

Godstone Primary and Nursery School



Behaviour Policy

REVIEW DATE: November 2023

REVIEWED BY: Governing Body

NEXT REVIEW: November 2024

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Headteacher:

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Chair of Governors:

Liam McGivern

Aims and values:

Our behaviour policy is fundamentally linked to our school's core values:

- Pride
- Responsibility
- Respect
- Ambition
- Compassion

Our aims are:

- To consistently set and model high expectations that enables all members of our school community to thrive both personally and academically.
- To foster a positive, caring attitude towards all which promotes positive self-esteem and ensures all children feel cared for and safe. To create an environment in which a range of achievements are recognised and celebrated.
- To develop an understanding of and respect for the culture, ethnicity, religion, ability, opinions, gender and differing needs of others. 'Everyone is different but equal'.
- To provide wide and enriching learning experiences within the school environment and the wider community to create life-long learners.
- To help all pupils to appreciate and understand each other as individuals and to take personal responsibility for maintaining and caring for the school environment and our whole school community.
- To provide a clear and consistent behaviour management approach, which includes strong links with parents and the wider community to support the growing child.
- To promote responsible behaviour, independence, self-discipline and respect for others in order that they can fulfil their future ambitions.

This behaviour policy acknowledges the school's legal duties under the Equalities Act 2010, in respect of safeguarding and pupils with special educational needs and disabilities.

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 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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

Shared expectations:

Children's responsibilities are to:

- Follow the school rules and adhere to the code of behaviour throughout the school environment.
- Enjoy positive recognition and learn from the consequences of their actions.
- Be actively involved in their own learning, work to the best of their ability and allow others to do the same.
- Respect and co-operate with all other children and adults.
- Move around the school in a calm and considerate manner.
- Where relevant, to use the internet safely and appropriately (see E-Safety Policy).
- Develop an understanding of when to act independently and when to ask for help.
- Use their knowledge of 'Building Learning Power' strategies to show self-control when managing their own behaviour.

Parents'/carers' responsibilities are to:

- Establish a positive partnership with the school and maintain high levels of communication.
- Be aware of and actively support the school's behaviour policy.
- Show an interest in all that their child does in school and keep the school informed of any factors that might adversely affect their child e.g. medical or domestic changes.
- Encourage their child to behave appropriately in all situations and to set a good example of interpersonal relations themselves.
- Celebrate their child's achievements, encourage perseverance in times of difficulty and enable their child to become independent and self-disciplined.
- Ensure their child's regular attendance and punctuality.
- Promote appropriate use of email, social-networking websites and the internet for themselves and their child.

Staff's responsibilities are to:

- Establish a friendly, positive, supportive relationship with the children in their care.

- Know the school rules and behaviour management strategies and the reasons for them. Be clear, firm and polite about behaviour boundaries.
- Ensure children are undertaking purposeful activities that they can enjoy and in which they can experience success.
- Reward positive behaviour with attention and praise as soon as it occurs.
- Try to identify when behaviour problems are likely to arise and where possible, try to divert or modify the child's behaviour before there is a need to issue a consequence to them.
- Know what sanctions they can use and to follow the consequences in a consistent manner.
- Set high expectations and be a role model for behaviour and learning at all times.
- Ensure that positive and open relationships are established with all outside agencies that engage with the school.

Governor responsibilities are to:

- 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

School Rules

The school rules are linked to our school's core values.

- Pride – we look after the school environment and take pride in ourselves and others
- Responsibility – we take responsibility for our own actions
- Respect – we follow directions from all adults in school and respect each other
- Ambition – we are resilient, never give up and always try to be positive
- Compassion – we show kindness and care for other people

Positive Recognition

A range of rewards will be given to children who show the desired learning behaviours. This may include:

- Verbal and non-verbal praise – We aim that praise outweighs anything negative by at least a 5:1 ratio.
- Dojo Points
- Core value stickers: Children can be awarded any one of the five value stickers or certificates when exhibiting a desired behaviour linked to pride, responsibility, respect, ambition and compassion.
- Whole school celebration assembly certificates: Each week a writing, maths and star of the week certificate is awarded to once child in each class (respectively) for academic success or effort in these subjects.

- Giving extra responsibilities
- Contacting parents and carers to share positive recognition
- Work on display
- Newsletter
- Praise from the Senior Leadership Team
- House Points: Each child is allocated a house when entering the school. The house names are Bay Pond (blue), Stratton Brook (green), Leigh Mill (yellow) and Gibbs Brook (red). Siblings are in the same house.

Consequences

We will follow a 1, 2, 3 behaviour management system where visuals will be used to support children including Core Value lanyards.

1. Behaviour reminder e.g. '(child's name), you're calling out'
2. Behaviour reminder level two e.g. '(child's name), you're calling out – please put up your hand'
3. Behaviour reminder with warning e.g. '(child's name), you're calling out – please put up your hand or (name consequence)'

If at any stage, children are showing improved behaviour, we say 'well done (child's name) you are showing core value x'

The consequences for misbehaviour are set out below. These measures will be completed in a cascade fashion in a clear and consistent way so that all children can reflect upon the seriousness of their behaviour.

- 1,2,3 verbal warnings
- 5 minute time out, in-class, in the reflection area
- 5 minute time out, in buddy class, in the reflection area
- Child sent to Senior Leadership Team
- Child sent to Headteacher
- Daily behaviour log
- In-school suspension
- External suspension

Serious incidents, including serious physical harm to others, swearing or racism will be escalated immediately to the Headteacher or a member of the Senior Leadership Team. These incidents may be reported to the Governing Body and Local Authority.

Lunchtime and Playground Behaviour

Lunchtime and playground staff will enforce the school's rules and systems of positive recognition in line with this policy.

They will also follow the 1, 2, 3, behaviour management system where visuals will be used to support children including Core Value lanyards and our 1, 2, 3 behaviour management system.

1. Behaviour reminder e.g. '(child's name), you're speaking unkindly'
2. Behaviour reminder level two e.g. '(child's name), you're speaking unkindly – please speak respectfully'
3. Behaviour reminder with warning e.g. '(child's name), you're speaking unkindly – please speak respectfully or (name consequence)'

If at any stage, children are showing improved behaviour, we say 'well done (child's name) you are showing core value x'

The role of consequences for misbehaviour are set out below. These measures will be completed in a cascade fashion.

- 1,2,3, Verbal Warnings
- Reflection time in the school Hall
- Child sent to the lunchtime lead
- Child sent to the Headteacher and time in the in-room
- Daily behaviour log

Serious incidents, including serious physical harm to others, swearing or racism will be escalated immediately to the Headteacher or a member of the Senior Leadership Team. These incidents may be reported to the Governing Body and Local Authority.

Systems Used to Support Positive Choices

All classes are expected to display the school's rules, consequences and positive recognition posters. Each classroom will have a 'reflection area' where the children can reflect upon their actions and ways that they can improve and manage their own behaviour in the future. Resources will be available to them to help them make positive behaviour choices.

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. The children 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

Please refer to our child protection and safeguarding policy for more information.

Online misbehaviour

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

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

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

Confiscation, screening and searching

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

Anti-Bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and we have a policy of ‘Zero Tolerance’. All staff are aware of the signs of bullying and ensure that the appropriate member of staff is informed of any concerns or incidents.

Bullying is defined as the repetitive, intentional harming of 1 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

TYPE OF BULLYING	DEFINITION
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, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
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)

Additional information regarding bullying can be found in the 'Anti bullying policy'.

Complaints

For details on the full complaints' procedure see the complaints' policy. The complaints policy is available on the school website and in the school office. Parents are encouraged to take any complaint or concern to a staff member in line with this policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible.

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 pupils 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 pupils.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the governing body.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical intervention policy
- Mobile phone policy