



Gusford Primary School

"Together we believe, learn and achieve"

Positive Behaviour Policy	
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Rationale: A Whole School Approach

At Gusford Primary, we believe that good behaviour is the key to a good education. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- We aim to encourage high standards of positive learning behaviour.
- We/All staff will manage this through praise and positive reinforcement.

Values and Rights

Our behaviour strategy is led by 'The 3 Rights' and school values which underpin our expectations and are an entitlement to our school community.

- The three rights: The Right to Learn • The Right to Respect • The Right to Safety
- Our school values: Kindness, Respect, Honesty, Confidence and Responsibility

These values and rights are displayed in every classroom and learning areas in and outside the school and referred to by all adults and children. Through shared ownership of expectations, all members of the class (children and adults) are able to hold each other to account. These rights and values also provide our expectations at break & lunchtimes. They are used by all staff.

Aims

This policy aims to:

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

Consistency

Gusford uses a range of consistent approaches throughout the school which includes:

- To gain attention - 321 and hand up, call and response clapping.
- KS1 will use: 1 stand up, 2 move and stand behind your chair, and 3 sit down.
- A reward system based on the school rights and values and uses golden tickets as merits for the children to collect and gain prizes as rewards.

Roles and Responsibilities

Our children have a responsibility:

- to show respect to people and the property of others
- to be co-operative and considerate
- to act in a safe and responsible manner for themselves and others
- to work with staff to resolve difficulties

Our staff have a responsibility:

- to ensure that they are encouraging, positive, consistent and fair
- to recognise and respond positively to good behaviour
- to consult with and support colleagues and parents
- to work within the framework of agreed whole school policies

Our parents and carers have a responsibility:

- to let the school, know of any concerns
- to support the school in promoting good behaviour
- to be willing to work with the school in developing solutions to problems

Our governors have a responsibility:

- to support the Headteacher/Head of School and staff by monitoring that there is a caring, safe and nurturing environment where pupils can flourish
- to ask strategic questions about how behaviour is managed positively
- to ensuring that the school community is safeguarded

Routines for success

These are important for children to demonstrate and show consistently in and around the school. These will be displayed in every lesson and will be revisited at key points throughout the year.

1. Come to school wearing the correct uniform and black shoes-no hoodies in lessons or for PE kit
2. Walk safely and purposefully through the school at all times.
3. Arrive on time for lessons at the end of break and lunchtime. Ensure you go to the toilet during breaktimes.
4. Enter the lesson quietly and calmly and sit at your designated seat
5. Show you are ready by having all your equipment ready
6. Show whole-body listening
7. Start your work as quickly as you can, follow your teacher's instructions and complete your tasks.

8. Get actively involved in your lessons, asking and answering questions to show your teacher what you do and don't know.
9. Give everyone a chance to speak and to be listened to so you can learn from your peers and your teacher.
10. Take pride and ownership of your work keeping your books tidy and organised

Rewards

In order to support these aims and rules, we operate rewards and consequences at Gusford. Within each class we have a traffic light behaviour system and there are a series of rewards to help children focus on positive behaviours.

Rewards	What does this look like?
Verbal Praise	Staff 'catch students getting it right' and use verbal praise to acknowledge this and to model to all pupils examples of positive attitude. This may take place in classrooms or in public areas, such as assemblies.
Written Praise	Gusford Primary School's assessment and feedback approaches give opportunities for teachers and support staff to recognise positive work. Postcards home for children on Gold.
Star of the Week	Teachers and support staff will identify a pupil to be star of the week in their class. This certificate is given to the pupil in a special 'star of the week' assembly on Fridays and parents and careers are invited to this assembly. This allows staff to recognise work or attitudes that show desired characteristics. The 'star of the week' receives an additional golden time on Fridays.
Golden ticket merits	Teachers give golden tickets to pupils who are on gold, silver or green across the week. These tickets are placed into a golden ticket box and they are entered into a monthly prize draw. These tickets can also be collected and redeemed for prizes: non-uniform days, stationary, fidget toys, books, toys etc. These prizes are displayed in the prize cabinet in the school foyer.
Class rewards	Pupils who demonstrate impeccable manners, exceptional citizenship and who have demonstrated the values and rights throughout the week contribute a prize in the class reward jar. The classroom reward system will use tangible 'reinforcers', such as marbles in a jar to reward and promote positive behaviour for learning for your whole class. The class will have a small whole class reward at the end of each term. This can include extra playtime, arts and sports activities.

Gold award	The Gold award is for pupils who have behaved impeccably, shown exceptional citizenship and who have demonstrated the values and rights throughout the whole week. This can also be used for exceptional schoolwork or learning behaviour and attitude. Children who receive a gold award, receive 5 golden tickets and one child from the gold aware is chosen to be the 'star of the week' pupil and they receive golden time on Fridays. They will also receive a postcard home from their teacher.
Silver award	On a daily basis, staff will identify multiple pupils who have shown exceptional work and behaviour for that day. These children will remain on Silver throughout the day. Children who are moved to silver receive two golden tickets.

Traffic Light System

This system is used in class, at break & lunchtimes

Throughout the school, a colour chart system is used. All pupils start the morning and afternoon on GREEN and will aim to finish the day on green, silver or gold. Should a child struggle to follow school rules they will be given a warning. If a child makes the wrong choice **after a warning** they will then be moved to amber. The child will, where possible, be reminded of how to change their behaviour and return to Green. Should the child continue to not comply they will be moved to the red section. This will result in some or all of missed playtime/lunchtime.

Gold	See above
Silver	See above
Green	• <u>All</u> children start on green in the morning, break, <u>and after lunchtime</u> • Children stay on green if they show the three rights and the values throughout their learning time.

	Choices	Consequences
Amber	- Talking when the teacher or another child is talking. - Disrupting other pupils' learning.	- If a pupil makes the wrong choice after a warning they will then be moved to amber. It will be explained to them why they have been moved and what they need to do in order for them to return back to green. The adult, once they see the corrected behaviour from the pupil, will move the child back to green using positive language, such as, "You have remembered the right to learn and have listened." It is important that the pupil returns to green as soon as the pupil's behaviour improves. - A restorative conversation may need to take place to reinforce the behaviour expectation and praise the child again for getting back onto green. A conversation to reinforce the good behaviours may take place at break time or lunchtime. Teachers will communicate with parents via phone or at the end of the day.
Red	- Continued disruptive or unsafe behaviour in class or around the school site towards others - Any form of serious misbehaviour- please see below - Defiance towards a member of staff - Swearing or prejudice language towards others - Theft, damage or vandalism	After warnings, if a pupil continues to break the rights in class, they are put onto red, the child will need to be kept in for some/all break-time or lunchtime or both to carry out a restorative conversation about their behaviour. All pupils involved in the incident need to understand and know the consequences that have been given and why. The pupils will need to apologise to those for their behaviour. - A conversation with/phone call home to the parent will be made, by the class teacher, advising them of why their child has received it and the consequences given. This needs to <u>be recorded by the adult</u> on the school Arbor behaviour system. - A pupil who continually does not follow the school behaviour policy may be at risk of missing out on school trips, events, clubs etc.

		A purple incident form may be completed by Midday Support staff who are dealing with a serious behaviour incident and this is sent immediately to SLT for immediate support. <u>Repeated Red behaviour</u> Leaders will analyse pupil's behaviour with class teachers of the behaviour and further actions which will include a pupil being placed on a 'positive behaviour' report will be discussed with the class teacher, phase leader, Mrs Hopkins, pupil and parents/carers. <u>Positive behaviour report</u> If behaviour in school continues to be poor, despite other strategies then a senior member of staff will ask to meet with the parents and the pupil. This meeting is to outline expected behaviour and set immediate consequences if behaviours are not met. The child, parent, and senior staff member sign these. The pupil's behaviour is then monitored and reviewed over a 2-week period for impact and any further action needed.
<u>Internal Suspension (IS)</u>	An IS will be issued where there is a serious breach of the school's behaviour policy whether in lessons or in school time. This could include aggressive behaviour, violence, vandalism, persistent defiance and inappropriate prejudice language.	
<u>Suspension</u>	Where multiple internal suspensions and interventions have failed to make impact and the pupils continue to cause harm to other staff and pupils, a suspension from school will be implemented. The school will hold a 'risk of permanent exclusion' (ROPE) meeting with individual pupils, their families, teachers and potentially, other professionals to discuss their next steps.	
<u>Permanent Exclusion</u>	For both one-off incidents of an extreme nature or for persistent failure to observe the school's behaviour policy, the school will hold a 'risk of permanent exclusion' (ROPE) meeting with individual pupils, their families, teachers and potentially, other professionals to discuss their next steps. If the behaviour continues and where all other options have failed, the school will consider and seek the advice from Governors and Trust, for the use of a permanent exclusion.	

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting

- Physical behaviour like interfering with clothes- The Brook Traffic light age appropriate approach will be used.
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking / vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
- Knives or weapons
- Illegal drugs
- Stolen items
- Tobacco/ 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 student)
- Energy/ fizzy drinks/ chewing gum
- Phones
- Earphones
- Physical assault that results in a person requiring medical attention

Purple forms

A purple form is used by staff to log concerning behaviour in the school that occurs after lunchtime, particularly MDSAs. Any behaviour before lunchtime will be able to be dealt with by the class teacher at lunch or before the end of the day. A purple form will be completed with the outline of the incident and the children involved and if possible the children account of events. This will be handed to the class teacher or phase leader. If the teacher or phase leader feels SLT need to be involved, they will speak to the child/ren and discuss any further actions with the class teacher. Parents will be informed of their child's behaviour. All behaviour on a purple form will must be logged on Arbor by the class teacher/phase/SLT.

Support for pupils

Pupils may find regulation of their behaviour difficult for a variety of reasons and not all of these will be because of an underlying Special Educational Need. We expect all students to meet our expectations of behaviour in our school but recognise that some students will need more support to achieve them. When required, and as early as possible, we will work closely with pupils, their families, and specialists to create individual plans that address student's challenges providing tools and strategies to help them improve. We regularly check and adjust these plans to make sure they work well, helping every pupil feel included and supported in their learning environment. The school's SENDCo will work with children, families and staff to ensure all suitable adaptation are in place to support children with SEND. However, all children must ensure they follow the school behaviour policy and expectations set out in this policy.

Student Voice

Our school values the importance of student voice in shaping a positive and inclusive school environment. We believe that involving students in discussions about behaviour expectations and school policies not only

empowers them but also fosters a sense of ownership and responsibility. Pupils are encouraged to share their perspectives and feedback through regular surveys, focus groups, and class meetings. By listening to their ideas and concerns, we aim to create a behaviour policy that reflects their needs and promotes a supportive atmosphere. Engaging pupils in this way helps ensure that they feel heard and respected and contributes to a more collaborative and effective approach to behaviour management.

Recording and Monitoring

Our school carefully keeps track of pupil behaviour to help manage and improve it effectively. We record all important or repeated behaviour incidents, including what happened, what actions were taken, and the results on the school behaviour system, Arbor. These records are reviewed regularly by staff to spot patterns, monitor progress, and check how well our strategies are working. This information helps us adjust our behaviour management plans and give the right support to pupils. By regularly evaluating these records, we can see what's working well, address ongoing issues, and ensure our methods are fair and effective. We also use this feedback to improve staff training and our overall behaviour policy.

Parental Involvement

Parental involvement is key to supporting our behaviour policy and creating a positive learning environment. By working together with parents, we ensure consistent behaviour expectations at school and at home.

Roles and Responsibilities

- **Communication:** We encourage parents to communicate openly with teachers and staff about any concerns or observations regarding their child's behaviour.
- **Partnership:** We work closely with parents to discuss their child's behaviour, set goals, and create behaviour plans.
- **Support at Home:** We provide resources where necessary to help parents reinforce behaviour expectations and address any issues at home.

Engagement Strategies

- **Parent Meetings:** We hold regular meetings to talk about student behaviour, progress, and support. These meetings allow parents to share their insights and work with us to address concerns.
- **Workshops and Resources:** We offer workshops and materials to help parents understand and support our behaviour policies.
- **Feedback and Surveys:** We regularly seek feedback from parents to improve our behaviour strategies and ensure they meet their needs.

Support for Parents

- **Open Door Policy:** Parents are welcome to meet with school staff anytime to discuss their child's behaviour and concerns.
- **Individualised Support:** We work with parents to create personalised plans for pupils with specific behavioural needs.

Commitment to Collaboration We are dedicated to working with parents to support student behaviour and development, creating a supportive environment that helps students succeed both academically and socially.

Staff training and Knowledge

Our school is dedicated to equipping staff with the skills and knowledge necessary to effectively manage and support student behaviour. We believe that ongoing professional development in behaviour management is essential for creating a positive and productive environment. We are committed to providing our staff with the training and knowledge they need to effectively manage behaviour and support pupil success. By investing in professional development, we ensure that our staff are well-prepared to foster a positive and respectful school environment.

Training and Professional Development

- **Regular Training:** Staff receive regular training on behaviour management strategies, including techniques for positive reinforcement, conflict resolution, and de-escalation. This training ensures that all staff are up to date with the latest best practices and approaches.
- **Specialised Workshops:** We offer specialised workshops that address specific behavioural challenges and needs, such as managing classroom disruptions, supporting pupils with additional behavioural needs, and implementing restorative practices.

- Collaborative Learning: Staff participate in collaborative learning opportunities, including peer observations and group discussions, to share insights and strategies for effective behaviour management.

Knowledge and Expertise

- Understanding Behaviour: Staff are trained in understanding child development and the underlying causes of behavioural issues. This knowledge helps them to address behaviour in a supportive and informed manner.
- Communication Skills: We focus on developing strong communication skills, enabling staff to interact with pupils in a positive and effective way. This includes techniques for active listening, clear instructions, and empathetic responses.

Ongoing Support and Resources

- Access to Resources: Staff have access to a range of resources and materials to support behaviour management, including guidelines, toolkits, and professional literature.
- Mentoring and Coaching: New and experienced staff receive mentoring and coaching to continually refine their behaviour management skills. This support includes regular feedback and personalised guidance.

Evaluation and Improvement

- Feedback Mechanisms: We gather feedback from staff on training effectiveness and areas for improvement. This feedback helps us to continually enhance our professional development programs.
- Continuous Improvement: Our commitment to staff training includes regularly reviewing and updating our training programs to reflect new research and practices in behaviour management.

Appendix 1

Suspensions and Exclusions

Purpose Suspensions and exclusions are measures of last resort used to address serious or persistent behavioural issues that cannot be resolved through other means. They are intended to ensure the safety and well-being of all pupils and maintain a positive learning environment.

Suspensions: A suspension is a temporary removal of a pupil from school for a specified period. This action may be taken for serious misbehaviour that disrupts the learning environment or endangers the safety of others. During a suspension, pupils are expected to complete their schoolwork and will be provided with assignments to keep up with their studies. The length of a suspension will be determined based on the severity of the behaviour and the school's disciplinary guidelines.

Exclusions: An exclusion is a more permanent removal of a pupil from the school due to severe or repeated behavioural issues that cannot be addressed through suspension or other interventions. Exclusions are considered only after all other support measures have been exhausted. The decision to exclude a pupil is made by the school leadership in consultation with the student's parents or guardians, and any relevant support services.

Process

Investigation: Before any suspension or exclusion, a thorough investigation is conducted to understand the situation and ensure that all facts are considered.

Notification: Parents or guardians are informed of the decision, the reasons for it, and the duration of the suspension or exclusion. A written notice will be provided.

Support and Reintegration: For suspensions, a reintegration plan is developed to support the pupil's return to school. This may include a meeting with the pupil, their family, and relevant staff to discuss strategies for improving behaviour and ensuring a smooth transition back to the school environment.

Appeal Process: Parents or guardians have the right to appeal a suspension or exclusion decision. Appeals should be submitted in writing to the school's appeal committee within a specified timeframe. The committee will review the case and provide a final decision.

Commitment to Support: Our school remains committed to working with pupils and their families to address behavioural issues effectively and supportively. We aim to provide a safe and positive learning environment while ensuring that all pupils have the opportunity to succeed.

Use of Positive Handling

In our school, the use of reasonable force is a measure of last resort and is only employed when absolutely necessary to ensure the safety and well-being of pupils and staff. Reasonable force may be used to prevent a pupil from causing harm to themselves or others, damaging property, or disrupting the learning environment significantly. Our staff are trained to handle situations involving physical intervention with the utmost care and to use the minimum force required to manage the situation effectively. All incidents involving the use of force are recorded and reported on Myconcern to ensure transparency and accountability. We also work closely with parents to discuss any incidents and to review and address any underlying issues. Our approach prioritises de-escalation and non-physical strategies whenever possible, aligning with our commitment to a safe and supportive school environment.

Rights to Search and Confiscate

In accordance with UK law, our school reserves the right to search pupils and confiscate items as necessary to maintain a safe and orderly learning environment. Staff members are authorised to search pupils' possessions, including bags, lockers, and clothing, if there is a reasonable suspicion that they may be carrying prohibited items such as weapons, illegal substances, or items that could disrupt the school environment. Confiscated items will be securely stored and returned to pupils or their parents/guardians according to the school's policies. Searches will be conducted with respect and sensitivity, ensuring that the dignity and privacy of students are upheld. We communicate openly with parents about any searches conducted and the reasons behind them, reinforcing our commitment to ensuring the safety and well-being of all members of the school community.

Equality and Inclusion

Our behaviour policy is designed to be fair and inclusive, ensuring that no pupil is discriminated against based on race, gender, disability, or any other protected characteristic. It respects and accommodates the diverse backgrounds and needs of our pupil body, promoting cultural sensitivity. Additionally, the policy is written in clear and accessible language, making it easy for all stakeholders to understand and engage with.

Link to other policies

- Attendance policy
- Anti-Bullying policy
- Positive handling policy
- Complaints policy
- Teaching and learning policy
- Safeguarding and child protection policies
- Online Safety and acceptable use agreements
- Curriculum policies such as PSHE and RSE