



George Mitchell Primary School

Behaviour and Anti-bullying Policy

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1. Equality and Diversity

George Mitchell Primary School (GMPS) is committed to equality and diversity in all areas of school life. We do not tolerate any discriminatory behaviour towards staff or pupils. All incidents of discriminatory behaviour will be taken extremely seriously. Appropriate sanctions and actions will be applied to educate those that exhibit such behaviours.

2. Statement of purpose

We believe that positive relationships are the foundation of any behaviour policy. We also believe that excellent behaviour is far deeper and stronger than quiet compliance. At the heart of this policy is our determination to create a positive learning environment where every pupil can become a successful learner who is confident, happy and fulfilled.

3. Introduction

Our motto, 'More is in Me' applies to everyone in our school community. We expect and encourage pupils, staff and families to push beyond themselves to improve their skills so that our pupils are given the best learning opportunities in school and at home.

Our positive traits (PRIDE) guide their conduct and supports them to become responsible citizens who can make a positive contribution to society.

We aim to provide an aspirational and excellent academic environment that supports pupils to make sustained progress from Nursery to Year 6.

Throughout their time at GMPS, we want our pupils to develop the confidence to take on new challenges and resilience to overcome difficulties. We want them to understand how to take up an effective role in society and develop an awareness of wider world issues.

We want our pupils to leave GMPS as secure and healthy individuals who are self-reliant, assured and motivated to succeed in life. We will ensure they are equipped with the skills necessary to explore the many opportunities available to them in the world today.

All pupils at GMPS have the right:

- to feel safe and happy
- the right to work in a positive and supportive environment
- to a quality education without disruption to achieve the best outcomes.

Our positive traits (PRIDE) are displayed throughout the school and frequently referred to in class, assemblies and as part of interactions with both adults and pupils in our school. These positive traits (PRIDE) apply to adults and pupils alike:

PERSEVERANCE – Enjoy the challenge

RESPECT – Be kind, be safe

INDEPENDENCE – Think for yourself

DIVERSITY – Include everybody

EXCELLENCE – Go above and beyond

This policy underpins our vision and must be read in conjunction with the Safeguarding and Teaching and Learning policies, the principles of which underpin excellent behaviour, punctuality and attendance.

4. Purpose

This policy aims to:

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

Legislation and statutory requirements:

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

- Behaviour in Schools (2024)
- Suspension and permanent exclusion (2024)
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- the Special Educational Needs and Disability (SEND) code of practice.

In addition, this policy is based on:

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

5. Roles and Responsibilities

- The Board of Governors in consultation with the Headteacher, staff and parents will keep the policy for the promotion of good behaviour under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and that expectations are clear.
- The Headteacher is responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
- The Board of Governors, Headteacher and staff will seek to ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also endeavour to ensure that the concerns of pupils are listened to and appropriately addressed.

- Parents and carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. They are also asked to inform the school of any changes to the child's behaviour which may affect them at school.
- Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- In line with the school's ethos, pupils themselves are given a stake in reviewing and monitoring the behaviour policy of the school. Pupils, in partnership with staff, parents and Governors, help to develop the system of school rules, sanctions and rewards and refine the Code of Conduct.

6. Trauma Informed Practice and Adverse Childhood Experiences

At GMPS we are committed to supporting our pupils to develop positive behaviour for learning. However, we recognise that some pupils may need additional support to meet our high expectations. To this end we believe in taking an empathetic approach to help identify any additional needs that a pupil may exhibit.

Through our strong pastoral system and information sharing forums such as Inclusion team meetings, we identify pupils requiring extra support and use every resource available to us to help pupils behave in line with our expectations.

We understand that all forms of behaviour are an act of communication and therefore do not see behaviour in isolation but as part of a child's learned experience.

We understand that trauma of any kind can play a part on impacting on a child's behaviour. By acknowledging and supporting children through their experiences we hope to not only help them to become more resilient but also ensure that they leave our school with positive outcomes for their future.

7. Behaviour Management Guiding Principles

It is important that there is a consistent approach to dealing with disruption within the classroom. This not only helps some pupils who find it hard to understand why they may have been singled out for a particular sanction, but it also supports staff knowing that the same guidelines and boundaries are in place across the school.

Appropriate adjustments can be made to routines for pupils with additional needs, which may be temporary. Adjustments can also be made in support of our Trauma Informed Practice (see above).

Our systems are predictable, calm, have a level of certainty about them and ensure both children and adults know and understand what is expected. We value each other at every level. This is evident in all our actions, particularly:

- We treat all adults and children with respect in all circumstances
- We listen to each other
- We use thoughtful, constructive and inclusive language when talking to or about others. Our words are positive and aim to build others up. We do not shout or use negative language about others, including in private, and we remind others of this part of our school culture when necessary.
- We treat children as individuals, showing an interest in their lives and making a daily effort to make every child feel valued
- We greet every child positively and by name
- We encourage deliberate acts of kindness

- We look out for others, going out of our way for visitors, those new to our school and those who are in particular need
- We stand up for what is right, even when it is difficult to do so.

8. Rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal and non-verbal feedback and praise
- Communication home (face to face, phone call, post card, letter or email)
- Letters of praise sent home
- Half-termly celebration assemblies
- Learning celebration display boards around the school
- PRIDE achievement points
- Excellent attendance certificates awarded each term and weekly trophies
- **Whole class reward - pom poms in the jar.**

Where pupils have not adhered to the Guiding Principles above, staff will refer to the Behaviour Ladder (Appendix 2).

The school may use one or more of the following sanctions in response to unacceptable and serious behaviour (incidents should be recorded on BROMCOM):

- Verbal reprimand
- **Traffic light system**
- Contact with parents: Telephone call, letter, meeting
- **Behaviour tracker**
- **Behaviour and learning monitoring by headteacher**
- Removal of break and lunchtime (**with comfort break provided**)
- Behaviour Support Plan
- Referral to external agencies
- Referral to Waltham Forest Outreach Provision
- Referral to Waltham Forest Fair Access Panel
- Internal suspension, suspension and permanent exclusion (see Suspension & Exclusion policy and Serious Behaviour Incidents Guidelines).

9. Pupil support

The Inclusion team meet regularly to identify pupils who require extra help and intervention in supporting them managing their behaviour. Support is provided and monitored via initiatives such as:

- Peer mentors
- Learning mentors
- Time Out cards
- Temporary reduced lesson timetable
- Investigating potential more suitable pathways such as Alternative Provision

George Mitchell also recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Our Special Educational Needs Coordinator (SENCO) along with the inclusion team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Transitions

We expect our pupils to arrive to lessons on time and ready to begin learning. To aid them in this, and to ensure movement around the site is safe and orderly, we operate **quiet** transitions between lessons. At these times, we expect pupils to:

- Move with pace and purpose to their next lesson via the most direct route
- Walk on the left-hand side of the corridor and staircase.
- Walk **quietly** during transitions – they may greet staff as they move around the school
- Be polite and courteous when navigating the site
- Follow all instructions first time.

11. Mobile Phones

Year 6 pupils are permitted to carry their phone to school but they must be left in the school office for the duration of the day. Any pupil found with a mobile phone in their possession during the day will have it confiscated.

Mobile phones will only be returned to the parent or carer at a time convenient to the member of staff. If this is repeated, then pupils may have their phone confiscated for a longer period of time. Refusal to hand a mobile phone over to a member of staff when requested will be subject to sanctions in line with this policy.

12. School banned and prohibited items

The following items are banned from the school premises and on school visits:

- Any objects (especially sharp objects) which could cause injury, including knives, scissors, screwdrivers, compass etc
- Cap guns
- Pellet guns
- Chains (eg long key chains)
- Chewing gum/bubble gum
- Lighters/matches
- Stink bombs
- Prescription drugs (unless authorised and kept in school office)
- Hard balls (eg cricket balls)
- Aerosols
- Permanent marker pens
- Mobile telephones (unless authorised and kept by Learning Leader)
- Large amounts of money (unless authorised and kept in school office)
- Bandanas
- Any toys or gadgets e.g. toy cars, fidget spinners, lego, action figures soft toys..... (unless instructed by teacher for a special occasion)
- Any cards e.g. Pokémon cards, Football cards
- Technology devices e.g. iPad

- Cosmetics/Perfumes e.g. make up, nail polish, lip stick, lip gloss (only medicated lip balm and roll on deodorant for the older children)
- Glues and solvents
- Helium cannisters

Bringing these items onto the school premises will result in immediate confiscation and may lead to a sanction depending on the nature of the item.

Prohibited items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- Vapes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause injury or damage to property.

Bringing these items onto the school premises will result in immediate confiscation and may lead to a sanction in line with Appendix 3. This list is non-exhaustive the principle being that any item that may cause harm or disruption to learning will be confiscated and may lead to a sanction.

13. Searching Screening and Confiscation

The school will carry out screening (using hand held wands) and searches of pupils in line with *DFE guidance: Searching, Screening and Confiscation Jan 2018*.

ALL George Mitchell staff can confiscate any banned item found as a result of a search. They may also confiscate any item they consider harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

‘Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully’.

DFE guidance Searching, Screening and Confiscation Jan 2018.

A pupil who refuses to co-operate with search, screen or confiscation protocols will be subject to sanctions in line with this policy and may also be removed from the premises and may subsequently be refused entry.

When screenings have taken place, the school will notify parents/carers. We do not have to return banned items to parents but in most circumstances will do so.

14. Positive Handling

Adults must prioritise de-escalation and prevention of harm. They should look out for signs that the child has lost control and respond in a manner which reduces risk and enables the child to regain control, for example by adopting a calm, non-threatening stance and using a slow, controlled voice, clear verbal directions spaced 7 seconds apart, using ‘change of face’, and giving the child space and time.

In rare circumstances, a child may need to be handled or physically guided in order to keep him/herself or someone else safe.

Handling must be extremely rare and will only occur:

- when there is no alternative
- when someone's safety is at direct risk and/or when the child is experiencing extreme loss of control
- using approved safe holds
- for the minimum time possible
- by someone who is Positive Handling trained, where at all possible

If a child has been physically guided or otherwise handled, this must be recorded on CPOMS and reported to both the SENCO and head teacher. The incident will be analysed carefully to identify triggers and how well procedures were followed, with the aim to improve things for all in the future.

In extreme circumstances members of school staff have a legal power to use reasonable force. This power applies to staff who have received Positive Handling training.

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Reasonable force can also be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so

Incidents of physical restraint must:

- be used in a way that maintains the safety and dignity of all concerned
- **NEVER** be used as a punishment
- Be recorded on CPOMS and Bromcom as appropriate.

15. One Page Profile

We believe that almost all individuals can make their own choices and having responsibility for their own actions. However, we do recognise that some children with ASD, ADHD, pattern of significant negative behaviour, or other additional need may need a tailored plan. A One page profile will be created where needed, with input from the child, family, the class teacher, SENCO, and other specialists where appropriate, and will be overseen by the headteacher.

These One page profiles will always:

- consider the individuality of each child
- take sensory, timetabling or other specific needs into account
- aim to identify and reduce triggers
- aim to directly teach children self-management in small, achievable steps
- may use a token economy for brief periods
- have positive relationships at their core

16. Off-site behaviour

GMPS will use sanctions in accordance with this policy, the Suspension & Exclusion Policy and Serious Behaviour Incidents Guidelines where a pupil has demonstrated unacceptable or serious unacceptable behaviour outside of school ultimately bringing the name of the school into disrepute. This applies to school activities and trips.

It also applies outside of school hours and at weekends.

17. Malicious allegations

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

Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

18. Training

All GMPS teachers and support staff receive guidance and training on managing behaviour on a regular basis as part of their continuing professional development, taking into consideration recent research informed practice.

As part of induction of all new staff, not only do they receive guidance and training on how to use GMPS's behaviour systems, but also tips, tools and strategies for implementing positive behaviour strategies and dealing with disruption effectively.

GMPS takes bullying extremely seriously. We recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. All stakeholders are expected to understand the negative impact bullying can have and be prepared to combat it using all means necessary. To this end, GMPS ensures that it:

- Monitors and reviews our anti-bullying practice on a regular basis
- Supports staff to promote positive relationships, to help prevent bullying
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy
- Requires all members of the community to work with the school to uphold the anti-bullying policy
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints
- Seeks to learn from good anti-bullying practice elsewhere
- Utilises support from the Local Authority and other relevant organisations when appropriate.

19.0 GMPS's approach to anti-bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within this Behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.

- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including online bullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

19.1 Online bullying

When dealing with online bullying, staff should ensure that they access the Childnet Cyberbullying guidance. [Cyberbullying Guidance | Childnet](#)

The following steps may be taken when dealing with all incidents of onlinebullying reported to the school:

- Acting as soon as an incident has been reported or identified
- Providing appropriate support for the person who has experienced online bullying and work with the person who has carried out the bullying to ensure that it does not happen again
- Encouraging the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation
- Taking all available steps where possible to identify the person responsible
- Working with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include: confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies
- Ensuring that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need
- Informing the police if a criminal offence has been committed
- Providing information to staff and pupils regarding steps they can take to protect themselves online.

19.2 Sexting

- Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, many young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003. see- Safeguarding Policy.

20. Friends Against Bullying Team (FAB)

The FAB team mainly consists of pupils who, following training, support the staff at George Mitchell to combat bullying. They are chosen for their commitment, maturity and passion for making George Mitchell a better place.

Their duties include:

- Delivering assemblies
- Making presentations to tutor groups
- Peer mediation
- Peer mentoring (victim and perpetrator)
- Providing support and comfort to pupils in the playground

21. Supporting pupils

GMPS firmly believes in the power of restorative justice and uses it to empower victims and educate perpetrators.

Victims of bullying will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with an experienced member of staff.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated the bullying will be supported by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to the service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), internal suspension, suspension, or permanent exclusion.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

22. Anti-bullying

All GMPS stakeholders will:

- Support strategies to prevent bullying and raise awareness of its impact through education and community involvement

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all (pastoral, curriculum, assemblies, PSHE, environment)
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (Child on child violence)
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
- Actively create “safe spaces” for vulnerable children and young people
- Celebrate success and achievements to promote and build a positive school ethos.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk 📺 Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Online bullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters.

Bullying (Also see GM Child on Child and Harmful Sexual Behaviour Policy 2025)

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Bullying is not the same as falling out with a friend or friends

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial (childline 2021)	Bullying due to an individual's race, ethnicity or culture. • being called racist names or being sent insulting messages or threats • having your belongings damaged or having to see racist graffiti

	• being left out, treated differently or excluded • people making assumptions about you because of your colour, race or culture • being made to feel like you have to change <u>how you look</u> • racist jokes, including jokes about your colour, nationality race or culture.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual orientation, reputation or performance, inappropriate touching and homophobic.
Other protected characteristics	Bullying because of someone's religious beliefs, gender, disability, culture
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Online bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Appendix 1: Behaviour Protocols

Setting the Tone

The GMPS day starts with pupils being greeted by teachers and support staff which sets the tone for the day and prepares pupils for their working day.

Uniform

Our uniform expectations are clearly published on the school website.

Where possible the school will lend pupils items of uniform.

At GMPS, we are sympathetic to pupils and families that may be suffering hardships meaning standards of uniform for a period of time may fail short of expectation. These cases will be dealt with on an individual basis.

Break and lunchtimes

High standards of behaviour are expected at break time and lunch time. All break times have staff members on duty at areas where children are permitted to be.

Dining Hall

Pupils will be expected to conduct themselves in an orderly and civilised manner. We expect pupils:

- To be polite when receiving their food and drink treating lunchtime staff with respect.
- Sit and eat food calmly
- Communicate at a level that is acceptable (not shouting)
- Clear away their trays and left over food when finished.

Pupils that repeatedly break our dining hall expectations, alongside our normal behaviour sanctions, may have the following sanctions applied:

- Pupils will be instructed to join the back of the queue
- Pupils will only be allowed into the dining hall once everyone has received their lunch.

Staff Approach to Behaviour Management

In order to prevent lesson disruption, the following basic protocols and procedures should be employed:

- Teachers should greet pupils at the door and expect them to enter the classroom quietly.
- Pupils are to remove equipment needed for the lesson and place items on the desk or in their tray.
- Pupils sit down silently and engage in their learning by starting their 'Do Now' activity
- Teachers will design seating plans designed to improve engagement and attainment. This will not only set the tone for a positive lesson but will demonstrate to the pupils that the ownership of the classroom belongs to the teacher.
- Teachers should not always teach from the front of the classroom but should pre-empt potential negative behaviour and use their positioning to combat it.
- Where possible teachers should use the language of choice to influence pupils to make correct and well-informed decisions and enable learning to continue.
- When confronted with poor behaviour teachers must ensure that it is the behaviour they are critical of, not the child.
- Where possible teachers will always attempt to **repair and reconnect** relationships with pupils following incidents of negativity.
- The following classroom routines are regularly shared with pupils and are expected to be adhered in all lessons.
- Use positive language when reframing behaviour.

GMPS 5 - Classroom Routines

- Meet and greet at the door with positive messages
- Equipment, HW/Independent learning folders on the desk
- Engage with 'Do now' activity
- 'Pens Down, Eyes on Me... 3,2,1'
- Positive dismissal

Persistent Unacceptable Behaviour

Behaviour data will be monitored on a regular basis. Pupils that accrue negative behaviour points will be subject to monitoring and monitoring using a behaviour tracker system.

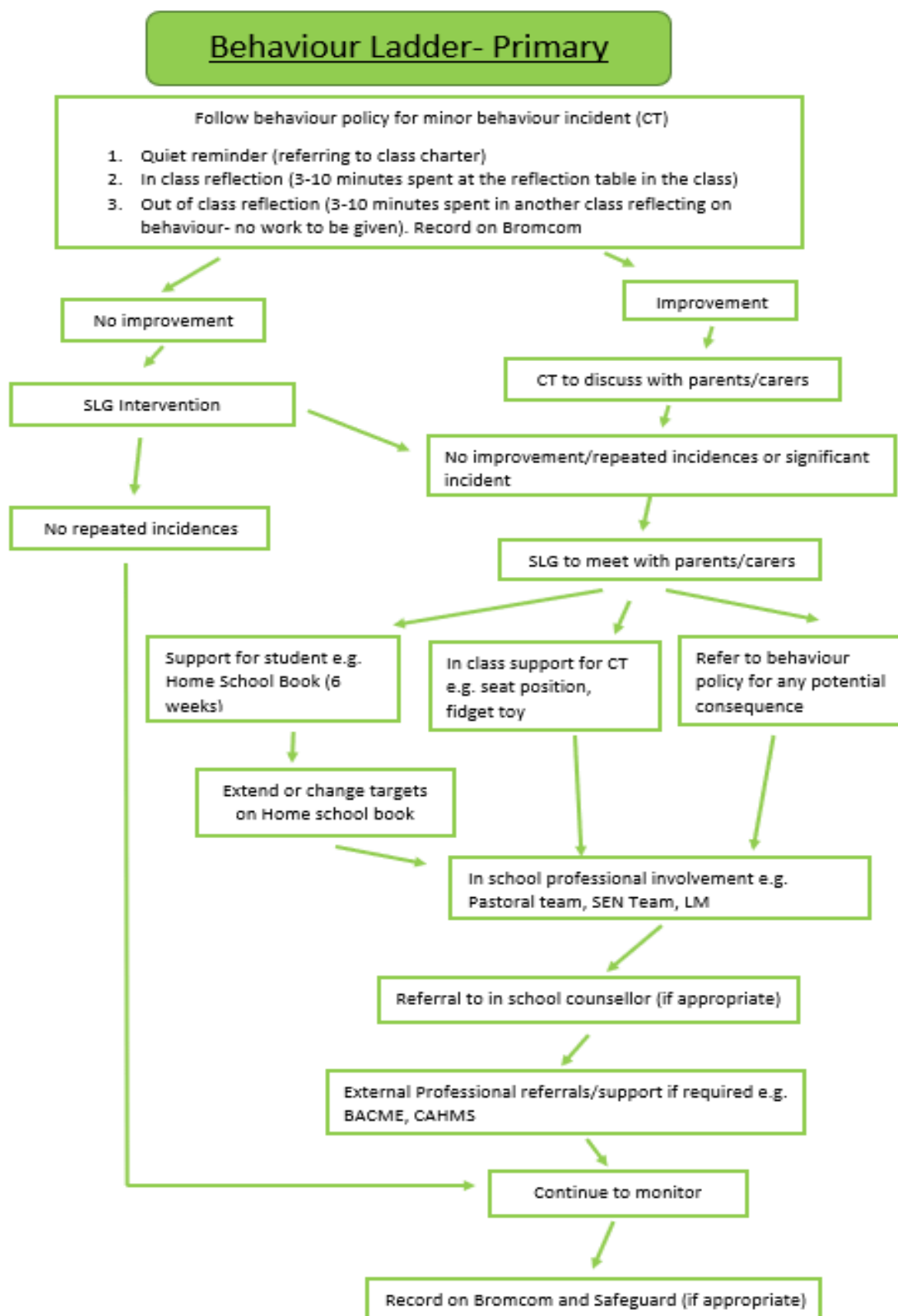
Pupil will be placed on 'report' for 2 weeks at a time, with the level of monitoring escalating if improvements are not made.

Level 1 Behaviour Points – SLG report

Level 2 Behaviour Points – IEP, further assessment of underlying need

Level 3 Behaviour Points – Behaviour support plan & respite at another school

Appendix 2: Behaviour ladder



Appendix 3: Sanctions table

Nature of Behaviour	
First Offence -time spent in another class, loss of social time (with a comfort break)	
Repeated Offences -time spent in another class, or may result in a fixed term exclusion (suspension)	
DISRUPTION	
Refusal to follow uniform policy	
Consistent refusal to work acceptably in class	
Consistent disruption of others learning	
Persistent disruption to the smooth running of the school, including unwarranted demands on staff time	
Refusal to follow instructions or to cooperate with a member of staff If in state of violent rage, putting safety of others in danger.	
Possession of a phone in school	
Lesson truancy	
School truancy	
BULLYING	
Single incident of low-level bullying	
Persistent serious bullying	
Racist, homophobic, cultural, religious, disability, gender abuse (protected characteristics)	
Inappropriate sexual behaviour (comments)	
Online bullying using social media or virtual group platform	
ENVIRONMENT and POSSESSIONS	
Graffiti	
Vandalism/Deliberate Damage	
Theft	
Robbing another student of possessions using intimidation or violence	
ABUSE	
Serious verbal assault against another student	
Any serious abuse including reference to any of the protected characteristics	
Using a phone in school to record, photograph or video any member of the school community without permission.	

Harmful sexual behaviour: Harmful sexualised language, Inappropriate touching, demanding sexual activity or sexual images, Sending or receiving inappropriate images.
Offensive or insulting language directed at staff
Threatening staff with violence
If minor. In heat of moment and apologised immediately. If serious and with continued intent.
VIOLENCE
Threatening behaviour causing anyone real fear of violence
Physical assault committed under the guise of 'banter' or 'jokes' that emotionally or physically hurt another student.
Minor fight in the heat of the moment.
More serious violence towards other student or students (Assault)
Group attack/assault on other student
Violence towards staff
Sexual assault
Possession of weapon
OUTSIDE SCHOOL
Bringing the name of the school into disrepute Including 'any form' of bullying, abuse, violence or criminal activity.

Appendix 4: Key definitions

6.1 Positive Behaviour

We expect our pupils to show respect and positive attitudes to all members of our community at all times.

Positive behaviour includes:

- Impeccable conduct
- Self-regulation of behaviour around the school and community
- Positive and polite language
- Kindness and consideration for others

1.2 **Unacceptable behaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtime
- Non-completion of classwork or homework
- Poor attitude to work
- Inconsiderate behaviour towards others

- Rudeness and disrespectful behaviour
- Incorrect uniform
- Failing to respect the school environment
- Bringing banned items into school
- Failure to follow school rules and expectations
- Failure to be punctual at the beginning of school and each class without reason

1.3 Serious unacceptable behaviour is defined as:

- Bringing the school into disrepute
- Swearing at staff
- Violent and aggressive language towards staff and pupils
- Violent and aggressive physical behaviour towards staff and pupils
- Any act of harmful sexual behaviour
- Repeated breaches of the school rules and expectations
- Any form of bullying or intimidation (see below)
- Smoking
- Being under the influence of drugs
- Vandalism
- Theft
- Fighting, violent behaviour or causing physical harm to others
- Sexual assault
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).