

Gordon Primary School

Behaviour Policy

Revised Autumn Term 2025

Signed _____ Chair of Governors

To be Reviewed Autumn Term 2026

Gordon Primary School

Behaviour Policy

1. Aims

This policy aims to:

- Create a positive culture that promotes good behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 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 give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Our behaviour Principles

At Gordon Primary School, 'Good behaviour' means that everyone behaves in a manner that reflects and promotes the school's 5Cs. These are as follows:

- Care
- Courtesy
- Consideration
- Cooperation
- Commitment

Through the promotion of the school's 5Cs and our wider curriculum teaching, including our PSHE work, pupils will understand they have the right to feel safe, valued and respected, and to learn, free from the disruption of others. We endeavour to create an environment in which children and staff respect one another and in which they know what behaviours and language are acceptable and what to do if they feel unsafe.

4. Definitions

What is misbehaviour?

We view misbehaviour as behaviour that goes against our 5Cs or falls short of explicit expectations, for example, disrupting others' work or play, or using inappropriate language in any context; failing to be considerate, cooperative or caring, not completing classwork or homework or demonstrating a poor attitude.

What is serious misbehaviour?

This includes the following:

- Repeated breaches of the school rules
- Violent or threatening behaviour
- Possession of prohibited items (see section 6 – Searching Children)
- Theft

Child-on-Child or Peer-on-Peer Abuse

Child-on-Child or Peer-on-Peer abuse includes, but is not limited to:

- physical e.g. hitting, kicking, shaking, biting etc. or the threat of such behaviour
- sexual abuse, violence and harassment
- emotional harm – e.g name-calling or humiliation
- on and offline bullying

Such behaviours are never acceptable within our school.

Sexual Violence and Harassment

By sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical misbehaviour like interfering with others' clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

We have a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable, it will not be tolerated and will never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”.

Where instances of sexual violence or harassment are reported, we will respond these in line with this policy and the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE), including those set out in Part 5.

Bullying

Bullying is defined as “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally” (As per “Preventing and tackling bullying” – DfE July 2017). This may include cyberbullying, prejudice-based and discriminatory bullying. Such behaviour is never tolerated and has no place within our school. We have a comprehensive policy which sets out our approach to this behaviour, in order that it is managed in a consistent manner. Please see the Anti-Bullying Policy (<https://www.gordonpri.uk/policies/>).

Discrimination, including Racism and Racist Behaviour

This is the unfair treatment of a person or a group because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. These are protected characteristics.

We will promote an environment of mutual respect which ensures children are well informed of how to build positive relationships and one in which our pupils know such behaviour is never acceptable or to be tolerated. We will not tolerate any form of discriminatory behaviour.

Further details of our approaches are set out in the school's PSHE (Personal, Social, Health and Economic Education) Policy Including RHE (Relationships and Health Education) and Non-Statutory Sex Education.

5. Roles and Responsibilities

What responsibility does a parent have for a child's behaviour?

- to support the school's vision, values, policies and 5Cs and to be prepared to work in partnership with the school
- to praise and encourage their child in all areas of school life showing tolerance and patience
- to be responsible for setting a good example
- to value all members of the school community and appreciate their differences
- to support their child and the school by attending meetings and open evenings
- to make sure their child is ready to learn each day by being on time and wearing school uniform
- to ensure their child has adequate sleep (at least 10 hours per night)
- to encourage healthy eating including having an appropriate breakfast before coming to school.
- to explain to their child what is expected in ways of behaviour, in attitude to learning and social interaction
- to keep the school informed about problems at home that affect the child

What responsibility do staff have in supporting good behaviour?

- the school leadership team should be highly visible, with leaders routinely engaging with children, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- at the beginning of each term, all pupils are reminded about the school's 5Cs and the rewards and sanctions for not behaving in a way which reflects these
- all classes have a pupil-created display which celebrates the school's 5Cs and its aims and ethos
- to build on each child's self-esteem through constant encouragement, celebration of achievements, valuing differences and by showing respect for them as individuals
- to set a good example by showing fairness, patience and consistency to everyone
- we make it clear that we are responding to behaviour, not the child, when praising or disciplining
- to provide a safe, secure, stimulating and happy environment
- to have appropriately high expectations of every child
- to keep agreed records regarding behaviour
- to engage with parents and carers on a regular basis regarding behaviour
- to work in partnership with parents, colleagues and outside agencies to support children
- to provide extra circle time to deal with issues as they arise, in addition to weekly circle time
- to be polite and encourage the children to do likewise
- to encourage children to be responsible for their own behaviour

6. Our Behaviour Curriculum

As detailed in section 3, all children at our school are taught the school 5Cs. These are central to everything we do within the school community and children are expected to behave in a manner which reflects these.

Children are expected to:

- Display **courtesy** to all members of the school community
- Show **commitment** by behaving in an orderly and self-controlled way
- Demonstrate **courtesy** and **cooperation** when working with each other and members of staff
- In class, show **care** and **consideration**, making it possible for all children to learn
- Show **consideration** by moving quietly around the school
- Treat the school buildings and school property with **care**

- Display **commitment** through being on time and in uniform
- Show **consideration** and **cooperation** when receiving sanctions
- Demonstrate **commitment** by refraining from behaving in a way that brings the school into disrepute, including when outside school or online

Our embedded promotion of the school's 5Cs across our community acts as focus for outlining successful behaviour. This takes place within the classroom through ongoing conversation and display and also within our wider curriculum teaching, including our PSHE work and assembly. We endeavour to create an environment where children and staff respect one another and where they know what behaviours and language are acceptable and what to do if they feel unsafe.

How we encourage good behaviour and recognise achievements at school

- Creating an ethos of positive encouragement is central to the promotion of good behaviour at Gordon Primary School.
- All behaviour, both positive and negative, is tracked and recorded on a class behaviour tracking sheet (Appendix 1).
- All rooms have a behaviour tracking sheet on display for all staff to use.
- Phase Leaders and senior leaders monitor behaviour tracking sheets on an ongoing basis. Behaviour tracking sheets are collated in order to track behaviour patterns over time and to ensure this policy is effective for all pupils.
- A behaviour management wallet with all recording sheets is available in every room.

Rights Respecting School Status

We are proud to be working within the Rights Respecting School framework. Our children learn about their universal rights and also their responsibilities to ensure that their actions do not impinge on the rights of others. When we are talking to children about their misbehaviour, we will frame these conversations within this context so that children can understand the impact of their actions and the related expectations.

7. Our Behaviour Responses

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within their classrooms on a day-to-day basis. They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the school 5Cs and support children to understand and follow these
- Develop a positive relationship with children, which may include:
 - Greeting children in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - 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 child is in need of help or protection. We will consider whether a child'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 (<https://www.gordonpri.uk/policies/>) for more information.

7.3 How we Respond to Good Behaviour

Praise

Praise has a motivational role in helping children to realise that good behaviour is valued. At Gordon Primary School, this is an important part of our ethos, and is encouraged by:

- ensuring all children are praised for curricular learning and social behaviour
- sending children to partner classes, Phase Leaders and senior leaders to share good work
- encouraging children to appreciate the contributions and achievements of others.

Rewards and Incentives

- sharing and celebrating achievements with members of the school community and parents
- letting parents know about their child's good behaviour
- commend children for following the 5Cs or demonstrating school values
- handing out teacher and peer commendations which highlight good behaviour linked to the 5Cs
- awarding termly attendance certificates for 100% attendance; celebration activity sessions with senior leaders
- speedy awards given to the class with the highest attendance each week in in each phase
- awarding of classroom-level rewards
- awarding stickers in the dining hall for children who show good eating habits
- sending parents a letter from the Headteacher in recognition of a child's outstanding contribution to the school

7.4 How we Respond to Misbehaviour

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.

Sanctions

The school may use one or more of the following reasonable and proportionate sanctions in response to unacceptable behaviour:

With the exception of the 'Initial Response', all actions are recorded on the behaviour tracking sheet (appendix 1). A child may enter the sanctions process at any point, depending on the seriousness of the behaviour.

Initial Response

- child is reminded about the behaviour expectations by the teacher/adult.

Stage 1 (1st warning)

- a verbal reminder about the 5Cs
- child given choice to follow school rules or face consequences

Stage 2 (2nd warning)

- child is removed to an area of the classroom, which does not distract the learning of others and is asked to complete a 'reflection sheet'.
- Upon completion of the reflection sheet, the child will discuss it with the teacher in order to support the child's understanding of the impact of their behaviour and why it was not acceptable.
- Where misbehaviour has involved other children, all parties are supported to reconcile and resolve their differences

Stage 3 (3rd warning)

- If negative behaviour continues, the child will receive a playtime/lunchtime sanction with the teacher/senior leader. The focus of this should involve a period of reflection with a view to supporting the child to understand the impact of their behaviour and how to change this.
- Class teacher informs parents/carers; this may be verbally or via Home-School Communication book.
- If required, the class teacher may send for a member of the leadership team to remove the child for an immediate sanction.

If following a sanction at stage 3, a child's behaviour continues to cause a concern for the class teacher, the class teacher will arrange to meet parents to discuss the behaviour and the impact of this. The Phase Leader may also be part of this meeting.

Should a child reach stage 3 on three separate occasions during a single term (or sooner, if required) a member of the leadership team may meet with the children, parent and the teacher to develop an individual behaviour support plan.

The completion of a reflection sheet is used to support children to reflect on the behaviour that has taken place. The completed sheet is used as a prompt for conversation with a member of staff, with a view to supporting improvement in behaviour. Should a child need support to complete a sheet, this will be provided as appropriate or the sheet will be used entirely as a prompt for conversation. Depending upon the nature of the incident, the school may send these sheets home to parents to sign.

7.5 Use of Reasonable Force

All school staff have the legal power to use reasonable force "to prevent children from hurting themselves or others, from damaging property, or from causing disorder" (DfE, 2013). Examples of this could include using responsible force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a child behaving in a way that disrupts a school event or a school visit;
- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- restrain a child at risk of harming themselves through physical outbursts.

Staff will only use this power when totally necessary and as a last resort. The decision to use force is based on the professional judgement of the staff member concerned and will depend on individual circumstances such as consideration of the risks, careful recognition of any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

7.6 Searching Children

The Headteacher and staff authorised by the Headteacher, have the statutory authority to search children or their possessions, using such force as is reasonable given the circumstances, to conduct a search for the following "prohibited items": knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause injury or damage to property. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

All searches will be undertaken in line with the advice contained within DfE publication “Searching, Screening and Confiscation” (July 2022). Searches will be recorded within the school’s safeguarding record system and parents will be informed for an aforementioned prohibited item.

7.7 Lunchtime Behaviour

The midday staff implement the 5Cs during lunchtime and will report back to the class teacher or a member of the leadership team who will discuss the inappropriate behaviour with the child/children concerned and, where required, ensure appropriate action is taken.

7.8 Off-site misbehaviour

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

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

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the 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).

7.9 Online misbehaviour

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.10 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 or a designated member of the leadership team 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.

7.11 Malicious allegations

Where a child 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 child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child 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 child 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 children accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other children.

8 Serious Sanctions

8.1 Removal from the classroom

In response to serious or persistent breaches of this policy, the school may remove the child from the classroom for a limited time. This is different to a scenario in which a child is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

Children who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove children from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the child is being unreasonably disruptive
- Maintain the safety of all children
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to regain calm in a safe space

Children who have been removed from the classroom will be supervised by a member of teaching staff and will be removed for a maximum of two days.

Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Children should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a child successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for children who are frequently removed from class, such as:

- Support from specific staff
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Use of local behaviour support services
- Multi-agency assessment

- Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

8.2 Suspension and Permanent Exclusion

The school can use suspension and permanent 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 which the school takes in order to effectively manage the behaviour of children and when deemed necessary as either:

- the behaviour shown endangers the health and safety of the child, their peers and/or staff members or is verbally abusive.
- all other behaviour management strategies have been exhausted and the child's behaviour does still not conform to the expected norm or shows no sign of improvement.

Any suspension or Permanent Exclusion will be undertaken in line with the DfE guidance – "Suspension and permanent exclusion from maintained school, academies and pupil referral units in England, including pupil movement," (September 2022).

9 Supporting Children Following a Sanction

Following a sanction, the school will consider strategies to help children to understand how to improve their behaviour and meet the expectations of the school.

This will be tailored to the individual situation and needs of the child(ren) involved. This may include:

- Targeted discussion with children and parents
- Reintegration meetings
- Daily contact with a designated member of staff
- A report card with personalised behaviour goals

10 Special Educational Needs and Disabilities

The school's special educational needs co-ordinator (SENCO) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ in order to best include the child and ensure the safety and wellbeing of the individual child, other children and adults. Likewise, some children may require a specific plan to be put in place, including a risk assessment, if staff members anticipate that physical intervention may be required. In such instances, the alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to those who might have contact with the child in school.

11. Transition

The school will support incoming children to meet behaviour standards by providing an induction process to familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year.

Such information may also be shared with colleagues from a different setting if and when a child moves between schools.

12. Training

The Headteacher will ensure that all staff are appropriately trained in order to meet the expectations within this policy and support the school's behaviour curriculum and culture.

As part of their induction process staff will be made aware of the behaviour policy and expectations and the importance of maintaining these.

Our staff are provided with regular training on managing behaviour, including training on:

- The needs of the children at the school
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.
- Positive handling and de-escalation (Identified staff)

13. Links with Other Policies

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- PSHE (Personal, Social, Health and Economic Education) Policy Including RHE (Relationships and Health Education) and Non-Statutory Sex Education

14. Monitoring and Review

The School Leadership Team will work closely with the Headteacher to ensure that this policy is fully implemented and subsequent provision developed. The policy will be regularly monitored and reviewed at least annually with termly reports presented to Governing Board.

Updated: Autumn Term 2025

Review date: Autumn Term 2026

Appendix 1

GORDON PRIMARY SCHOOL BEHAVIOUR TRACKING SHEET

Class:

Week beginning:

SANCTIONS

REWARDS

[illegible]

Key

- Please tick (✓) relevant box
- Where a serious sanction (Removal from classroom or Exclusion) has been required this will involve a member of the SLT and should be recorded in the *SLT Informed* column as R = Removal or S = Suspension.

NB: Adaptations in strategies related to sanctions and reward exist for EYFS

Reasons for my behaviour

BEHAVIOUR REFLECTIONS

Name: _____

Date: _____

Description of my behaviour

Plan for improvement

Consequences of my behaviour

How do I feel?

How has my behaviour affected others?

Other consequence(s)

Pupil: _____

Parent: _____

Teacher: _____