appropriate

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.

## **12. 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.

### **13. Reasonable Adjustments**

Where there is repeated 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 pupils with identified 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.

### **14. 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.

### **15. 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.

## 16. 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.

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

## 17. 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.

## **18.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.

## **19. 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 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.

## **20. 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

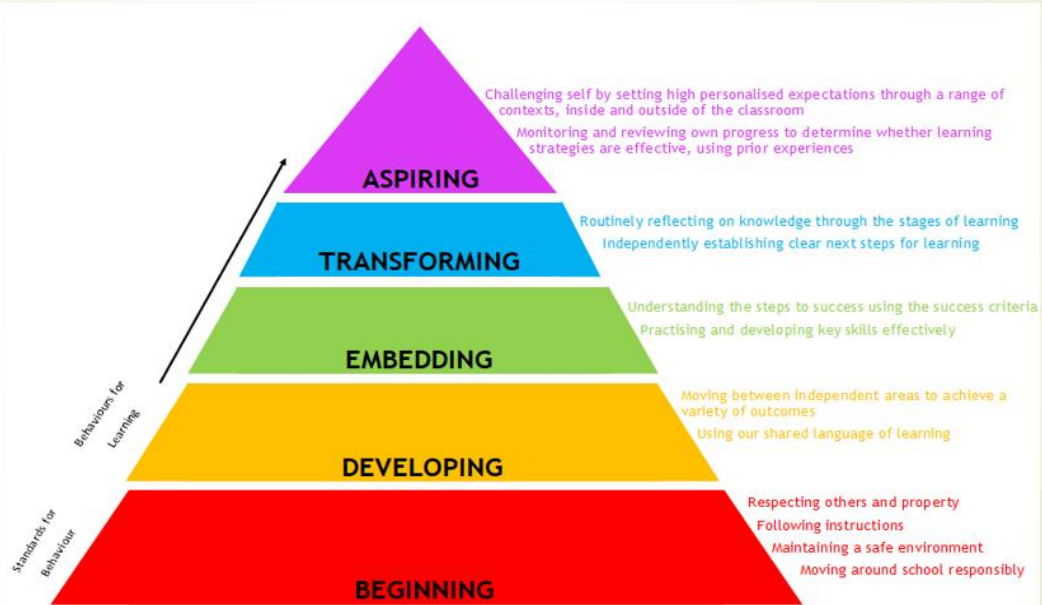


## 2. Behaviour Charter

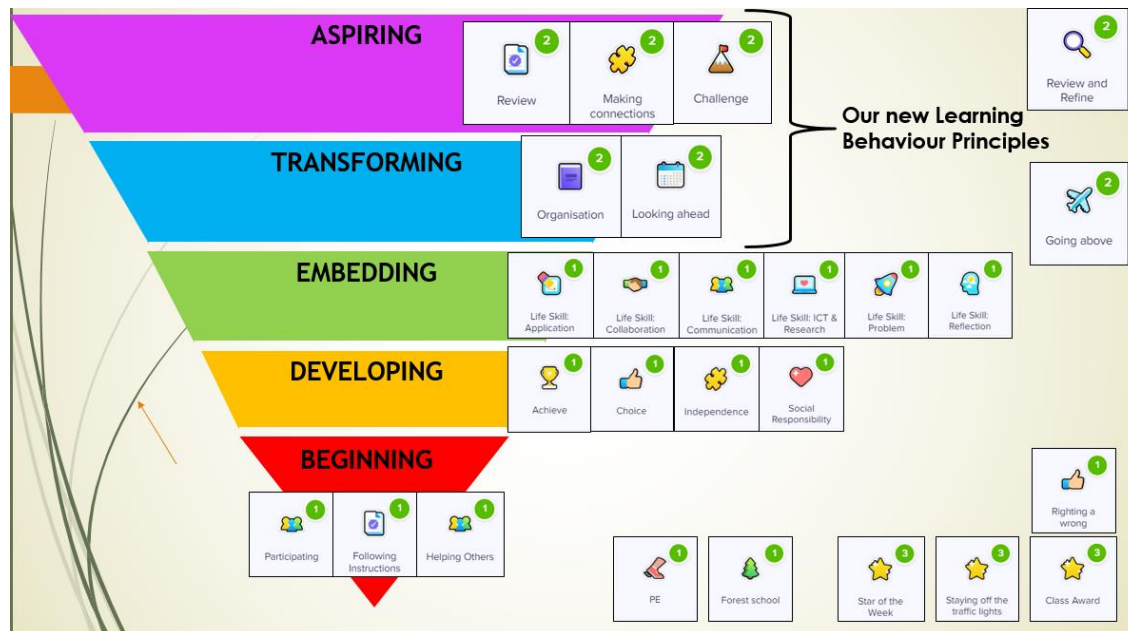
### Maturity Model from Standards of Behaviour to Learning Behaviours



# Behaviour Charter



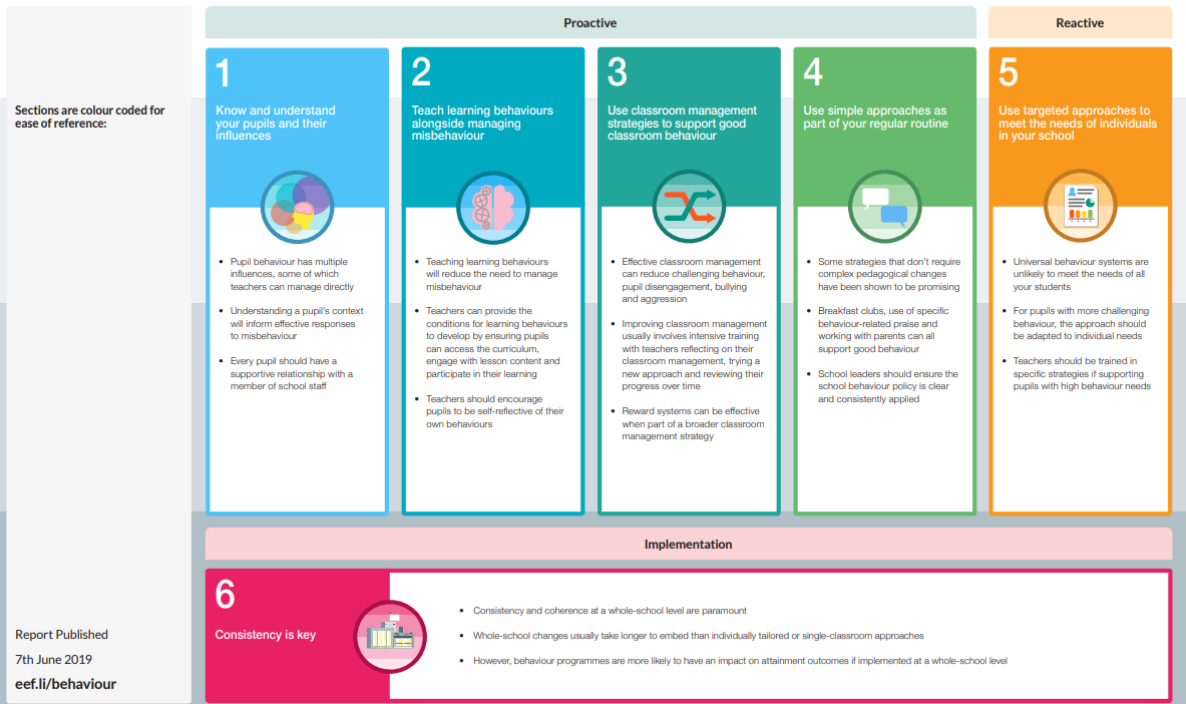
Example of how to Dojo reward system is weighted to developed learning behaviours



## 3. EEF guidance report

## IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations



## 4. 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? |
|        |                                                                         |
|        | <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 |

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

## Appendix 5



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...