



Goat Lees Primary School

Behaviour and Relationship Policy

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Signed by Headteacher	TA Adams
Signed by Chair of Governors	N Bellman
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Our approach to behaviour management is founded on our values and the Six Principles of Nurture. If we nurture each other in the right way, we can all grow strong and be the best we can possibly be. Nurture as a practice means relating to and coaching children and young people to help them form positive relationships, build resilience and improve their social, emotional and mental health and wellbeing.

Refer to Appendix 1 for our Statement of Behaviour Principles

1. Aims

This policy aims to:

- Encourage a calm, safe and happy culture within the school
- Promote a whole school approach to maintaining high standards of behaviour that reflect the values of the school
- Ensure individuals are treated with respect and foster a sense of responsibility among pupils
- Provide a consistent approach to behaviour management
- Promote inclusive practices that meet the needs of individuals as well as the school as a whole
- Teach children strategies to manage their own behaviour
- Outline the expectations and consequences of behaviour
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Code of Conduct

Whilst there is an acceptance that some pupils may find it difficult to comply, all pupils will be encouraged to work towards this code. Parents and carers play a crucial part in ensuring that children are able to meet these requirements.

- There should be respect for all within the school community
- All children are encouraged to respect their own and other people's property and take care of the school environment, books and equipment
- Children are encouraged to be well-behaved, well-mannered and attentive
- Children should move around the school in a safe and sensible manner
- If a child has a grievance against another child, it should be reported to a member of staff who will deal with the matter
- Foul, abusive, sexist or racist language is not acceptable and should not be used
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem to themselves or others
- Children should wear the correct school uniform and jewellery as outlined in the school prospectus, unless instructed otherwise, for example, a non-uniform day. In some cases, the school will need to make reasonable adjustments to accommodate an individual's circumstances, for example, sensory needs. However, as children get older, we need to prepare children for the future and will continue to work towards all children wearing the agreed school uniform.

At Goat Lees Primary School, we regularly refer to our school values these are the basis of our school rules.

Goat Lees Values and Rules

★ Respect

We care for other people's feelings and wishes.

We follow the instructions of the school staff and volunteers.

We look after property and the environment in and out of school.

★ Responsibility

We show our best and allow others to do the same.

We are in charge of our own actions and behaviours.

★ Honesty

We tell the truth.

We are self-reflective

★ Pride

We try our best in everything that we do.

We celebrate success and remember that mistakes help us to learn.

At the start of each new academic year, each class teacher discusses the school rules with the class. Each class also may also have its own classroom routines, which are agreed by the children and teacher and these support the day to day management in the classroom. In addition, if there is a pattern of behaviour, which is causing concern, it may be addressed as a whole school at an assembly or the class teacher may discuss the issues with the whole class. Where it is more appropriate, it will be discussed at an individual level with the children concerned. Assemblies are used to promote positive behaviours and attitudes and these are highlighted in our weekly celebration assemblies.

2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education 2023](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- › Not following the school values
- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork
- › Poor attitude

More Serious misbehaviour may be defined as:

- › Repeated breaches of the school values
- › Any form of bullying
- › Sexual violence or Sexual harassment, including demeaning language, both online and in the real world
- › Vandalism

- › Theft
- › Fighting
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited/banned items. These would include:
 - Knives or weapons
 - Illegal drugs and substances such as alcohol
 - Stolen items
 - Tobacco and cigarette papers including E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy’s effectiveness
- › Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governing board
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the Child Protection and Safeguarding Policy and the Anti-bullying Policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the Arbor behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly on Arbor
- › Challenging pupils to meet the school's expectations and reinforcing the school values

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work to address behaviour concerns
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

As pupils at Goat Lees School, pupils will be made aware of the following

- › The expected standard of behaviour they should be displaying at school
- › The expectation to follow the behaviour policy
- › The school's values and routines
- › The rewards they can earn for meeting the behaviour expectations, and the consequences they will face if they do not meet these
- › The pastoral support that is available to them to help them meet the behaviour expectations

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Extra support and guidance will be provided for pupils who are new to the school.

6. School behaviour curriculum

How we Encourage Positive Behaviour

Expectations of behaviour are made clear to the children through the school's ethos and values. Staff will use the Behaviour and Relationship poster, which incorporates the whole school approach as useful tool for reference. (Appendix 1)

- Rewards are used for a variety of reasons in order to encourage positive behaviour and these are valued as much as academic achievement.
- PSHE, assemblies and reflection time are used to promote positive, kind and respectful behaviour.
- Children are encouraged to take responsibility for their own actions and behaviour
- Positive behaviour is consistently modelled and praised. However, where a child may struggle with managing their own behaviour, they will be supported by the appropriate member of staff
- If a child, despite being supported through the strategies we have in place, still struggles to follow the behaviour policy due to social or emotional difficulties, then a more personalised plan will be created in liaison with parents/carers. This plan will be reviewed on a regular basis by the SENCO, child and parents/carers as required.
- Children in Year 6 modelling positive behaviours through leadership roles across the school.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

At Goat Lees Primary School, children in Years 5 and 6 are permitted to bring their mobile phones on to the school site. However, these must be switched off and handed to the class adults upon arrival in school. No child is permitted to access or use their mobile phone during the school day. Mobile phones are handed out by the adults at the end of the school day. Refer to Mobile Phone Policy.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the school values and their own classroom rules/expectations
- › Develop positive relationships with pupils, which should include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in a variety of ways
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding Policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour expectations, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's values and ethos.

Rewards and Recognition

There will be a range of rewards that are age and stage appropriate and may include:

- Praise - for trying their best and showing a growth mindset*
- Stickers, both within the class and from members of the SLT
- House points for extra effort or achievement in their work
- Class rewards, these are agreed between the teacher and the children
- Values Certificate - for demonstrating one of the four school values
- Pupil of the week - an opportunity to nominate a child from each class who is recognised for extra effort, good performance or a special achievement
- Headteacher Award which is a recognition of outstanding effort of achievement

*Growth Mindset - The belief that hard work and effort can lead to improvement, having the resilience to keep trying and recognising effort. (perseverance, persistence, practice)

As a school, we acknowledge all the efforts and achievements of children, both in and out of school and special recognition may be given to these achievements during celebration assemblies. Teachers may have a specific reward system for their class as a whole. This will depend on the age of the children but may include a marble jar or raffle tickets or a similar token; which will act as collective reward for the class. Some children may require a more personalised approach and this will be agreed with the class teacher.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the expectations, staff will intervene following our nurture principles in order to restore a calm and safe learning environment.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of expectations, and by responding in a consistent, fair and proportionate manner.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to support behaviour management.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account when applying sanctions, including detentions in Year 6.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help

When behaviour falls below expectations, a range of sanctions are used taking account of each individual situation. We encourage pupils to demonstrate positive behaviour at all times. However, we recognise the the need to encourage pupils to reflect on their behaviour and to consider what might need to change in order for them to be successful.

These sanctions/consequences are:

Steps	Action	Consequence
Redirection	Use of pre-emptive strategies, distraction, humour, non verbal cues etc.	None required
1. Reminder <i>Adult will remind the child do the right thing</i>	Tell the child that you expect them to follow the school values Remind them of the Rule/value you are expecting them to follow. E.g. Brian are you ready?	Circle number privately on the behaviour chart. Follow up immediately with a non punitive consequence/action. For example: send the child back to re walk sensibly; move a child to work in a different space; take away whatever the child is fiddling with, etc.
2. Reflection <i>Thinking Time (Up to 10 minutes or as required for age and stage)</i>	A clear verbal warning delivered discretely wherever possible. Make the pupil aware of their behaviour and clearly outline the consequences if they continue. If appropriate, time out offered to give pupil chance to reflect away from others. It may also diffuse any anger or other big emotions.	Circle number on the behaviour chart. Class calm down box to be used if required. Adult may support child to refocus on what is required.
3. Repair <i>Time in another area</i> <i>This may be Recorded on Arbor as part of on-going monitoring</i>	Recognise the behaviour is not appropriate and is interrupting the learning of others. Discreet exit from the classroom where possible and adult to acknowledge that the child is wanted back in the class as that is where they belong.	Time spent in another class or area as appropriate. Child can access resources to support with self-regulation and reflection: May include calm down box or reflection sheet as appropriate. An adult will have a restorative conversation about behaviour before child returns to class. For example, what they will do differently next time.
4. Seen by member of the SLT <i>(Move directly to this stage if a</i>	Following stage 3, if there are further incidents, the child will move to stage 4. In the case of a serious incident, a child will move straight to this stage and be seen by a member of the SLT at the earliest	Reflection sheet completed and recorded as a serious incident if required. Where this is a repeated pattern, the child may be put

<i>serious incident has occurred</i> <i>Record on Arbor</i>	opportunity.	on behaviour report (if appropriate). Parent/carer may be informed if required.
5. Meeting with parent/carer <i>Record on Arbor</i>	Formal meeting with Pupil, Parents, CT, SLT. Agreed targets set that will be monitored and reviewed over an agreed period of time	Meeting to be recorded on school system along with outcomes, which may include targets and timescales if appropriate.

Numbers 1 to 3 are tracked through class behaviour sheets which record these incidents/consequences on a daily basis. Adults record the numbers in the daily section and this supports the tracking of behaviour for the individual and the class as a whole. The sheets are collected at the end of each week and are monitored by the Headteacher or a member of the SLT. This can help to identify where there are incidents of low-level disruption causing concern.

Numbers 4 and 5 are recorded on the Behaviour Tracking system on Arbor and monitored by the SLT.

For individual children whose behaviour is causing concern, all incidents may be recorded on Arbor in order to develop a more comprehensive understanding of the behaviours and possible triggers.

Class Behaviour Monitoring Sheet (Appendix E)

Children’s behaviour in class is logged on the Class Behaviour Monitoring Sheet using a numbered system from 1-3. See ‘Classroom Consequences’ table for how to follow this system.

Personal Behaviour Report (Appendix G)

A child could be placed on a Behaviour Report for any of the following reasons:

- A serious incident
- Bullying
- Continuous disruption (in class or on the playground)

This may be decided by a member of SLT after a serious incident. Parents will be contacted if their child is to be put on behaviour report.

Reflection Sheets

Following a restorative approach to resolving conflict, reflection sheets are used to allow children to

reflect on their actions and acknowledge their impact, taking steps to put it right. These are retained in the behaviour file.

Individual Support Plan (Appendix J)

In partnership with parents and carers, an individual Support Plan may be written following any recurring serious incidents or any school exclusions.

Playground Sanctions

Staff on duty will give reminders of the rules and a warning if required. If the behaviour is repeated, then the child may be told to take 'time out'. This should be for a short period of time (approx 5 minutes) and may be spent sitting on a bench or near their classroom door or standing with an adult. After 'time out' the adult will check that the child is calm enough to return to play.

If a child does not respond or the nature of the incident is more significant, the child/children will be escorted to an appropriate area. A member of the SLT will be informed as part of our staged approach. This will be recorded on the school system - Arbor - including any follow up and consequences.

Extreme behaviour may lead to children spending time away from the playground for a specific period of time or where more appropriate, spending time with a member of staff to address the issues that may be underlying such behaviour.

If a child or group of children are struggling to manage their behaviour or their friendship groups at break and lunchtime, alternative provision may be offered for a period of time. This could include some support from a supporting adult, or a structured activity with a member of staff from their class. In these circumstances, parents/carers would be informed.

Behaviour and Inclusion

Whilst we endeavour to have a whole-school approach to behaviour expectations, we understand that not all children are the same. As an inclusive school, we aim to instil a consistent ethos, regardless of any additional needs. However, for some children, they may require further support in order to follow this ethos. Where a child has a special educational need including a social or emotional difficulty that impacts their behaviour, the behaviour policy may be adapted to take this into account. The overall expectations remain the same but the way in which we enable a child to achieve this may be slightly different. In some cases, children may need to be given an Individual Behaviour Plan or a Pastoral Support Plan, which will be created in liaison with parents/carers. These plans will be reviewed on a regular basis by a member of the SLT, parent/carer and child where appropriate.

Procedures for Dealing with Major Breaches of Discipline

These will be dependent upon the age/stage of the child/children and the circumstances but may include the following:

- A warning by a member of the SLT as to future conduct and further consequences if the action is repeated
- Withdrawal from the classroom
- Parents are informed of the incident or concerns
- Where appropriate an 'Internal Exclusion' may be used where the child will then spend a fixed period, working away from the classroom, supervised by a member of staff
- A meeting involving parents and relevant support agencies if appropriate

- A warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring, then exclusion procedures may be implemented and the Chair of Governors will be informed. This is also reported to the Governing Board by the Headteacher, usually at the Governing Board meeting.
- A further meeting involving parents and relevant support agencies in person or may be via a virtual platform or telephone call
- Permanent exclusion after consultation with the Governing Board and the LA Inclusion and Attendance Adviser
- Parents have the right of appeal to the Governing Board against any decision to exclude

The child should be removed from the situation as soon as possible and taken to the headteacher or member of the SLT, who will take immediate action and involve parents. Serious Incidents are recorded on Arbor and the situation discussed with the relevant member of the SLT. Where physical intervention is necessary the appropriate form should be used and a copy handed to the parent or carer.

The SLT will work with the member of staff and parents/carers to devise an action plan to meet the child's needs. The case may also be discussed at the local LIFT meeting (Local Inclusion Forum Team) following agreement from parents/carers. At this point, support may include the involvement of other agencies - including the Early Intervention Team, social services, specialist teaching services, psychological service etc.

Challenging Behaviour

Most children respond well to the code of conduct, but there are some children who do not. Children with 'challenging behaviour' can be very volatile and at times unpredictable. These children may have specific individual needs and will need appropriate support that works to address these needs.

Any worries about a pupil should be discussed with the Special Educational Needs Co-ordinator (SENCO), the FLO, a member of the SLT or the Headteacher as appropriate. The child will be identified on the class provision map/plan and may require an Individualised Plan or Pastoral Support Plan (PSP) as appropriate.

If there is disruption in a classroom, or if a child leaves the room without permission and they cannot be located, a message should be sent to the office and a member of the SLT will be informed.

Follow-up actions might include;

- Suggest they go to a quiet area place of safety
- Monitoring to ensure they are safe and not endangering self or others
- Allowing time to calm down, this may take longer than expected for some children
- Encouraging a child to make the right choice. Use language that limits choices eg. First you calm down then we will.....
- Sending a message to the office to request support from parents by telephone

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a DSL who has been authorised to do so by the headteacher, or by the headteacher themselves.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will have considered whether there is an urgent need for a search and assess whether not doing the search would put pupils or staff

at risk, and follow safeguarding processes and principles. The authorised member of staff will explain to the child what the search will entail and give the child the opportunity to hand over the item.

If they refuse to co-operate, we may contact parents for further support.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

Searching pupils' possessions

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- › What happened
- › What was found, if anything
- › What has been confiscated, if anything
- › What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

The DSL and/or headteacher will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- › It poses a threat or causes physical or emotional harm to another pupil
- › It adversely affects the reputation of the school
- › The pupil is identifiable as a member of the school

Refer to Online Safety and Anti-Bullying Policies.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher/member of the SLT/FLO will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered
- › Supportive
- › Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Early Help

- Refer to Children’s Social Care
- Report to the Police

Refer to our Child Protection and Safeguarding Policy for more information

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school, in collaboration with the local authority designated officer (LADO), where relevant, will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy and Managing Allegations Against Staff Policy for more information.

8. Suspension and Exclusion

The school can use suspension and exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Exclusions Policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils’ behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- › The pupil was unable to understand the rule or instruction
- › The pupil was unable to act differently at the time as a result of their SEND
- › The pupil was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

When needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child as appropriate. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Training

As part of our CPD programme, our staff are provided with regular opportunities for training on managing behaviour, which may include:

- › The proper use of restraint
- › The needs of the pupils at the school
- › How SEND and mental health needs can impact behaviour

13. Monitoring arrangements

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour in school.

14. Links with other policies

This behaviour policy is linked to the following policies:

- › Exclusions policy
- › Child Protection and Safeguarding Policy
- › Anti-Bullying Policy
- › Online Safety Policy
- › Mobile Phone Policy

Appendix 1:

Written Statement of Behaviour Principles

The Education and Inspectors Act (2006) and DfE guidance Behaviour and Discipline in schools (2016) require the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

This statement is made in accordance with Governor responsibility under the Equality Act 2010 and the Public Sector Equality Duty. In applying the principles in this statement, the Headteacher should have regard to the following government guidance and legislation:

- Keeping children safe in education
- Behaviour in schools: advice for headteachers and school staff
- Use of reasonable force in schools

This is a statement of principles, not practice which can be found in more detail in the Behaviour Policy. Practical applications of these principles are the responsibility of the Headteacher. The Behaviour Policy is published on the school website and oriented copies are available on request from the school office.

Principles

Every child has the right to learn but no child has the right to disrupt the learning of others. We want to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

Children should be encouraged to reflect, repair and restore relationships and behaviour should be separated from the child. Behaviour should be viewed as communication, and outcomes should aim to restore relationships and adapt behaviours.

The School should develop positive relationships with parents and carers in order to encourage the development of positive behaviours. Advice should be sought from external agencies as appropriate and where necessary.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well.

As a school, our values and the Nurture principles underpin everything that we do and the approaches that we take to behaviour.

Our values:

- Respect
- Responsibility
- Honesty
- Pride

Nurture principles:

- Our school is a calm, safe environment for everyone.
- We are all individuals who learn in our own way and in our own time.
- We know how to keep our minds and bodies healthy
- What we say to people tells them a lot about us and how we are feeling
- Our behaviour can show how we are feeling.

- We can cope with changes in our lives

We are a caring community, whose values are built on mutual trust and respect for all.

Rewards and Sanctions

We aim to promote and develop intrinsic motivation. Extrinsic rewards are used to support the school values and nurture principles.

Sanctions or consequences for unacceptable or poor behaviour should be known and understood by all members of the school community, and applied fairly and consistently.

Further details about rewards and sanctions should be included in the Behaviour Policy.

Inclusion

Goat Lees Primary School is an inclusive school. The Behaviour Policy sets out what happens for pupils who may have a special educational need or emotional need, and require a more bespoke approach including a personal behaviour plan.

Statutory Requirements

The Behaviour Policy includes reference to statutory guidance and requirements including Searching, Screening and Confiscation at School.

An Anti-Bullying Policy sets out the school's approach to dealing with instances of bullying, both online and in the real world.

Changes to the Behaviour Policy

There may, on occasion, be a need to make changes to the Behaviour Policy or to add or amend the appendices. These will be approved by the Governors as appropriate and the updated information available on the website.

Goat Lees Primary School

Behaviour and Relationship Policy

Adults in our school

- ★ Show unconditional care & compassion
- ★ Are calm and regulated themselves
- ★ Are consistent
- ★ Model and build positive relationships with everyone
- ★ Take time to welcome children at the start of every session to give a fresh start

Bring a positive attitude
Embrace learning
Show that you can Thrive

We aim to bring out the **BEST** in each other, adults and children alike

Stop and Think

1. What happened?
2. What were you feeling at the time?
3. Who has been affected?
4. What should we do to put things right?
5. How can we do things differently?
6. What do you need now, what needs to happen next?

Inclusive.... we welcome everyone and celebrate diversity

Micro Script we might use... I've noticed that... Remember I need you to... I can see you are..... Are you ready to.....

GLPS Approach...

- ★ Positive and encouraging Language
- ★ Calm Environments
- ★ Adaptive teaching
- ★ Restorative Time
- ★ Emotional regulation

The Six Principles of Nurture

We are all individuals who learn in our own way and in our own time

We know how to keep our minds and bodies healthy

Our behaviour can show how we are feeling

We can cope with change in our lives

What we say to people tells them a lot about us and how we are feeling

Our school is a calm, safe environment for everyone

Stepped approach...

1. **Reminder:**
- Adult will remind the child do the right thing
2. **Reflect**
- Thinking Time
(Up to 10 minutes or as required for age and stage)
3. **Repair**
- Time in another area or classroom. Followed up with a restorative conversation.
4. **SLT**
- This is where a reflection sheet may be used and consequences agreed
5. **Contact with parent**
- Discussion about targeted support and outcomes

Rewards....

- ★ Praise and celebrate
- ★ HT/DHT Award Stickers
- ★ House points
- ★ Class rewards
- ★ Pupil of the week
- ★ Values certificates
- ★ Headteacher Award

The Goat Lees Values and Rules

★ **Respect**

We care for other people's feelings and wishes.
We follow the instructions of the school staff and volunteers.
We look after property and the environment in and out of school.

★ **Responsibility**

We show our best and allow others to do the same.
We are in charge of our own actions and behaviours.

★ **Honesty**

We tell the truth.
We are self-reflective

★ **Pride**

We try our best in everything that we do.
We celebrate success and remember that mistakes help us to learn.

Appendix 3:

Behaviour Expectations in Year 6

As you are aware, at Goat Lees Primary School, we have high expectations of all our pupils and their behaviour and discipline in school. This is particularly so for our older pupils who are due to move to secondary school later this year as they need to take responsibility for their own behaviour.

At Goat Lees Primary School, we have two guiding principles in our Behaviour and Discipline Policy:

** Every pupil has the right to feel safe, valued and respected, and to be able to learn free from the disruption of others*

**We want to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.*

The final year at primary school for year 6 is always very busy as they have SATs to prepare for; in addition to all the transition arrangements for their next school. I have spoken to a number of the Headteachers from the local secondary schools and I attend the Year 6 transition group and it is clear that the children do need to be what is termed 'secondary ready'. One of the areas that I think some of our children will find challenging is the larger environment and the expectations in terms of their attitude and behaviour. I have downloaded the behaviour policies of all the schools that our Year 6 pupils will be moving to and all of them include detention as part of their behaviour sanctions. I have spoken to Year 6 and they are aware that this is the case and have told me that they know they will have to behave in a certain way next year.

In March 2018 the Governing Board reviewed the Behaviour Policy and agreed to include an amendment to address the issue of detention. We referenced Section 90 of the Education and Inspections Act 2006 and it states that teachers have the power to issue detention to pupils providing that we have made it clear to pupils and parents that we intend to use detention (including after school) as a sanction. We agreed to introduce this as a further sanction for **Year 6 only**. The decision to issue a detention will only be made by a member of the Senior Leadership Team (SLT) and parents will be informed. In most cases, detentions will take place the following day after school from 3.15pm to 4.15pm and this will usually be supervised by a member of the SLT or another teacher by prior arrangement.

I do not anticipate that many children will require this further sanction but I feel that it is necessary to ensure that our young people understand the expectations for secondary school and behave in an appropriate way whilst at Goat Lees. Year 6 can be a testing time and we want all our children to have a happy and successful end to their primary education.

I thank you for your cooperation in this matter and ask that you speak to either myself or Mrs de Roeck if you have any questions.

Yours sincerely

T A Adams
Headteacher

Detention letter

Dear parent,

I am writing to inform you that _____ has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

-

Detention letter - return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Appendix 4:

Goat Lees Primary School

Record of Incident Form - Use of Physical restraint

 Details of student or students on whom force was used by a member of staff		
Name		
Class		
Date, time and location of incident		
Names of staff involved (directly or as witnesses)		
Details of other students involved (directly or as witnesses), including whether any of the students involved were vulnerable for SEN, disability, medical or social reasons.		
Description of incident by the staff involved, including any attempts to deescalate and warnings given that force might be used.		
Reason for using force and description of force used		
Any injury suffered by staff or students and any first aid and/or medical attention Required.		
Follow up, including post-incident support and any disciplinary action against pupil		
When and how those with parental responsibility were informed about the incident and any views they have expressed.		
Any further information		
Report compiled by:		Date
Name and role		
Report compiled by:		Date
Name and role		

