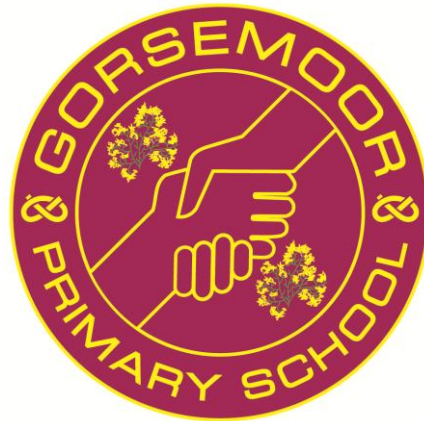


*Growing together,*

*hand in hand*



# Behaviour Policy

October 2025

|  |                         |
|--|-------------------------|
| <b>Audience:</b>                           | Governors/Staff/Parents |
| <b>Frequency of Review:</b>                | Annually                |
| <b>Post-holder responsible for Review:</b> | Assistant Headteacher   |

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- o Education Act 1996 Education Act 2002
- o Equality Act 2010
- o Education and Inspections Act 2006
- o Health Act 2006
- o Voyeurism (Offences) Act 2019
- o The School Information (England) Regulations 2008
- o DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- o DfE (2025) 'Keeping children safe in education 2025'
- o DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- o DfE (2018) 'Mental health and behaviour in schools'
- o DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- o DfE (2013) 'Use of reasonable force'
- o DfE (2022) 'Searching, screening and confiscation: advice for schools'
- o The Statutory Framework for the Early Years Foundation Stage

Gorsemoor Primary School strives to promote the welfare of our pupils in accordance with the guidance outlined above by:

1. Creating and maintaining a safe learning environment
2. Identifying child welfare concerns and taking appropriate action in a timely manner
3. Using the curriculum to enable our children to develop strategies to keep themselves safe
4. Operating safe recruitment and selection procedures to prevent unsuitable people from working with our children

The school has a range of policies designed to support these aims and these are available on request or via the school website.

Parents and carers are respectfully requested to support this policy and reinforce it with their children.

## Statement of Intent



**Together** we aim to help each child have a sense of responsibility for their own behaviour.

This Policy has been collaboratively produced to not only ensure high standards but that it is reflective of the voice of our school community; obtaining feedback from all stakeholders. At Gorsemoor we believe that **behaviour is the collective responsibility of governors, staff, parents and children**. Our behaviour policy sits under the umbrella of safeguarding.

“Safeguarding and promoting the welfare of children is **everyone’s responsibility**. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.” **Keeping Children Safe in Education – September 2025**

Good behaviour is vital for:

- o wellbeing and mental health
- o creativity
- o academic outcomes
- o social benefits
- o social mobility
- o vocational opportunity

Gorsemoor Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We acknowledge that behaviour can sometimes be the result of mental health, trauma, attachment, SEND needs or other vulnerabilities and will address these needs via an individualised, graduated response. Our children are all unique and this is always a consideration when reviewing how to intervene with behaviour.

Our school is committed to:

- ⇒ **Ensure pupil success in learning:** high quality teaching and learning makes a significant difference to pupil outcomes and leads not only to academic success but also to less engagement in risky or criminal behaviours, better economic prospects and higher life satisfaction in later life (EEF 2019a)
- ⇒ **Ensure pupils feel safe, supported and welcome at school:** where pupils develop trusted relationships with adults, they are more likely to feel supported and connected therefore reduced levels of poor behaviour and increased engagement in learning will be seen (Rathman et al 2018)
- ⇒ **Develop positive pupil behaviour:** teaching model behaviours improves access to learning and reduces the need to manage any incidents of misbehaviours. Promoting positive learning behaviours such as self-regulation improves social and emotional skills which in turn promote wellbeing. (EEF 2019a)

## **Building relationships**

We recognise the importance of building relationships with pupils and that a sense of belonging promotes positive behaviours and in turn secures pupil progress. We do this by getting to know pupils through spending time with them and showing an interest through questions. We use names when we speak to them and communicate with warmth and positivity. We create a class identity and regularly give affirmations. As adults we model self-regulation to the pupils in our care.

The Early Years Foundation Stage (EYFS) Statutory Framework states that every child must be assigned a key person. A key person is someone that helps ensure that every child's learning and care is tailored to meet their individual needs. Early Years staff deliver the EYFS curriculum, which enables children the support required to develop the skills involved to self-regulate in order to manage their behaviours in the learning environments in and around Gorsemoor.

To reinforce the relationships that we establish we will meet and greet pupils as they arrive at school and narrate the positive behaviours we see in school. Pupils are given recognition for their efforts through proud posts, house points (in Early Years, Monster Points are awarded), Star of the Day, stickers etc. We use praise in a timely manner to reward children for their efforts. We ensure it is honest and linked to the effort shown rather than the outcome as pupils are more likely to repeat the behaviour in this case.

Good behaviour is not just sitting still and being quiet. Good behaviour means being able to select the right behaviour depending on the moment you are in. Children are taught to make good choices and are made aware of making negative choices and the consequences for these choices on themselves and for others. Children make a choice to behave or misbehave and they should be clearly aware of the consequences (to themselves and others) of their behaviour. We have developed a whole school approach to behaviour so that all pupils are treated by the adults who work with them in a consistent manner. We also base our policy on assertive discipline as opposed to a passive or aggressive approach. Adults are 'in control' as opposed to 'controlling'. Children should be spoken to in a **firm but fair** way with expectations made very clear. All of our values should be modelled by all of the staff as an example to the children. We expect all visitors and staff to lead by example.

### **Teaching learning behaviours**

To ensure the successful implementation of our behaviour policy at Gorsemoor, we ensure that behaviour is not simply an expectation but a taught and well-modelled part of the curriculum. With explicit modelling, collaboration and learning conversations around behaviour, expectations and strategies for regulation, pupils are empowered through worked examples to grow and develop strategies to thrive. The behaviour curriculum is not an explicit document, with supporting progression documents but a pedagogical approach to the teaching of behaviour and expectations organically woven in to the school day.

We have to teach good behaviour - children aren't born knowing how to do this. At Gorsemoor, we strongly believe that behaviours can be taught and learnt by pupils. We don't assume that all pupils come to school with prior knowledge of helpful learning behaviours: these are social rituals that are learned. Some children come to school having been exposed to positive social habits and others do not. To facilitate this, we recognise the importance of minimising cognitive load by setting clear expectations for how something should be done. It is important that we outline expected behaviours at all points during a lesson communicating clear behavioural, noise and task expectations. At the start of each year there is always a renewed focus on behaviour, routines and expectations. However, it is vital that they are re-visited throughout the year through daily praise, modelling and review to ensure that not only high standards of behaviour are maintained but that intrinsic motivation, empathy and tolerance are embedded.

Teaching of these expected behaviours need to include:

- Positive language
- Small manageable chunks/steps
- Modelling of behaviours so there is a clear understanding of what success looks like
- Opportunities for regular retrieval practise
- Embedded routines - when behaviours become automatic, pupils' wellbeing increases as the classroom is perceived as predictable.

We teach pupils the following learning behaviours:

- Building routines by explicitly sharing them all the time
- Group and independent work expectations
- Movement around the classroom and school
- Transitions points throughout the day
- Use of resources, scaffolds and support to maximise learning

Within our Early Years classrooms, this is differentiated for our younger pupils to ensure we support an age-appropriate behaviour management approach:

- Building consistent routines and transitional points, sharing them frequently using our visual timetable.
- Promoting high expectations to develop the children's understanding of how to respect others, the environment and the resources they engage with.
- Planned opportunities to discuss behaviour, feelings and self-regulation.
- Early Years staff plan and develop an enabling environment, which minimises conflict or actively teaches problem solving amongst each other.
- Our Early Years classrooms have tailored approaches to ensure that children understand about self-regulation and the resources they can access to support this. For example, well-being stories, 'fidget' toys, Emotion Station and a Cosy Corner.
- We comment on and reward positive and improving behaviour.

## Daily routines and Expectations

**“The standard you walk past is the standard you set.”**

Routines are the behaviour we want to be automatic in school. In order to build these routines, we share them explicitly with our children ALL THE TIME through assemblies, class and social time.

We also:

- ⇒ Demonstrate the behaviour we expect using role models
- ⇒ Expect behaviour to be good – we don't recalibrate our expectations
- ⇒ Correct/challenge incorrect norms constantly with a shared belief that everyone has a duty to uphold the school behaviour policy
- ⇒ Repeat constantly

To teach a routine we **identify it, teach it and practise it**. Over practising is the essence of learning as it leads to a much deeper understanding of the behaviour you want the children to exhibit. We have developed a list of routines and behaviours that we all expect our children to display and adults to model, in different environments in our school. We identified that issues arise when adults are unsure of what is acceptable or fail to challenge unacceptable behaviour. We agreed that our children are capable of showing the 'best behaviour' and often do. We agree that such high expectation should be the norm.

|  |   |  |
|--|---|--|
| Entering school / classroom  | <ul style="list-style-type: none"> <li>⇒ Walk through school with my grown up and across playground</li> <li>⇒ Greet people you see (adults on gate, in class, each other)</li> <li>⇒ Wait quietly next to my grown up for my teacher to greet me into class</li> <li>⇒ Put belongings away and follow classroom routine</li> </ul>             | <ul style="list-style-type: none"> <li>⇒ Walk through school gates and across playground</li> <li>⇒ Greet people you see (adults on gate, in class, each other)</li> <li>⇒ Put belongings in lockers promptly</li> <li>⇒ Complete morning activity independently</li> <li>⇒ Wait 1-2-3 for movement signals (1 stand up, 2 tuck chairs in, 3 line up)</li> <li>⇒ All in silence – if not silent, sit down and start again</li> </ul> |
| Corridor behaviour   | <ul style="list-style-type: none"> <li>⇒ Walking hands and keep in the class line, facing the way you're walking</li> <li>⇒ Engage with adults and expect adults to engage with them - ask them how they are</li> <li>⇒ Be quiet and not disturb others</li> </ul>  | <ul style="list-style-type: none"> <li>⇒ Walking hands and keep to the left</li> <li>⇒ Hold the door open for people</li> <li>⇒ Engage with adults and expect adults to engage with them - ask them how they are</li> <li>⇒ Be quiet and not disturb others</li> <li>⇒ Report behaviour that is not the 'best'</li> </ul>  |
| Lining up (irrespective of situation without need for instruction) | <ul style="list-style-type: none"> <li>⇒ Stand still and walk calmly on your teacher's instruction</li> <li>⇒ Stand behind each other</li> <li>⇒ Be calm and orderly</li> </ul>   | <ul style="list-style-type: none"> <li>⇒ Stand still and be silent on bell and then walk calmly on teacher instruction</li> <li>⇒ Stand behind each other</li> <li>⇒ Be calm and orderly</li> <li>⇒ Be ready for learning/ collecting dinner etc.</li> </ul>   |
| Playground behaviour   | <ul style="list-style-type: none"> <li>⇒ Children should be visible to adults &amp; adults visible to children at all times</li> <li>⇒ The children in Early Years are taught how to use the equipment safely and develop their understanding of the outdoor learning areas are to be used as they were designed i.e. Forest School,</li> </ul> | <ul style="list-style-type: none"> <li>⇒ Children should be visible to adults &amp; adults visible to children at all times</li> <li>⇒ Games that involve contact (except where an adult is refereeing) are not allowed</li> <li>⇒ Equipment and zoned areas are to be used as they were designed i.e. climbing frame</li> <li>⇒ No ball games during morning play but can in supervised areas in the playground at lunch</li> </ul> |

|                        |  |  |
|------------------------|--|--|
|                        | <p>vehicle tracks and climbing frame</p> <ul style="list-style-type: none"> <li>⇒ Explicit teaching of playground games takes place throughout Early Years.</li> <li>⇒ Children are taught seek out an adult for first aid, conflicts, support and toileting.</li> <li>⇒ At the end of outdoor learning opportunities, the children will respond to a learnt signal to line up safely and calmly.</li> </ul>   | <ul style="list-style-type: none"> <li>⇒ Do and say kind things</li> <li>⇒ Look out for those who may be alone</li> <li>⇒ Standing still and quiet on 1<sup>st</sup> bell / whistle</li> <li>⇒ Walking to the line and standing in the line silently on 2<sup>nd</sup> bell / whistle</li> </ul>   |
| Lunch and dining halls | <ul style="list-style-type: none"> <li>⇒ Children in our Nursery classes will eat their lunches within the nursery classroom.</li> <li>⇒ Follow expectations for lining up whilst waiting to collect food from the lunch hatch</li> <li>⇒ Be seated and eating their own food</li> <li>⇒ Be polite and respectful to each other and supervisors</li> <li>⇒ Use cutlery properly (may need to be taught)</li> <li>⇒ Take responsibility for food that is dropped</li> <li>⇒ Alert adults when you have finished your dinner and wish to move onto pudding by raising your 'thinking thumb'</li> <li>⇒ Use manners when speaking to lunchtime staff</li> </ul> | <ul style="list-style-type: none"> <li>⇒ Be seated and eating their own food</li> <li>⇒ Be polite and respectful to each other and supervisors</li> <li>⇒ Use cutlery properly (may need to be taught)</li> <li>⇒ Take responsibility for food that is dropped</li> <li>⇒ Clear own plates or dispose of rubbish</li> <li>⇒ Use manners when speaking to lunchtime staff</li> </ul>  |
| Toilets                | <ul style="list-style-type: none"> <li>⇒ Use only to wash hands or go to the toilet</li> <li>⇒ Toys and resources must not be taken into the toilet areas</li> <li>⇒ Call for assistance should you need any help with your personal care</li> <li>⇒ Report spillages</li> <li>⇒ Go straight to and from the toilet</li> </ul>   | <ul style="list-style-type: none"> <li>⇒ Use only to wash hands or go to the toilet</li> <li>⇒ Leave once used</li> <li>⇒ Report spillages</li> <li>⇒ Go straight to and from the toilet</li> <li>⇒ Go during break times and not to be used to avoid learning</li> </ul>  |
| Assembly               | <ul style="list-style-type: none"> <li>⇒ Children within our Nursery classes will not attend assemblies as they are not developmentally ready to sit for extended periods of time.</li> <li>⇒ These skills are developed ready for Reception through circle times and access to short class assemblies.</li> <li>⇒ Reception children will begin to join in with assembly throughout the summer term.</li> </ul>   | <ul style="list-style-type: none"> <li>⇒ Walking hands to enter and leave</li> <li>⇒ Silent to enter and leave</li> <li>⇒ Silent during assembly</li> <li>⇒ Entering: children stand up in lines and sit when told</li> <li>⇒ Leaving: a class at a time - 1-2-3 for movement (1 stand up, 2 turn in direction walking, 3 walk)</li> <li>⇒ All in silence – if not silent, sit down and start again</li> <li>⇒ All teacher communication to children to be non-verbal using hand gestures</li> </ul> |
| Home time              | <ul style="list-style-type: none"> <li>⇒ Children are dismissed via the classroom door from their carpet spaces.</li> <li>⇒ School staff will call children to the door once their grown up has been identified</li> </ul>   | <ul style="list-style-type: none"> <li>⇒ Lining up silently</li> <li>⇒ Walkers to walk to gate silently</li> <li>⇒ Phones not to be turned on until walking through the gate</li> <li>⇒ Stay in line until dismissed</li> <li>⇒ Hand up when adult is spotted</li> </ul>   |

|                                    |  |  |
|------------------------------------|--|--|
|                                    | <ul style="list-style-type: none"> <li>⇒ Children are expected to walk towards their grown up and stay with them to remain safe.</li> </ul>  | <ul style="list-style-type: none"> <li>⇒ Walk to adult</li> </ul>  |
| Educational visits/visitors        | <ul style="list-style-type: none"> <li>⇒ To be polite and welcome anyone to our school with pride</li> <li>⇒ Follow instructions</li> <li>⇒ Show respect to property</li> <li>⇒ Be an active participant</li> <li>⇒ Wear our badge with pride and remember our school values</li> </ul>  | <ul style="list-style-type: none"> <li>⇒ To be polite and show smiles (welcome anyone to our school with pride)</li> <li>⇒ Follow instructions first time</li> <li>⇒ Show respect to property and take responsibility for your own belongings</li> <li>⇒ Be an active participant</li> <li>⇒ Wear our badge with pride and remember you are our reputation</li> </ul>  |
| General                            | <ul style="list-style-type: none"> <li>⇒ Uphold school values</li> <li>⇒ Greet people you see</li> <li>⇒ Use manners</li> <li>⇒ Contribute to our environment, demonstrating respect for resources and helping everyone to follow 'choose, use and put away'</li> </ul>  | <ul style="list-style-type: none"> <li>⇒ Uphold school values</li> <li>⇒ Greet people you see</li> <li>⇒ Use manners</li> <li>⇒ Hold the door open for others</li> <li>⇒ Contribute to the environment being tidy by taking responsibility for your own belongings</li> </ul>  |
| Classroom environment expectations | <ul style="list-style-type: none"> <li>⇒ Visual timetable displayed every day</li> <li>⇒ In Nursery, there is a Cosy Corner and Emotion Station</li> <li>⇒ In Reception there is a zone of regulation</li> <li>⇒ Natural display materials are utilised for a calm environment</li> <li>⇒ Working clock in the classroom</li> <li>⇒ Clear teacher desk</li> <li>⇒ Consistent use of widget symbols/photos across the EYFS</li> <li>⇒ Children's work is displayed using 'Proud Pegs'</li> <li>⇒ Our EYFS classrooms display the long-term reading journal</li> <li>⇒ Resources and environment promote inclusive, independent and deep play opportunities</li> </ul> | <ul style="list-style-type: none"> <li>⇒ Visual timetable displayed every day</li> <li>⇒ Zen Den</li> <li>⇒ Working walls updated regularly</li> <li>⇒ Sentence stacks to be updated daily</li> <li>⇒ V for vocab signs on all working walls</li> <li>⇒ Word of the week displayed</li> <li>⇒ Number fact of the week displayed</li> <li>⇒ Working clock on maths board</li> <li>⇒ Clear teacher desk</li> <li>⇒ Consistent use of labels across classrooms</li> </ul> |

**Behaviour feedback routines to promote positive behaviour**



We recognise that pupils respond well to positive recognition and reinforcement as this encourages children to make the right choices and create a positive school environment. We offer immersive feedback to pupils about their behaviour. Feedback is designed to improve future behaviour.

### **Extrinsic motivators (boundaries controlled by consequences)**

- ⇒ Sanctions and rewards are an essential part of our school feedback system
- ⇒ Sanctions and rewards are one part of the jigsaw - they are not universally effective
- ⇒ Sanctions must be proportionate, consistent and predictable
- ⇒ Rewards must be sincere, targeted and proportionate
- ⇒ The best reward is praise which goes to the heart of Maslow's Hierarchy (see appendix)
- ⇒ Rewards have to be consistent, monitored by Assistant Headteachers and challenged if not.

We recognise that pupils respond well to positive recognition and reinforcement as this encourages children to make the right choices and create a positive classroom environment. Children at Gorsemoor Primary School receive positive praise in recognition of their good behaviour.

This includes the use of:

- Visual signals (smile, thumbs up)
- Praise
- Star of the Day
- House points EYFS: Monster Points (Class Dojo)
- Positive communication with parents – *Proud Posts*, verbal/Class Dojo communication,
- Peer praise - pupils nominate a peer for recognition
- Privilege days
- Termly Celebrations
- Stickers: classrooms, play times and lunch times
- Leadership awards (stickers/certificates)
- Rewards Assembly

### **Proud Post**

Children are rewarded with a proud post, in the moment, to celebrate their progress and achievement as part of our commitment to the whole child. They can be linked to our school values (welcoming, resilient, happy, collaborative, nurturing and respectful) and character education virtues (integrity, independence, global and local, curiosity, aspiration and inclusivity.) At the end of the day they can take a physical certificate of the Proud Post home to share with family. During the weekly rewards assembly, children who received a Proud Post that week will be asked to stand up for a celebratory round of applause.

### **Senior Leadership Team Awards**

Stickers are given to pupils for exceptional effort, work or behaviour. When a pupil has achieved this, they are sent to a member of the Senior Leadership Team with their work and/or a brief message to receive their sticker and praise.

### **Subject Specific Rewards**

Alongside this, teachers and leaders promote a variety of subject specific rewards to celebrate positive learning behaviours and wider achievements across the curriculum.

For example:

- ⇒ Numbot certificates are shared with pupils
- ⇒ TTRS certificates are shared with pupils
- ⇒ English leader stickers are given to pupils to celebrate their achievements in English lessons
- ⇒ Catch Me Being a Scientist
- ⇒ Full STEAM Ahead

## House points

Belonging to a house reinforces our collaborative value on which this policy is based. All children Y1-Y6 in are in house teams – Aqua, Ignis, Terra and Ventus. They are led by house team ambassadors. House points can be given by any adult to any child across the school. They will be given to children for going above and beyond:

- ⇒ What have they done above and beyond the school values?
- ⇒ What have they done above and beyond to show character virtues?
- ⇒ What have they done above and beyond class and school expectations?

House Points are awarded as part of our **collaborative** rewards system via Class Dojo, on the **year group page**, where children will be organised into their house team via the groups feature. When awarding the House Point, select **'award group' or the green circle points total** and then select the appropriate point from the list shown. This will notify families within that team of both the House Point and the reason it has been awarded. There are specific categories for House Points (listed in appendices) and any bespoke arrangements beyond this must be discussed and agreed with the Behaviour Lead (S Jukes.)

At the end of each week, the year group lead, will post a class story on the year group page showing a screenshot of the house point totals which will give the parents a running score for comparison. We also run regular competitions where the children will be able to earn additional points for their team.

In EYFS the children will earn individual points to introduce them to the rewards system. These will also be categorised under the same headings on Dojo and will be more frequent at the start of the year whilst children adapt and develop their learning behaviours.

## EYFS: Monster Points

Monster Points are awarded to the children as part of a celebration of their achievements and successes. In the autumn term, Monster Points highlight different skills which children are familiar with in order to try their best. Throughout the year, these skills will become more refined and linked to their current learning. For instance, across the autumn term, they may receive Monster Points more regularly to encourage settling into class (resilience,) whereas moving into the summer term, Monster Points could be earned for participating in a challenge, having a go, demonstrating aspiration etc. The names of the Monster Points link to the House Point categories to enable a consistent link as a whole school.

## Privilege Days

When a house reaches a set number of points within a year group, all the children in that house will receive their privilege day of coming in their own clothes. The number of points is based on the number of classes in the year group. Pupils in Years 1 - 6 need to reach 100 points for a privilege day.

In EYFS, the children will receive an individual privilege day when they reach the following multiples:

- Autumn Term – every 50 points
- Spring Term – every 50 points
- Summer Term – every 100 points

### **Termly and End of Year Celebrations**

At the end of the term, the winning house (the house with the most points for the term) from each year group, will receive a celebration day. At this point, the house points will be added to a whole school spreadsheet and the points on Dojo will be recorded. Each term is a fresh start to give different teams a chance of winning! At the end of the academic year, the totals from each term for every year group will be added together and the house team with the most points overall will receive an extra special celebration day.

### **Least invasive approaches to deal with low level behaviour**

Some individuals will need additional support to ensure they comply with behaviour expectations and demonstrate taught learning behaviours.

We reinforce these through the following steps:

|   |                               |   |
|---|-------------------------------|---|
| 1 | Benefit of the doubt          | "A few people have forgotten to put their pencils down." Using the word 'forgotten' gives pupils time to correct their action.  |
| 2 | Proximity                     | The use of physical closeness or eye contact to act as a non-verbal reminder.   |
| 3 | Non-verbal reminder           | Hand gestures/signals that have been previously taught to pupils.   |
| 4 | Positive group correction     | "We all need to have our date written and our pencil/pen down by now" This gives pupils a reminder of the expectations without drawing attention to individuals. Another example - Who will be in my top five...? |
| 5 | Anonymous individual reminder | "I'm waiting for one/two people to show me they are ready."   |
| 6 | Private individual correction | "X, I'm giving you one minute, and I want to see you do .... I'll be back to check". This needs to be done 1:1 without drawing attention so the pupil has the opportunity to correct their behaviour.             |

### **Sanctions**

### **Inappropriate behaviour is defined as:**

- ⇒ Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- ⇒ Non-completion of classwork
- ⇒ Poor attitude

### **Serious misbehaviour is defined as:**

- ⇒ Repeated breaches of the school rules that lead to unreasonable high-level disruption of children's right to learn
- ⇒ Consistent refusal to work
- ⇒ Consistent refusal to follow instructions
- ⇒ Intimidating others
- ⇒ Consistent inappropriate behaviour
- ⇒ Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours
- ⇒ Unreasonably high level of disruption that significantly disrupts learning
- ⇒ Hurting friends
- ⇒ Throwing objects
- ⇒ Threatening behaviour
- ⇒ Swearing
- ⇒ Shouting at adults
- ⇒ Physical violence or verbal aggression directed towards an adult or pupil
- ⇒ Use of object/weapons to hurt others
- ⇒ Serious/ continued bullying incidents
- ⇒ Vandalism leading to significant damage of school property and resources
- ⇒ Possession of 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)
- ⇒ Use of object/weapons to hurt others
- ⇒ Significant acts of violence and aggressive behaviour

This list is not exhaustive and is intended to offer examples rather than be complete or definitive. Staff have access to a categorised behaviour sheet; which is utilised in the recording of behaviour incidents and consequences.

Some pupils may need a more explicit sanction if despite being given the opportunity to correct their behaviour, they still choose to display the inappropriate behaviour. They will be spoken to directly on an individual basis, given a clear reminder of the expected behaviour and a warning of consequences should they continue. Consequences can include loss of privileges, time-out, call to parent/carer or removal from the classroom and are detailed in the table below. If the pupil continues to refuse to comply with the expected behaviour, the consequence discussed will take place. Children may be put on an Individual Behaviour Plan where they continue to repeat inappropriate behaviours despite sanctions. These focus on setting personalised targets, capturing the moments of positive behaviours and teaching self-regulation

The table (Behaviour Blueprint), on the following page, outlines the steps for each stage of a pupil's behaviour. We aim to keep a pupil within Stage 1 and 2, however, we recognise there may be instances of behaviour that escalate beyond this. Each step, shows an overview of suggested approaches but this isn't a checklist or exhaustive and will be reflective of the demonstrated behaviour, whole picture of the child and external factors of escalation.

| Stage  | Steps   | What this looks like in EYFS  |
|--|---|---|
| <b>Stage 1</b>   | <ul style="list-style-type: none"> <li>• Followed all stages of the 'least invasive approaches to deal with low level behaviour'</li> <li>• Class teacher to hold a restorative discussion with the pupil about their behaviour</li> <li>• Social Stories/ Reflect &amp; Reset</li> <li>• *Natural and logical consequences</li> </ul>  | <ul style="list-style-type: none"> <li>• Followed all stages of the 'least invasive approaches to deal with low level behaviour'</li> <li>• Class teacher to hold a restorative discussion with the pupil about their behaviour</li> <li>• Social Stories/ Reflect &amp; Reset</li> <li>• Natural consequence</li> </ul>  |
| <b>Stage 2</b>   | <ul style="list-style-type: none"> <li>• Temporary withdrawal from the either the child's seat or classroom to regulate (communal area or regulation space dependent on need)</li> <li>• Support from Year Group Lead for pupil discussions</li> <li>• Support from Partner Class Teacher</li> <li>• Class teacher to hold informal discussion with parents</li> <li>• Persistent behaviour or a change in frequency to be recorded on Pupil Asset to ensure no safeguarding or pastoral concerns</li> </ul>  | <ul style="list-style-type: none"> <li>• Children will access guided reflection time where adults will support them to understand their choices.</li> <li>• Support from Year Group Lead for pupil discussions</li> <li>• Class teacher to hold informal discussion with parents</li> <li>• Persistent behaviour or a change in frequency to be recorded on Pupil Asset to ensure no safeguarding or pastoral concerns</li> </ul> |
| <b>Stage 3</b><br>At this stage class teacher will prompt support from either an Assistant Headteacher, the Inclusion Lead or the Family and Multi-Agency Liason Officer who will support Stage 3. | <ul style="list-style-type: none"> <li>• Loss of privileges, for example, an appropriate percentage of time deducted from break time(s) or lunch time(s) decide by class teacher and recorded on CPOMs.</li> <li>• Solution Circle arranged</li> <li>• Provision &amp; environment review</li> <li>• Intervention review</li> <li>• Pupil to speak to AHT or Inclusion Team, if SEND or SEMH</li> <li>• Begin graduated response, if inclusion concern</li> </ul>   | <ul style="list-style-type: none"> <li>• Class teacher to highlight concerns</li> <li>• Individual needs, provision &amp; environment analysis</li> <li>• Intervention review</li> <li>• Begin graduated response, if inclusion concern</li> </ul>  |
| <b>Stage 4</b>   | <ul style="list-style-type: none"> <li>• Removal from classroom by SLT, at the request of the class teacher</li> <li>• Parents should be informed on the same day if class teacher has requested that a child in their class has been removed from the classroom.</li> <li>• Pupil to speak to Co-Headteachers or Inclusion Lead</li> <li>• Formal meeting with parents to be held with a member of SLT and class teacher</li> <li>• Individual Behaviour Plan implemented (reviewed at appropriate intervals)</li> <li>• External referrals completed</li> <li>• Review of individual tracking systems for pupil (attendance, CPOMs, Pupil Asset and Insight)</li> </ul> | <ul style="list-style-type: none"> <li>• Opportunities to leave the classroom for regulated walks with a supported adult.</li> <li>• Parents should be informed on the same day if their child has required time out of the classroom.</li> <li>• Formal meeting with parents to be held with a member of SLT and class teacher</li> <li>• Individual Behaviour Plan implemented (reviewed at appropriate intervals)</li> </ul>   |

|                |   |  |
|----------------|---|--|
|                | <ul style="list-style-type: none"> <li>• Risk Assessments implemented (reviewed at appropriate intervals)</li> <li>• Consider change of environment</li> <li>• Consider transitional timetables/ timetable adaptations</li> <li>• Access to Alternative Provision Unit</li> </ul> | <ul style="list-style-type: none"> <li>• External referrals completed</li> <li>• Review of individual tracking systems for pupil (attendance, CPOMs. Pupil Asset and Insight)</li> <li>• Risk Assessments implemented (reviewed at appropriate intervals)</li> </ul> |
| <b>Stage 5</b> | <ul style="list-style-type: none"> <li>• Fixed Term Suspension</li> </ul>   | <ul style="list-style-type: none"> <li>• Discussion regarding the possibility of reduced timetables.</li> <li>• Consider access to Alternative Provision Unit</li> </ul>   |
| <b>Stage 6</b> | <ul style="list-style-type: none"> <li>• Consult with LA regarding a managed move</li> <li>• Permanent Exclusion</li> </ul>   | <ul style="list-style-type: none"> <li>• Consult with LA regarding meeting the child's individual needs.</li> </ul>  |
| <b>Stage 7</b> |   | <ul style="list-style-type: none"> <li>• Fixed Term Suspension</li> </ul>  |
| <b>Stage 8</b> |   | <ul style="list-style-type: none"> <li>• Consult with LA regarding a managed move</li> <li>• Permanent Exclusion</li> </ul>  |

\*\*\* **Natural consequences** are consequences that occur in response to a behaviour without adult influence. For example, if a child chooses not to use a rain coat, they will get wet. Logical consequences are consequences that are set by an adult. For example, if a child draws on the wall, they are expected to clean up what they drew.

**Jane Nelson outlined the 3 R's for logical consequences.**

**Consequences should be:**

**Related** to the behaviour

Related: If a child throws a toy, you take away the toy

**Respectful** towards the child and not involve shame or blame

Respectful: If your child spills a drink, you say, "Oops, looks like you spilled it, what should we do now?"

**Reasonable** in both the child's and adult's perspective

Reasonable: If your child gets in trouble at school for not completing work, you discuss it with them and agree to complete it at the start of lunch to ensure the work is completed.

Non-reasonable: miss lunch times all week.

**How do you use Logical Consequences?**

1. **Take a moment.** Consequences are more likely to be respectful when you have a moment to take a step back.

2. **Consequences should be applied right after the misbehaviour** to help children see them as their own choice when they misbehave. When consequences are connected with inappropriate behaviour, the more effective they will be in encouraging positive behaviour.
3. **Enforce consequences privately when possible.** Children may feel shame or humiliation when there are other people around.
4. **Use the 3 R's.**
5. **Stick to the consequence.** Once you set it, enforce it.
6. **Be patient.** These consequences may not work right away, but it is important to stick to them.
7. **“Catch the child behaving well.”** On topic of consequences, provide positive feedback and encouragement.
8. **Check in.** There are times when logical consequences are not appropriate. If it is hard to come up with a logical consequence in a situation, it may not be the best method.

### **Resources:**

Nelson, J. (1985). The Three R's of Logical Consequences, the Three R's of Punishment, and the Six Steps for Winning Children Over. *Individual Psychology: Journal of Adlerian Theory, Research & Practice*, 41(2), 161-165.

When a child is displaying a behaviour that is unacceptable, we need to reflect upon what triggers might be causing the behaviour. Things to consider:

- ⇒ Environmental
- ⇒ Contextual
- ⇒ Learning
- ⇒ SEND needs

### **Why this? Why now? What has changed?**

Is there an issue with seating arrangements?

Do working walls support the child with their learning?

Are expectations for behaviour for learning/conduct clear and consistent within the classroom?

Is behaviour policy being followed consistently?

Are there lots of changes taking place (staffing, visual timetable, expectations)?

Is there something going on in the child's life that could be impacting upon them?

Is everything okay at home?

Are they experiencing SEMH difficulties?

Are there friendship difficulties?

Do all staff have positive relationships with the pupil?

Is the work too challenging/easy?

Are there appropriate scaffolds and learning approaches in place?

Is there a link between behaviour and a particular lesson/time within the learning day?

Are their SEND needs being met?

Does their ILP reflect reports from professionals and relevant SMART targets?

Are things happening matching the profile outlined on the child's ILP?

Reflecting upon the above, could there be an undiagnosed SEND need?

Is there a pattern of behaviour over time?  
Are they working significantly behind their peers?  
Is self-esteem an issue and barrier to them attempting work?

### **Restorative conversations**

After a negative interaction, we take steps to reconnect and restore the relationship with the individual involved and will have a restorative conversation.

A restorative conversation will seek establish (choose five most pertinent):

1. What happened (them speaking without interruption)?
2. What were you thinking at the time?
3. What have you thought of since?
4. How did it make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How do we do things differently in the future?

The intent should be to:

- ⇒ Depersonalise the behaviour from the person
- ⇒ Be controlled and deliberate
- ⇒ Make clear the steps for doing better
- ⇒ Offer a clean slate leaving the child feeling like they have not been judged

This process is about reconnecting with the child.

### **Support with Behaviour:**

Class teachers need to begin with addressing any triggers they have identified - this may involve seeking support from our Family and Multiagency Liason Officer and Inclusion Lead if SEMH or SEND related needs are identified at an early stage. Staff are then able to access the following stages of support for pupil behaviour.

#### **Level 1 Support**

- Year group partners provide professional dialogue, support and cross cohort teaching.
- Behaviour Policy used for key questions, environment review and previous staff insight

#### **Level 2 Support**

- Key Stage Lead to review previous actions and to provide professional dialogue, support and cross Key Stage teaching.
- Subject leaders to review provision, resources, accessibility tools and support strategies related to pedagogy within their subject area - observations and other support can be put in place
- CPD Menu to be utilised for additional levels of support, strategies and approach



### **Level 3 Support**

The following leaders in school, and external professionals, are also available to provide bespoke and targeted support for staff and pupils.

- Inclusion Lead
- Behaviour Lead
- Curriculum Lead
- External Agency support

### **Severity clause**

In cases of extreme behaviour, including violence, vandalism, theft, bullying, racism, sexually inappropriate behaviour or defiance, the senior leadership team will remove the child (stage 4). Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

Removal should be used for the following reasons:

- ⇒ to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- ⇒ to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- ⇒ to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms). For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Class teachers will hand over incidents verbally ahead of completing a Pupil Asset record. Parents will be informed of the incident. It will be at the discretion of the Co-Headteachers to determine if a formal suspension or in extreme cases, a permanent exclusion may be appropriate.

### **Interventions**

At Gorsemoor, we see pupil's emotional and social development as an equal component to their future success as academic performance. In order to provide pupils with the best possible start we provide a comprehensive behaviour support programme within school. Pupils are able to access interventions that support SEMH and EBD that are tailored to their specific needs. These interventions are delivered in a variety of formats both internally and by external professionals on an individual or small group basis.

### **Externally Led Intervention Programmes:**

- ⇒ Fireworks
- ⇒ Family Support
- ⇒ Family Action
- ⇒ Early Help

- ⇒ CAMHs
- ⇒ Behaviour Support
- ⇒ Educational Psychology Service
- ⇒ Sherbrook Outreach
- ⇒ Play therapy
- ⇒ Adoption Support
- ⇒ Action for Children

#### **Internally Led Intervention Programmes:**

- ⇒ Drawing and Talking
- ⇒ Forest School
- ⇒ Nurture Groups
- ⇒ Lego Therapy
- ⇒ Supported play and interactions
- ⇒ Social stories
- ⇒ Talking Time
- ⇒ ELSA
- ⇒ Inclusion Hub

The purpose and skills coverage within these sessions cover a breadth of challenges and targets for individual pupils. Example foci are listed below:

- ⇒ Turn taking and sharing
- ⇒ Play based interactions
- ⇒ Routines and expectations
- ⇒ Choices – linked to stages of dysregulation
- ⇒ Self-regulation
- ⇒ Co-regulation
- ⇒ Identifying emotions and appropriate next steps
- ⇒ Friendships
- ⇒ Transition
- ⇒ Resilience
- ⇒ Self-esteem
- ⇒ Emotional Literacy

### **Behaviour & Pupil Asset**

Behaviours are logged to enable class teachers and leaders to identify patterns over time, plan responsively and ensure that we view the whole child; we recognise that the definitions relating to the behaviour categories need to be clear and understood. **All staff** have access to the category and consequence overview, alongside support and CPD from leaders where required.

It is a staff members responsibility in the first instance to ensure that incidents are accurately recorded. Senior Leaders will review all behaviour entries and will support the accurate classification of incidents for consistency purposes. Where a device is not accessible, there is a paper based template, to ensure behaviour is recorded accurately. Once this form has been given to the class teacher and logged online, the paper copy **must be** shredded.

If a child has a family member that is employed at Gorsemoor Primary School; in any capacity, their behaviour logs will be categorised on Pupil Asset, with the description of CPOMS, to ensure that the details of the incident, actions and parent communication are not accessible to family members without a formal Subject Access Request. This measure is in place to professionally safeguard both staff and pupils at all levels as part of our robust commitment to safeguarding.

### **Low Level Behaviour**

Incidents such as calling out, talking to others when working, not responding to instructions when asked. (Anything which leads to a distraction from learning but is not considered significant). Recurring events such as those outlined as above (low impact/ high frequency). This changes to **Persistent low-level behaviour**; where the incidents are recurring, despite intervention, and the frequency/disruption to learning has increased.

### **High Level Behaviour/Significant Behaviour**

Please ensure that the category within Level 4 is logged on Pupil Asset but that the details of the incident are logged on CPOMS to maintain confidentiality.

These particular categories of behaviour include incidents such as (Non-exhaustive list):

- ⇒ \*Bullying Incidents: inclusive of cyberbullying
- ⇒ Offensive language
- ⇒ Damage to school property
- ⇒ Deliberately hurting of another child
- ⇒ Possessions of a weapon with or without intent to harm.
- ⇒ \*Homophobic
- ⇒ \*Child on Child Abuse
- ⇒ \*Racial Incident
- ⇒ Coercion
- ⇒ Harmful sexualised behaviour or sexualised language

It is important to understand that within these categories, significant behaviour and the proactive/responsive actions, to have an awareness of the following:

- ⇒ Happens several times on purpose with an imbalance of power
- ⇒ Derogatory use of language or action linked to LGBTQ+ individual or community
- ⇒ Children can abuse other children - this abuse can include bullying, physical abuse, sharing nudes and semi-nudes, initiation/hazing, upskirting, sexual violence and harassment.
- ⇒ Derogatory use of language or action linked to race, culture or belief of an individual or community
- ⇒ Other concern categories that relate to behaviour include:
- ⇒ SEMH Needs Social emotional difficulties, struggling to regulate emotions, behaviours driven by feelings e.g. anxiety
- ⇒ Online Safety/Inappropriate use of technology in or outside of school
- ⇒ Peer Relationship Issues: falling out with friends, name calling not involving homophobic or racist language

### **Conversations with Parents**

It is important that parents are made aware of any behaviour issues with their child, especially if it is going to be logged on CPOMS/Pupil Asset. When speaking to parents, it's important to consider the nature and frequency of the incident as well as if this is something out of character for that individual. Please ensure that the action of parent communications is logged on Pupil Asset but that any content that needs to be recorded is logged on CPOMS to maintain confidentiality.

Examples of conversations starters:

- “Normally X is really settled in class, but today hasn’t seemed like their usual self. Has anything changed/happened outside of school?”
- “We have noticed that after break time, X seems to really struggle with X. Do you find that similar happens at home?”

### **Recording of children with identified SEND which is linked to the behaviour presentation**

Some children who present with having behavioural difficulties have identified SEND needs. Where the identified need relates to a diagnosis such as ADHD, for example, then it is recognised that behaviour presentations are not always intended or premeditated. It is important that when we log incidents against these children that we seek to understand why the behaviour is occurring. A child with ASC who always struggles to regulate their emotions whenever there is a change of routine should have any logged incidents recorded against SEND. We should always seek to ask the questions **why this, why now, what has changed**. Often, the solution to the difficulty will come from a deeper questioning and understanding. When logging incidents that are specifically linked to a SEND/Developmental need, there is a sub-category specifically for this.

### **The ‘Special Educational Needs and Disability Regulations 2014’ and ‘The Equality Act 2010’**

We recognise that for a small number of children whose behaviour is because of a specific SEND need, it may be that the whole school reward and consequence system is not appropriate. A more personalised approach may be necessary to support them in developing the ability to regulate their own behaviour. They may require an individual behaviour plan agreed between the pupil, staff, and parents to support their social and emotional development. The support of outside agencies will always be requested where deemed appropriate. SEND support services and Educational Psychologists offer invaluable support and we will explore all options when trying to support those considered most vulnerable at our school.

As stated in regulations, Gorsemoor Primary School will not treat SEND pupils less favourably and will make reasonable adjustments to ensure that they are not disadvantaged. This allowance also includes those children who are looked after (LAC) by the local authority and for those who have been previously looked after by the local authority (PLAC).

## **Continued Professional Development**

At Gorsemoor, we apply our collaborative approach to the development of behaviour and relationships. Ensuring that staff are equipped with the knowledge and skill set required to support behaviour effectively. Staff are responsible for seeking out support in areas where they feel they require additional CPD and coaching in order to meet the needs of all pupils within their class. Staff may also be identified for additional CPD throughout our leadership cycle to support an area of development or to develop a specialism linked to a behavioural construct through professional discussions with leaders.

### **Staff CPD examples:**

- Learning Walks

- Staff Meetings (led internally and externally)
- Face to face and virtual courses
- Network/Cluster Meetings
- Webinars
- Team teaching
- Open Door Approach
- In the moment coaching
- Visits to other settings to view best practice

Alongside sourcing external specialists, and seeking funded courses that provide career progression and qualifications, we have regular access to a variety of online training platforms such as:

- Team Teach
- NASEN
- The National College
- The National Online Safety
- Virtual School Training
- Entrust
- Behaviour Support
- Staffordshire Safeguarding Board

## **Coaching**

As part of our commitment to CPD, we offer team-teaching opportunities to both model good practice and support in the moment best practice for all areas of behaviour and relationships. This approach enables staff to feel supported as well as live professional development of adaptability and approach; even in the most challenging of circumstances. This tool is also used for staff alongside the open-door policy, allowing staff to access pupil engagement strategies, positive interactions, routines and expectations from staff across school where strengths and developments have been highlighted as part of our leadership cycle.

## **Solution Circles**

In all settings, challenge can be presented in a variety of ways such as behaviour, inclusion, curriculum expectations and cohorts. As part of our collaborative value, we utilise 'Solution Circles' to ensure that our approach to teaching and learning remains responsive and adapts to the needs of all pupils. This solutions-based approach creates an open forum for professional dialogue, to raise and address barriers through challenging conversations, that lead to both a supportive working group of colleagues and clear strategies to implement and review. This in turn, enables staff additional exposure to CPD via exposure to behaviour review, new strategies and continued professional dialogue.

## **Inclusion**

At Gorsemoor, we recognise that some pupils have an identified as having an additional learning, physical, medical or social and emotional need which can be a barrier to them being able to access this policy. We are committed to acknowledging the contextual needs of all our pupils and making reasonable adjustments to our management of behaviour that ensures they continue to experience our high expectations but are not disadvantaged or discriminated against in their efforts to achieve this. Our Inclusion Lead, will work alongside members of all staff to ensure that our practice is inclusive of all of our pupils.

## **Regulation areas**

There are designated spaces within school, including year group and classrooms, for pupils to self-regulate.

## **Social Stories**

Social stories present information in a literal, 'concrete' way, which may improve a person's understanding of a previously difficult or ambiguous situation or activity. The presentation and content can be adapted to meet different people's needs. By revisiting an event, action or feeling through a third person perspective of characters, children develop their ability to discuss feelings and next steps in a non-invasive way. The social stories can be accessed with a member of staff or independently, then reviewed with a member of staff and can be a video, drawing, cartoon, puppets or story.

## **Timers**

Staff will use visual timers appropriate to the phase they are in and the pupils needs in order to support, focus, brain breaks and pace for pupils.

## **Regulation Hub**

The Regulation Hub provides a sensory circuit and calm area within school that is accessible for all pupils. The circuit must follow a 3-step approach: alerting activities, organising activities and calming activities. All children need to follow this, even if a child is in an aroused state the steps will enable a child to regulate their senses and allow a child to enter a calmer state. Each section should be around 3 minutes, but this can be altered to meet the individual needs of the child allowing them the time they require to emotionally regulate. Children will be able to turn their own timer to begin the circuit, providing a visual representation of time.

Step 1 - Alerting activities - this provides vestibular stimulation (the vestibular system explains the perception of our body in relation to gravity, movement and balance) allowing a child to focus and get ready to learn. For a child who is full of energy this will support them in focusing and for the child that needs 'waking up' it will motivate them to 'get going', preparing all for learning. These activities can include, skipping, jumping, bouncing and spinning.

Step 2 - Organising activities - this section involves multi-sensory processing and balance. The activities will require children to organise their bodies, plan how they will complete the task and will need a one-step at a time approach. These activities include, hopping, balancing and throwing beanbags at a target.

Step 3 - Calming activities – this section is the most important part of the circuit, as the activities enable a pupil to enter a calm state of mind and be ready to learn. This section meets the proprioceptive needs of a child (the awareness of where parts of body are). The activities will include, deep pressure on body such as weighted bean bags or weighted blanket, rolling child in a blanket, massaging hands and feet. In addition, this area has a bubble tube, fibre optics and a wall fibre optic, all of these provide a visual calm environment.

## **Visual prompts**

Visual prompts are the foundation to supporting outstanding behaviour for learning and general behaviour expectations. Below are some examples, but is not exhaustive, of visual aids that are in place across school.

- Visual timeline
- Task Strip
- Dual coding within teaching and learning
- Now and Next or Now, Next, Then boards
- Choice boards and reward menus
- PECS
- Labelled independent resources
- Feelings charts/prompts

## **Attachment Awareness**

A pupils' attachment influences their school successes. This is true of their attachment to parents as well as teachers. Secure attachment is associated with emotional regulation and social competence; the willingness to learn from their mistakes, take on challenges and in turn, they may have higher attainment.

If a pupil has attachment difficulties, it affects two key mechanisms – their social engagement mechanism and their stress regulation mechanism. If a pupil's social engagement mechanism is affected it affects the following:

- Ability to interact and understand others.
- Ability to make sense and enjoy social relationships.

If a pupil's stress regulation mechanism is affected it affects the following:

- Ability to regulate stress.
- Ability to regulate social situations.
- Ability to regulate positive and emotional regulation.

To address these issues Gorsemoor staff will give our pupils regular opportunities to experience success and show them concrete evidence of this. At the same time, however, they will be aware of giving too much praise, too soon. Praise needs to be understood and valued as the pupils may find it very difficult to accept it at first.

In addition, we aim to identify how the child communicates those overwhelming feelings and look for anxiety triggers for them in school. We then try to find ways to actively intervene to reduce their anxiety. From this, we strive to recognise when learners make positive choices and when they have successfully managed a situation in a positive way. Allowing the pupils to have thinking time will aid these positive choices. This policy is not designed to disregard 'behaviour' that is below the standard that is expected; it is an approach which ensures all actions are recognised with a mentally-healthy mind-set.

The Gorsemoor behaviour system allows the pupils to understand what choices they have and have accountability for those choices. If they do not make a choice, which is in keeping with the school policy, then consequences will follow. We encourage all learners to understand that the ownership of the choices they make and consequences that follow belong to them.

## Positive Behaviour Management

This policy statement is intended as a supporting guide to the school's behaviour management policy, outlining the ethos and role that Team-Teach is used in Gorsemoor Primary School, what is acceptable practice and that, which clearly is not.

Team-Teach is a whole setting, holistic behaviour management response that aims to use de-escalation & behaviour strategies as a standard response to challenging behaviour. However, this is incorporated with restrictive positive handling techniques that are graded & gradual as the situation requires.

Restrictive Positive Handling techniques are never used in isolation.

**The Team-Teach approach will also:**

- ⇒ Reinforce policy and practice, inform of current legislation, legal considerations and circular guidelines concerning restrictive physical interventions
- ⇒ Reinforce the essential verbal & non-verbal skills required in a crisis situations

- ⇒ Make staff groups aware of necessary interventions appropriate to the level of behaviour reached by the pupil.
- ⇒ Following training, providing staff with knowledge, understanding and physical skills required for their personal safety, and the management of children in their care.
- ⇒ Offers post-incident structure to both the pupil & member of staff

### **Team Teach Aim**

To provide an accredited training framework designed to reduce risk and through working together to safeguard people and services.

### **Team Teach Objectives**

- ⇒ To develop shared values which promote the attitude, skill and knowledge needed to implement Team Teach in the workplace.
- ⇒ To develop positive handling skills in behaviour management, including: verbal and non-verbal communication, diversion, de-escalation and safe, effective, humane physical interventions.
- ⇒ To develop skills in positive listening and learning.

### **The basic principles of Team-Teach are:**

- ⇒ Staff numbers – emphasis on at least two members of staff when a situation occurs. This is protection for both staff and pupils concerned.
- ⇒ Stresses that 95% of crisis situations can be resolved through calm, controlled, dignified and skilled de-escalation strategies.
- ⇒ Minimum force & time – important not to react emotionally but professionally & composed.
- ⇒ Last resort (where possible) – all other behaviour management strategies to be tried & used first.
- ⇒ Restrictive physical intervention techniques that provide a gradual, graded system of response – commensurate with the situation, task and individuals involved.
- ⇒ Techniques allow for verbal communication – utilising positive relationships.
- ⇒ Techniques that do not rely on pain or “locks” for control.
- ⇒ Staff safety & protection issues addressed – important for staff to have a range of break-away and release techniques in a serious situation where health & safety are at risk.
- ⇒ Emphasis on staff awareness & communication skills – verbal & non-verbal used to de-escalate a possible crisis situation.
- ⇒ Following restraint there should be both a supportive and reflective structure for both staff and pupils.
- ⇒ All incidents involving pupils being physically managed should be reported, recorded, monitored & evaluated.

***Team-Teach is governed by the Institute of conflict management (ICM) code of practice.***

## **Off Site Behaviour**

We believe that it is essential to work closely with parents/carers, pupils, staff, visitors, sports coaches, lunchtime supervisors, governors and the community to promote and facilitate positive behavior. By all pupils and staff having consistent, collective responsibility for modelling and promoting positive learning behavior, high standards are upheld. This approach applies to behaviour both inside and outside of school as detailed below.

**If a pupil is:**



- ⇒ Taking part in any school-organised or school-related activity
- ⇒ Travelling to or from school
- ⇒ Wearing school uniform
- ⇒ In some other way identifiable as a pupil at Gorsemoor
- ⇒ When out in the local community

By applying this approach and high expectations of our pupils at all times, we ensure that our pupils are intrinsically motivated to contribute positively to the wider world and uphold good morals as we grow the future generation.

### **Bullying outside school premises:**

Where bullying outside school is reported to school staff and this has an impact on pupils while they are at school, it will be investigated by the school and acted on in line with the appropriate school policies. This will include bullying which is verbal or physical in nature, as well as cyber-bullying/comments made on social media.

## **Suspensions & Exclusions**

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected. They may also be a necessary response to a significant

“Schools and local authorities should not adopt a ‘no exclusion’ policy as an end in itself. This can lead to perverse incentives for schools not to exclude even when exclusion may be a way for a pupil to access alternative provision which will help ensure an excluded pupil remains engaged in education. In some cases, a ‘no exclusion’ policy can present safeguarding issues and expose staff and pupils to unreasonable risks. Instead, schools and local authorities should work to create environments where school exclusions are not necessary because pupil behaviour does not require it.”

### **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, September 2023**

#### **The headteacher’s powers to use exclusion:**

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A pupil’s behaviour outside school can be considered grounds for a suspension or permanent exclusion.

#### **Suspensions**

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of our school’s behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

### **Permanent exclusion**

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- ⇒ in response to a serious breach or persistent breaches of the school's behaviour policy; and
- ⇒ where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

Unacceptable behaviour which **might** lead to a suspension or permanent exclusion includes:

- ⇒ Physical assault against a pupil
- ⇒ Physical assault against an adult
- ⇒ Verbal abuse or threatening behaviour against a pupil
- ⇒ Verbal abuse or threatening behaviour against an adult
- ⇒ Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- ⇒ Bullying
- ⇒ Racist abuse
- ⇒ Abuse against sexual orientation or gender reassignment
- ⇒ Abuse relating to disability
- ⇒ A drug or alcohol related incident
- ⇒ Sexual misconduct
- ⇒ Damage
- ⇒ Theft
- ⇒ Persistent disruptive behaviour

This list is not exhaustive and is intended to offer examples rather than be complete or definitive. The demonstrated behaviours would then be categorised as outlined below.

### **School Exclusion and Suspension Codes**

Where the decision has been made to administer a suspension or permanent exclusion, the following code will be used to identify the consequence as part of our census data.

| <b>Code</b> | <b>Description</b>  |
|-------------|---------------------|
| <b>PERM</b> | Permanent exclusion |
| <b>SUSP</b> | Suspension          |

The reason for a given suspension or exclusion will then be categorised in to one of the following areas, in line with government guidance, and will be referenced accordingly in the suspensions and exclusions letter received by parents/carers.

| <b>Code</b> | <b>Description</b>   |
|-------------|--|
| <b>PP</b>   | Physical assault against a pupil   |
| <b>PA</b>   | Physical assault against an adult  |
| <b>VP</b>   | Verbal abuse / threatening behaviour against a pupil                                       |
| <b>VA</b>   | Verbal abuse / threatening behaviour against an adult                                      |
| <b>OW</b>   | Use or threat of use of an offensive weapon or prohibited item                             |
| <b>BU</b>   | Bullying   |
| <b>RA</b>   | Racist abuse   |
| <b>LG</b>   | Abuse against sexual orientation and gender identity                                       |
| <b>DS</b>   | Abuse relating to disability   |
| <b>SM</b>   | Sexual misconduct  |
| <b>DA</b>   | Drug and alcohol related   |
| <b>DM</b>   | Damage   |
| <b>TH</b>   | Theft  |
| <b>DB</b>   | Persistent disruptive behaviour  |
| <b>MT</b>   | Inappropriate use of social media or online technology                                     |
| <b>PH</b>   | Wilful and repeated transgression of protective measures in place to protect public health |

## **Preventative measures to school exclusion**

In addition to the strategies set out regarding initial intervention, headteachers should also consider the following: a) an off-site direction (temporary measure that maintained schools can use) or b) managed moves (permanent measure) as preventative measures to exclusion.

Any use of alternative provision should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP (alternative provision.)

The following individuals must have regard to the Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies:

- ⇒ a local authority arranging suitable education under section 19 of the Education Act 1996;
- ⇒ the governing body of a maintained school making or reviewing an off-site direction under section 29A of the Education Act 2002; and
- ⇒ the governing body or academy trust of a maintained school, academy school or alternative provision academy arranging suitable education for a suspended pupil under section 100 of the Education and Inspections Act 2006.

The nature of the intervention, its objectives, and the timeline to achieve these objectives should be clearly defined and agreed with the alternative provision upfront. The plan should then be frequently monitored and reviewed. Pupils must continue to receive a broad and balanced education, and this will support reintegration into mainstream schooling.

### **Off-site direction**

Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school. During the off-site direction to another school, pupils must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school.

When possible, in school interventions or targeted support from alternative provision schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational.

Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is placed in a mainstream school) upon review of the time limited placement.

### **Managed moves**

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties

involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off- site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the current school is contemplating a managed move, it should contact the authority prior to the managed move. If the local authority, both schools and parents are in agreement that there should be a managed move, the local authority will need to follow the statutory procedures for amending a plan.

Managed moves should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move. The managed move should be preceded by information sharing between the original school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the pupil is provided with an effective integration strategy.