

Goresbrook School

BEHAVIOUR POLICY

Date of last central office review:	Nov 2023	Review Period:	1 year
Date of next central office review:	Autumn Term 2024	Owner:	Anne Smith
Date of next school level review:	Autumn Term 2024		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Autumn Term
Policy tailored by individual schools	Autumn Term 2024
School policy ratified by Local Governing Bodies	Autumn Term 2024
Implementation of Group Policy	Autumn Term 2024



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Goresbrook School Behaviour and Relationships Policy

Expectations

This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

Our aim is for every child at Goresbrook School to:

- Receive the best education possible through access to a broad and balanced curriculum that combines excellence in teaching with enjoyment of learning.
- Be part of a positive, whole school learning culture.
- Achieve the very best they can and be the best version of themselves through social, cultural, moral and spiritual development
- Flourish in a happy, safe and secure environment.
- Have a sense of value and belonging with individual achievements valued by all.
- Be well prepared for the next stage of their education.

We recognise that for the children to fulfil their potential, our values need to be explicitly named, defined and modelled and for all pupils to be supported to understand how they relate to their lives both at school, at home and in society. This is integral to our efforts to achieve academic success and high standards of behaviour.

Our core values are explicitly taught through assemblies and day to day school life:



To promote positive behaviour choices within Goresbrook, we follow the 7 Core Expectations:



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Policy Implementation

Everyone at Goresbrook School has a right to feel secure and to be treated with respect, particularly the vulnerable, and that harassment and bullying in any form will not be tolerated, including online, or outside of school. Furthermore, that the School is strongly committed to promoting equal opportunities for all, and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities.

All staff are to have a duty in supporting and upholding behaviour expectation and implementing the school policy consistently and fairly. Like SEND and Literacy and other whole-school cross-curricular themes, teaching behaviour must be the responsibility of every member of staff; particularly classroom teachers.

The senior leadership team of the school are to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. The DfE Behaviour Guidance stresses that senior leaders should be highly visible and engage with all stake holders in setting and maintaining a behaviour culture¹

The Senior Leadership Team will:

- Ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.
- Ensure the health, safety and welfare of all staff and children
- Lead by example in the implementation of the Behaviour Policy, reinforcing the need for consistency throughout school
- Monitor that the Behaviour Policy is being implemented consistently by all staff members
- Report to governors regarding the effectiveness of the Behaviour Policy and on the frequency of Significant Behaviour incidents
- Be a positive role model
- Praise and encourage positive behaviour through celebration assemblies and rewards
- Support staff in dealing with dangerous pupil behaviour
- Investigate and action Significant Behaviour incidents, updating CPOMs appropriately
- Ensure appropriate and proportionate use of sanctions
- Work closely with parents/carers of children displaying challenging behaviour
- Review the Behaviour Policy on an annual basis
- Ensure all teaching staff and lunchtime supervisors are provided with high quality CPD to support with behaviour management
- Use the Goresbrook School Shared Matras when speaking to children about their behaviour (Appendix 1)

¹ Further detail is contained at paragraphs 23-27 in the DfE Behaviour Guidance



Students

We endeavour to provide and maintain a safe, friendly, encouraging, supportive and positive school environment in which everyone can flourish. We have established a set of whole school rules which are consistently applied across the school by all staff. These rules are explicitly taught and modelled to pupils. All children have a clear understanding of the rules, routines and expectations of behaviour and are therefore able to understand the consequences of their actions.

1. Always try your best
2. Show respect
3. Move calmly and quietly around school
4. Look neat, tidy and smart
5. Take care of each other and our things

Parents

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and where possible, take part in the life of the school and its culture.²

Schools should place value in a close relationship with parents and encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, that the school expects parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue, schools should liaise closely with parents where practical and, if relevant, other local or national support agencies. We ask that parents:

- Discuss the Whole School Rules with their child, emphasising their support of them and assisting when possible with their enforcement
- Support the school's Behaviour Policy
- Work in close partnership with the school, discussing problems that may arise with their child's class teacher
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Attend Parents' Evenings/Parent Consultations
- Recognise that teaching and learning cannot take place without good behaviour being in place
- Remember that all staff approach behavioural incidents patiently and positively

Behaviour expectations

At the start of a new school year, staff will explicitly teach, model and practise the routines and the school rules to the children so each routine becomes a habit. Throughout the year, especially after a holiday, this will be refreshed, reiterated and reinforced by all staff.

This teaching of behaviour is key and will be taught using the steps below:

² Further detail is contained at paragraphs 32-33 in the DfE Behaviour Guidance



- **Tell** them explicitly- assemblies, form time, posters, newsletters, tutor time, start and end of lessons
- **Train** staff to use 'normative messages' as everyday language
- **Demonstrate** the behaviour/ role models you seek
- **Correct**/ challenge incorrect norms constantly
- **Codify** norms / routines by writing them down
- **Repeat** constantly
- **Highly visible** – 'Every lesson – Every day'

Classroom Expectations

We aim to provide a broad and balanced curriculum through quality teaching and learning experiences. The planning and delivery of high-quality learning experiences, matched to individual needs and abilities, minimises the opportunity for disruptive behaviour. Staff are entrusted to manage inappropriate behaviour promptly and efficiently in accordance with school policy. A combination of praise, rewards, feedback and sanctions are used to encourage good behaviour from our pupils.

Pupils are expected to adhere to a number of classroom expectations, which include:

- Meeting and greeting the teacher politely
- Following instructions from adults First time, Every time
- Showing respect to others at all times
- Hanging up coats and bags neatly
- Showing good learning behaviour – SLANT
- Contributing to lessons and discussions
- Rising to the challenge and showing resilience
- Practising good respiratory and hand hygiene
- Looking after our equipment and their own belongings



Playground Expectations

At Goresbrook School, we recognise the unique contribution playground activities make to the wellbeing of the children at our school. Providing a safe and supportive environment, the playground offers children opportunities for play, creativity, fun and enjoyment. We attach great importance to ensuring that break and lunchtimes at our school offer children experiences that contribute to their social, physical and emotional health. In particular, we recognise that increased levels of physical activity not only improve children's health and fitness, but also have a large impact on ensuring positive behaviour and attitudes.

Pupils are expected to adhere to several playground expectations, which include:

- Enjoying break times and playing with other children fairly
- Being kind and helpful, treating others how you would want to be treated
- Following instructions given by an adult – First Time Every Time
- Showing respect to others at all times
- Looking after equipment, playing sensibly with it & putting it away at the end of break



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- Putting any litter in the bin
- Lining up quickly and quietly
- Demonstrating Wonderful Walking when entering and exiting the playground

Dining Hall Expectations

At Goresbrook School, we recognise the nutritional, social, and mental health benefits of sharing meals together. Children are encouraged to eat well, socialise and use good manners at lunchtimes. Pupils are expected to adhere to a number of expectations, whether they are eating lunch in the dining hall or in a classroom, which include:

- Practising good hand hygiene—washing or sanitising hands before and after meals
- Lining up sensibly
- Following instructions –first time, every time
- Using good manners at all times, always saying please and thank you to lunchtime staff
- Using good table manners when they are eating: using a knife and fork correctly, closed-mouth chewing, respecting other pupils' personal space
- Only touching their own food
- Being willing to try new foods
- Trying to eat their lunch within the time allocated
- Tidying up after themselves: scraping plates/putting rubbish in the bin
- Using Wonderful Walking when walking to and from the hall

Corridor Expectations

As stated in the Whole School Rules, children are expected to move around the school calmly and quietly using Wonderful Walking. Adults are expected to model this to children as they move around the school and remind children when they are not using Wonderful Walking. Pupils should be discouraged from touching walls, doors and display boards in communal areas.

Wonderful Walking expectations include:

- Walking in single file
- Walking on the left-hand side of the corridor
- Walking quietly
- Walking with hands behind back or at side
- Stepping to the side and holding the door open for other people
- Walking with your head held high, eyes forward and smiling

Assembly Expectations

Assemblies provide an opportunity to reinforce our values. Our school community gathers together in groups every day of the week. We come together in our phases weekly and celebrate our successes.

Pupils are expected to adhere to a number of assembly expectations, which include:

- Walking into assembly silently using Wonderful Walking
- Facing the front and leaving a sensible space between people in front
- Waiting until the teacher asks us to sit down



- Showing good learning behaviour SLANT
- Sitting still and keeping our hands to ourselves
- Celebrating the success of others through polite applause
- Showing respect during reflection time
- Standing silently when asked to do so
- Walking silently back to class using Wonderful Walking

Library Expectations

Our Library area provides a calm space for pupils to select and read a wide range of books.

Pupils are expected to adhere to a number of expectations when using the library, which include:

- Walking to and from the library using Wonderful Walking
- Being very quiet
- Returning books to the correct place
- Treating our books with respect and care
- Reporting damaged books to an adult
- Sharing the comfy seats and exciting books

Educational Visits & Local Community Expectations

Students are expected to act as ambassadors for the school when out in the local community or on

an educational visit. Pupils are expected to adhere to a number of expectations when they are off-site, these include:

- Showing respect and good manners to members of the public
- Listening carefully and following instructions First Time every time
- Respecting the local environment by not littering or damaging property
- Using quiet voices
- Staying safe and keeping up with the line when walking along the road
- Crossing the road quickly and carefully and when told to by an adult
- Taking care of each other and stay close to the group or partner
- Telling an adult if you feel unwell or worried

Teaching and Support staff will:

- Promote the Whole School Rules in and around school
- Explicitly teach the Whole School Rules and routines to the children
- Make sure that they are always present to supervise children in the classroom
- Be positive role models-using appropriate tone, language and volume to model good behaviour to pupils
- Prepare equipment and materials before each lesson
- Plan and deliver effective lessons, taking account of children's starting points and behavioural needs
- Be proactive and use a range of strategies which limit the possibilities for students to lose focus or misbehave (Appendix 5)
- Use praise and positive reinforcement as the primary technique for encouraging good behaviour



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- Use Dojos and other in-class reward systems to reward pupils who go above and beyond expectations (Appendix 2)
- Celebrate children's success through selecting a weekly Merit winner.
- Work closely with Lunchtime Supervisors to promote good behaviour over lunchtime
- Work in partnership with the SLT to create Individual Behaviour Plans for pupils who need additional support with behaviour
- Record all Significant Behaviour incidents using CPOMs
- Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner
- Use the Goresbrook School Shared Matras when speaking to children about their behaviour (Appendix 1)

Lunchtime Supervisors will:

- Promote the Whole School Rules during lunchtime
- Be positive role models
- Be proactive and use a range of strategies which limit misbehaviour and confrontation, avoiding shouting at children
- Meet and Greet children as they enter the dining hall/classroom
- Use the children's names when addressing them
- Smile and say something positive to the children on a regular basis
- Think positively and identify good behaviour
- Narrate the positive: verbally praise children going above and beyond to promote good behaviour for all children
- Encourage the children to be active and facilitate fun games and activities on the playground
- Use Dojos and lunchtime award stickers to reward children who go above and beyond playground/dining hall expectations
- Ensure the children use Wonderful Walking when moving around school
- Insisting the children line up quietly
- Communicate behavioural successes and concerns with the child's class teacher
- Report all Dangerous Behaviour to a member of SLT and record this incident on CPOMs
- Use the Goresbrook School Shared Matras when speaking to children about their behaviour (Appendix 1)

Pupils are expected to

- Follow the Whole School Rules, routines and expectations
- Accept responsibility for their actions and their impact on others
- Work co-operatively
- Accept sanctions and be willing to be reflective, with a view to making good choices in the future

Pupils in Year 6 actively take on additional responsibilities, including aiding staff in supporting the learning of younger pupils within their classes. The roles of Head Boy and Head Girl are considered to be reflective of the positive attitudes and standards to which all pupils should aspire.

In applying this policy, the school will draw a distinction between behaviour which intentionally breaches school policy and rules, and that which arises from a pupil's support needs. Whilst the consequences for different misbehaviours will therefore vary according



to the context and circumstances, all school interventions should be designed to teach the expected behaviour.

School rules and policies concerning behaviour and discipline apply at all times when a pupil is at the school, representing the school, travelling to and from the school, and associated with the school at any time. This includes conduct online, such as in any written or electronic communication concerning the school and United Learning.

Schools may also wish to include reference to unexplained absences, referring to the school's missing child procedures and where a copy of these procedures can be found.

It can also be helpful for the policy to include reference to how schools ensure that all new pupils are briefed thoroughly on the school's expected standards of behaviour, and how the school supports pupils as they transition through the school, from the day they start at the school to the day they leave.

The Governing Body will

- Carry out their statutory duty relating to exclusions and disciplinary issues
- Review the frequency of Significant Behaviour incidents
- Evaluate the effectiveness of the policy with the Head of School

Classifying behaviour

Behaviour can be classified into four categories: Desirable, Disruptive, Difficult and Dangerous:

Examples of Desirable Behaviour:	Staff members responsible for feedback:
Going above and beyond expectations Relishing challenge Working together Engaging enthusiastically in lessons Listening carefully Being kind Looking after the school environment Using Fantastic Walking High standards of respiratory and tactile hygiene Good manners	All Staff
Examples of Disruptive Behaviour	
Minor misbehaviour in corridors or around school (running, wrong side etc.) Dishevelled uniform (untucked shirt) Untidy written work Shouting out or repeatedly talking in class Swinging on their chair Disengagement in class/assembly Distracting others Negatively impacting on the learning of other pupils Failure to follow instructions Showing a lack of care for school property	Class teachers, Teaching Assistants and Lunchtime Supervisors



Not respecting other pupils' personal space Touching or pushing one another when lining up Rude or disrespectful behaviour –using unkind words	
Examples of Difficult Behaviour:	
Persistent disruptive behaviour (see above) Refusal to complete tasks set Kicking out (not directly at a person) Throwing objects (not directly at a person) Hitting out (not directly at a person) Damaging school property intentionally Non-aggressive swearing Being dishonest	Class teachers, Teaching Assistants, Lunchtime Supervisors and Phase Leaders
Examples of Dangerous Behaviour:	
Persistent difficult behaviour (see above) Stealing Spitting (on the floor or at others) Targeted hitting, pinching or kicking Throwing objects at a person Running out of class / away in public places Damaging or destroying school property Racist, homophobic or prejudicial language Aggressive swearing (directed at another person)	Phase Leaders & SLT

Bullying

We will ensure parents and pupils are aware of the procedures to follow if they believe their child is being bullied/they are being bullied and that the school community are clear on what disciplinary sanctions may be imposed.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. Schools should also have clear policies and processes in place to deal with incidents of child-on-child abuse.

Contextual Safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the Safeguarding / Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

Schools will consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly and include any local or school specific arrangements.



Responding to behaviour

Rewards³

Staff at Goresbrook School use praise and rewards routinely, highlighting those pupils who are going above and beyond expectations to encourage desired behaviours. Teaching staff may use a combination of in-class rewards and Dojos when they see behaviour which goes above and beyond normal expectations – see Appendix 2. Attendance rewards are adjusted to ensure inclusivity.

Goresbrook School recognises its legal duty under the Equality Act 2010, consequently our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The SENDCo & SLT will evaluate a child who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met. In conjunction with the class teacher, they will formulate an Individual Behaviour Plan (Appendix 4) for the pupil if challenging behaviour persists.

They may also use a personalised behaviour chart to monitor the child's behaviour and celebrate their success (Appendix 5). Where necessary, support and advice will also be sought from external agencies within the borough.

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. Staff at Goresbrook School will seek to encourage and reward positive behaviour, good work or demonstration of positive personal values by:

- Positive verbal feedback to individuals or groups
- Visual prompts to highlight individual's good behaviour, i.e. stickers, recognition board etc
- Letters or phone calls home to parents
- Consistent use of Dojo Points (Appendix 2)
- Being sent to the subject lead to show their work
- In-class reward systems
- Headteacher Award
- Merit (weekly)
- Dojo Point celebrations (half termly)

Graduated Approach⁴

The school has a graduated response to behaviour issues, including the use of behaviour plans for children with chronic issues. An example could look like this:

Tier 1: School and classroom-wide systems for all children and adults.

Tier 2: Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties (both strongly co-morbid with behaviour issues), transition for those with known behavioural difficulties or those deemed vulnerable.

³ Further detail is contained at paragraph 40 in the DfE Behaviour Guidance

⁴ Further detail is contained at paragraphs 41-44 in the DfE Behaviour Guidance



Tier 3: Individualised approach for a small number of children with provisions such as SENCO involvement, education psychology / speech and language therapy / occupational therapy, behaviour plans, positive handling plans.

Restorative Conversations

Where there has been more than one occasion of Difficult Behaviour or an instance of Dangerous

Behaviour, the conversation which follows should be based upon restorative justice principles.

Feedback from staff members should provide specific pathways to reconciliation and forgiveness by bringing together those who were affected by misbehaviour in a dialogue to address concerns, achieve

understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, this approach contributes to the social and emotional learning of pupils. A restorative response can be conducted verbally or through a written Behaviour Reflection (Appendix 3). Copies of Behaviour Reflection sheets should be kept by the teacher for reference.

Restorative feedback involves asking the following questions:

- **What happened/which school rule was broken?**
- **What were you thinking/feeling at the time?**
- **What do you think and how do you feel now?**
- **Who has been affected by this behaviour?**
- **What is needed to put things right?**
- **How can we make sure that this doesn't happen again?**

Sanctions⁵

In applying sanctions, especially those with serious consequences, the school undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010.

The behaviour of pupils with SEND will include:

a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation;

Where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so; a consideration of whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

**Every consequence will be based on the level of risk to the child and/or others.
Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour.**

When dealing with behaviour incidents staff adhere to the following principles:

⁵ Further detail is contained at paragraphs 45-60 in the DfE Behaviour Guidance



- Feedback to be given immediately after the poor behaviour, causing the least possible disruption to the learning of other pupils
- Feedback to criticise the behaviour and not the child - feedback should be delivered in a calm and professional manner
- Feedback should include WHY the behaviour was unacceptable, the Whole School Rule that was broken and WHAT improvements the teacher or TA requires from the child.
- Sanctions should be proportionate to the behaviour

Tiered sanctions allow teaching staff and lunchtime supervisors to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children the Reminder and warning (verbal) is enough to encourage them to do this. However, at times, when children may be exhibiting a range of Disruptive or Difficult behaviours it may be necessary to give additional warnings and sanctions.

Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive behaviour. Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit Disruptive or Difficult Behaviour, adults will respond calmly following the scripted intervention set out below.

Tiered Sanction	Explanation and Feedback
Reminder	A verbal reminder of the rules <i>E.g., "I notice that you are shouting out and not following our school rules. Please wait to be asked for an answer - this is being respectful. Thank you."</i>
Level 1 - Warning	Explain that you have spoken to the child about breaking the rules and that they are now receiving a specific warning in relation to this behaviour –there will be a consequence if the behaviour does not change. <i>E.g. "I notice that you are shouting out which is breaking our school rule of being respectful. If this continues you will stay in to speak with me for some of your breaktime/have a time out (EYFS). Do you remember yesterday, when you waited to be asked for your answer and made some wonderful contributions to our class discussion? That is what I need to see from you today. Thank you."</i>
Level 2 – Time out with Class Teacher	Explain that they have still chosen not to follow our school rules and as a consequence they must speak to you for a few minutes at break-time. Warn that if they chose to break the rules again they will lose their whole playtime and have to speak to the Phase Leader about their actions. <i>E.g.,: "I notice that you are still not being respectful. You are breaking our school rule of being respectful. You have not made a good choice so you will spend some of your break time speaking with me."</i>



Level 3 – Time out with Phase Leader, parents informed & behaviour recorded on CPOMS	Explain that they have continued to choose not to follow the rules and as a consequence they will now need to spend the full break time reflecting on their choices with Miss Vincent or Mrs Wheeler. <i>E.g.,: "You are continuing to break the school rule of being respectful and because of this you will now spend your break time thinking about the choices you have made with Mr Walker. During this time you will complete a behaviour reflection sheet".</i>
Level 4 – Involvement of SLT and parents	Parents telephoned or invited in for a meeting to discuss issues. Pupil may be put on report for 1 or 2 weeks (appendix 6).

Any **Dangerous Behaviour** will be dealt with immediately by the Headteacher or member of SLT – warnings and reminders are not appropriate for this level of behaviour.

Allegations against staff

The school takes its responsibilities for safeguarding extremely seriously, and that all members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection / Safeguarding Policy.

Malicious accusations against staff

Schools have the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals. Sanctions can include missing break and / or lunchtime, meeting with parents/carers, internal suspension and suspension/exclusion.

Supporting pupils following a sanction

Consider what strategies will be considered to help all pupils to understand how to improve their behaviour and meet behaviour expectations of the school [see paras 61-62 of the DfE Exclusions Guidance].

Use of reasonable force

The school will follow the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

Teachers and members of staff authorised by the Principal/Headteacher have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity).



In some circumstances, fully trained staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort by staff who have been trained
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be applied in a way that maintains the safety and dignity of all concerned
- Never used as a form of punishment or just to move a child
- Be recorded and reported to parents

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff. Parents should always be told when it has been necessary to use physical restraint on their child. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

Staff training on use of reasonable force should deal with factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the pupil concerned.

The policy should make clear that every member of staff will inform the Headteacher immediately after s/he has needed to restrain a pupil physically.

Prohibited items and searches

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

This will only happen if the item is dangerous or offensive.

The parent of the child will then be asked to collect the item from school.

Records of all searches carried out, including the results of any search, and the actions taken following that search, are maintained by the school.

The law relating to searches

Headteachers (or authorised members of staff) have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.



Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

Knives or weapons

Alcohol

Tobacco (including vapes and other liquid electronic smoking materials)

Illegal drugs (see Home Office controlled drugs list [here](#)) including drugs paraphernalia

stolen items

fireworks

pornographic material

any article that the member of staff reasonably suspects has been, or is likely to be, used:

i) to commit an offence,

ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

United Learning also asks all schools to include the following in this list:

So-called “legal high” drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Head Teacher may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data⁶ on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Child Protection / Safeguarding Policy.

The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is

⁶ All schools should also have regard to DfE guidance <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>



appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School Policy, and may then punish the pupil in accordance with this policy [and, Exclusions and Policy], where appropriate.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags and desks.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance '[Screening Searching and Confiscation - advice for headteachers, staff and governing bodies](#)' in deciding what to do with confiscated items.

Suspensions and Permanent Exclusions

To ensure good order and behaviour for learning it may be necessary to suspend students from attending school or to permanently exclude them. That any form exclusion is the ultimate sanction. That the decision to exclude is the Principal's alone or in his/her absence, the senior leader in charge.

Goresbrook School will always adhere to current legislation, including the Equality Act 2010. The school is obliged to have regard to the DfE guidance on exclusions and these duties will be complied with when deciding whether to exclude a pupil.



Sanctions will be applied fairly, reasonably and proportionately and after due investigative action has taken place.

Goresbrook School will ensure that any policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Principal and governing body will comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school, for example, travelling to and from school; on school trips; Cyber Bullying etc.

Types of Exclusion

Suspension

A suspension may apply for a single occurrence of serious misconduct or for persistent misbehaviour. Lunchtime exclusion is equivalent to a half day exclusion.

Repeated use of fixed-term exclusion for children with an EHCP (and potentially those on SEN Support (especially those undergoing statutory assessment and likely to get an EHCP)) may be ineffective or fail to sufficiently meet a child's needs. At Goresbrook School, we ensure the SENDCo is involved in behaviour intervention and the planning process in order to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues/ specialists such as an educational psychologist, speech and language therapist, behaviour outreach support etc.

Permanent exclusion

Permanent exclusion would only be used as a last resort in response to serious or persistent breaches of the school's behaviour policy, but may, however, be an appropriate sanction for a single one off incident or a serious breach of the school's discipline policy E.g., physical assault against another pupil or member of staff, persistent bullying, a situation where the education or welfare of the child or of others in the school is seriously harmed, a range of alternative strategies have been tried and have failed. These are examples and not an exhaustive list.

Investigation

Any investigation will be conducted in accordance with DfE guidance to be lawful⁷, reasonable, fair and proportionate. The principles that will be applied will be as follows:

To be thorough: witnesses to be questioned and statements taken; the accused to be given the opportunity to have his/her say.

⁷ with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties



Each case will be judged on the facts and the context taking into account:

The degree of severity of the offence

The likelihood of re-occurrence (including a consideration of the student's previous behavioural record – taking care to be clear what behavioural incidents the pupil is actually being excluded for);

Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, peer on peer abuse, harassment);

Support/or adjustments previously provided;

The school behaviour policy, special educational needs policy and equality law obligations.

Headteacher's Decision

The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Notification

Once a decision to exclude has been made, parents/carers to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Headteacher, or designated teacher in charge. The letter will outline the reason for the decision and the next steps.

Role of the Local Governing Body

The role and responsibilities of the Governing Body in the exclusion process include:

the duty to facilitate and consider the representations of the parents;
the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified);
the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

Additional Requirements for Permanent Exclusion

Where the Governing Body has upheld the decision of the Principal to exclude, set out:

the statutory timeframe for applying to an independent review panel;
to whom an application must be sent, together with the grounds and evidence;
the right for parents to request a special educational needs expert;
the right for parents to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination).



Independent Review Panel Procedure

Note that the set up and process of the IRP is set out in the DfE Exclusions Guidance and emphasise in the policy the important aspects in terms of timeframe, constitution, and the powers of the IRP. Make it clear that it cannot compel reinstatement.

Monitoring and Review

The school will monitor behavioural issues and evaluate the effectiveness of the behaviour policy. This will help the school consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school should decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending the policy.

Managed Moves⁸

Managed moves will only be used on a voluntary basis and with the agreement of all parties (including parents) and the admission authority of the new school and only where it is in the best interests of the pupil.

Managed moves will only be offered as part of a planned intervention.

Behaviour outside of school premises

The behaviour policy can extend to activities outside the school day and off the school premises- or online when the pupil is:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or,
- that could adversely affect the reputation of the school.

This provides the school with greater control over issues such as bullying.

Preventing recurrence of misbehaviour

Initial intervention following behavioural incidents⁹

Initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion include Individual Behaviour Plans, meeting regularly with parents and carers, seeking support from external providers. This is not an exhaustive list and the intervention will be tailored to meet each individual's needs.

⁸ Further detail is contained at paragraph 91 in the DfE Behaviour Guidance and paragraphs 47-51 in the DfE's Suspension and Permanent Exclusion Guidance

⁹ Further detail is contained at paragraphs 96-100 in the DfE Behaviour Guidance



Pupil Support Units¹⁰

Reintegration

A reintegration meeting is part of the process of a child reintegrating into school. The meeting will take place on the first day of the child's return. The meeting will be held with parents and carers and the child (if appropriate). The meeting will outline the next steps of the plan and the support that is in place for the child, e.g. daily diary.

Monitoring and evaluating school behaviour¹¹

The school uses CPOMS to capture data regarding the behaviour culture in school. This data will be analysed to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support.

Specific behaviour issues

Child-on-child sexual violence and sexual harassment¹²

In every aspect of the school's culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. The school makes it clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.

Behaviour incidents online¹³

The provisions apply to all activity online including all forms of social media and that they apply to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way.

Instances of prohibited use, e.g.:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Even where a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the

¹⁰ Further detail is contained at paragraphs 101-107 in the DfE Behaviour Guidance

¹¹ Further detail is contained at paragraphs 109-111 in the DfE Behaviour Guidance

¹² Further detail is contained at paragraphs 112-118 in the DfE Behaviour Guidance

¹³ Further detail is contained at paragraphs 119-122 in the DfE Behaviour Guidance



behaviour could adversely affect the reputation of the school. Misuse of social media is to be reported to the Senior Leadership Team.

Guidelines for responsible use of social media are shared in the eSafety policy. A breach of the policy on the use of social media will result in disciplinary sanctions. In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Mobile Phones

Any mobile phone brought into school by a child is to be handed into the School Office at the start of the day. Mobiles are to be turned off. Any child with a mobile during the school day will have it confiscated and a parent / carer will have to collect it.

Suspected Criminal Behaviour

The school will consider the need to report to police and preserve evidence; whether a tandem report to children's social care is required, DSL to take lead following KCSIE; and with specific regard to Part 5 of KCSIE re child-on-child sexual violence. See paragraphs 125-127 of the DfE Behaviour Guidance for more information

Owner	Goresbrook School - Primary
United Learning Independent /Academies/Both	Academy
Reviewed	November 2023
Date Authorised	
Review Date	September 2024



Appendix 1

Whole School Rules

Our Rule	Explanation	Our mantra
Always try your best	This rule is not about "winning" or "being the best" but rather about giving your best. Teaching staff encourage children to take pride in their attitude towards the process of engaging with an activity, rather than the end result. This skill can be evident in a range of situations where children are visibly working hard and exhibiting good learning behaviour.	Present with Pride SLANT Sit up straight with arms folded Listen carefully Ask & answer questions Never interrupt Track the teacher
Move calmly and quietly around school	- We walk on the left - In single file - With our hands behind our back or at our side - Without talking - We step to the side and hold doors open for other people - We hold our head up, keep our eyes forward and smile!	Wonderful Walking
Take care of each other and our things	"Taking care of one another" means to show kindness. Kind people think about another person's feelings and not just their own, they help someone who is in need, and they are kind even when others are not. Kind people never expect anything in return. They treat other people kindly because they want to help make someone's life better. Kindness makes the world a nicer place because it makes people happier. "Taking care of our things" refers to the school environment. Children are expected to do their part to keep the school environment clean, tidy and undamaged. This rule also refers to children's own personal possessions. Children should be careful to keep their own belongings safe and be mindful not to touch other people's possessions.	Care and Share
Show respect	Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners, honesty and respect for everyone.	STEPS Say their name Thank you Excuse me Please Smile
Look neat, tidy and smart	The wearing of correct uniform is considered to be an important element in establishing a sense of community and expectations in school. Children are encouraged to take pride in wearing appropriate uniform, including PE kit (no earrings or jewellery). All staff are responsible for encouraging children to look smart at all times. Children should be reminded to tuck their shirts in and do their top button. Staff must follow up issues with uniform with parents.	Look Smart, Think Smart



Appendix 2

House Point/Dojos Reward System

Staff at Goresbrook School use praise and rewards routinely, highlighting those pupils who are going above and beyond expectations to encourage desired behaviours. Teaching staff may use a combination of in-class rewards and house points/Dojos when they see behaviour which goes above and beyond normal expectations. The below table is a guide and not an exhaustive list. Staff typically award no more than 5 house points at any one time. In exceptional circumstances, ten house points may be awarded.

Dojo Points	Example
0 - these are basic expectations	• Meet and greet politely • Following instructions – first time, every time • Enter the classroom in a quiet and orderly manner • Begin independent work promptly • Is equipped for learning (inc PE kit) and in full school uniform. • Effort and focus sustained throughout the lesson • Positive attitude to learning • Looking after their belongings and school property • Using Wonderful Walking when moving around the school •
1	• Exhibiting the expected desirable behaviours above, when others are not • Holding doors for peers and staff members • Assisting members of staff • Being enthusiastic in lessons • Improved effort with written work/class work/homework • Making meaningful contributions to class discussions consistently throughout a lesson • Getting changed for PE/swimming quickly • Being an exemplary Kagan team member • Being a good friend to everyone
2	• Being a role model of excellent behaviour – going above and beyond expectations • Thoughtful contributions during assembly • Asking thoughtful questions • Supporting their peers with their learning effectively • Showing high levels of resilience when they find something challenging • Working hard in subjects they typically find challenging • Good effort with written work/class work/homework • Reading more than is stipulated – 3 times a week
5	• Acts of kindness • Completing additional work outside of school • Performing in assemblies to a high standard • Being an excellent ambassador for our school at interschool events/on trips • Excellent effort with classwork/written work/homework • Merit winner • Star Writer winner • Excellent sporting contribution •
10 – To be awarded by SLT	• Raising money for charity • Completing the Student Leadership award • Other forms of community contribution



Appendix 3

Today my behaviour has been /10

What happened/which school Rule was broken?

What were you feeling at the time?

How do you feel now?

Who else did my behaviour affect?

What is needed to put things right?

But I know my behaviour can be 10/10!

To be 10/10 I will:

When I am 10/10 I will feel:

My teacher/classmates will feel:



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Appendix 4

Individual Behaviour Plan

Child's name	Date of Plan	Review date
Child's interests	Child's strength	
Behaviour to reduce	Possible triggers for behaviour	
Prevention Staff will:	If an incident occurs Staff will:	
In and incident occurs The child will:	Parent/Carer view	

Signature of class teacher: _____

Signature of parent/carers: _____

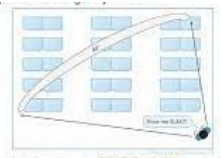


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Appendix 5

Behaviour Management Strategies

Strategy	Explanation
Meet and Greet.	Teachers Meet and Greet the pupils at the classroom door at the start of the day, after morning breaktime and after lunch
"Do Now" activity	Use a short warm-up activity at the start of each day which children can complete without instruction or direction. This enables the learning to start before teaching begins.
"Review Now" follow-up	Briefly recap the answers of the "Do Now" together as a class
SLANT	Teach the pupils key baseline behaviours which help them to concentrate, focus and learn by using acronym SLANT: • Sit up • Listen carefully • Ask and Answer Questions • Never Interrupt • Track the speaker
Engineer Efficiency	Teach pupils the simplest and fastest procedure for executing key classroom tasks, then practice so that executing that procedure becomes a routine e.g., lining up silently, responding to fire bell, collecting coats/bags, distributing books/resources etc
Pastore's Perch	Prevent non-productive behaviour by developing the ability to see it when it happens and subtly reminding students that you are looking. At any time when you are not providing timely intervention across the room, position yourself in the corner of the classroom so that you are now able to see all learners simultaneously. Scan the room regularly 
Be Seen Looking	Show that you are monitoring the class closely by tilting your head, scanning the room from left to right. Take a couple of minutes at the start of each lesson, once the children begin an activity, to show the students you are looking at them and that you care that they do what you have asked.
Least Invasive Intervention	Maximise teaching time and minimise confrontation by using the subtlest and least invasive tactic possible to correct off-task pupils. All teachers pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions. Teachers swiftly use the pre-emptive reminders to correct off-task behaviours: 1. Silent non-verbal: hand signal , eye contact, facial expression, shake head, sharp pause. 2. Unnamed: 'We're tracking. Just waiting for 100%. We need one person ... and 100%.' 3. Verbal named reminder: "I notice that you are shouting out, _____. You are breaking our school rule of being respectful. Please raise your hand and wait to be chosen, as this is being respectful. Thank you."
Cold Calling and No Hands Up	Establish 'No Hands Up' and call on students to give verbal responses. This ensures a high participation ratio, causing all pupils to be engaged and ready to answer. It also enables the teacher to assess all pupils. Embed this technique in advance to ensure pupils know that your classroom has a culture of engaged accountability and that the Cold Call is always a possibility. Keep all Cold Call's positive.
No Opt Out	Turn 'I don't' Know' into success by ensuring those pupils who won't try or can't answer practise getting it right. Format 1: The teacher provides the answer, the pupil repeats the answer Format 2: Another student provides the answer, the initial student repeats the answer Format 3: The teacher provides a cue; the pupil uses the cue to find the answer Format 4: Another pupil provides the cue; the initial pupil uses the cue to find the answer
Right is Right	When responding to answers in class, hold out for answers that are 'all-the-way-right'. Probe and encourage until the question posed has been answered in full and well. Eg. "Can you explain what you mean in more detail?" "Can you develop your answer further?"



Stretch It	Reward right answers with harder questions. In addition to posing a challenge to a successful pupil, Stretch It can help you ensure the reliability of the correct answers when you make your follow-up question a "how" or "why" question. With consistency of application, Stretch It can help build a culture where pupils want, expect and relish a challenge, embracing a growth mindset.
SHAPE	When responding to answers in class, pupils should speak in full sentences that are grammatically correct and ensure all other pupils can hear them. (SHAPE - sentences, hands away from face, articulate, projection, eye contact)
Warm/Stric	Be both warm and strict at the same time to send a message of high expectations, care and respect. It is possible to be clear, consistent and firm while being positive, enthusiastic and thoughtful. This sends the message that having high expectations is part of caring for and respecting someone. This can be achieved by: • Explaining to students why you're doing what you are doing • Distinguishing between behaviour and people • Demonstrating that consequences are temporary • Warm non-verbal behaviour



Appendix 6

Positive Monitoring Report Card

Name _____ Class _____

Teachers: Please give a score from 1-5 for each of the areas on the report card, add any comments if necessary. The minimum target for each lesson is a 4. Please report to your class teacher at 8:50am each day.

Monday	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Lesson 5
Raises hand in class							
Works well independently							
Works well with other pupils							
Greets the teacher politely							
Follows classroom rules							
All work completed							
Teacher signature							

SLT comment: _____



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