



## **Behaviour Policy KGA Primary Phase**

- *to be read in conjunction with the KGA Statement of Behaviour Principles*

# **Gomer Junior School**

Approved by:	Primary Phase Leadership Team	Date:	January 2024
Maintained by:	Primary Phase Leadership Team	Next review due:	January 2025



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## Aims



We aim to:

- Develop an ethos of empathy and respect
- Help pupils understand that things can go wrong, to take responsibility for actions and to learn from experiences
- Keep all members of the school community safe and secure
- Enable the children to be happy and equipped for adult life

## Values & Principles

- Everyone has a right to be happy
- Everyone has a right to learn
- Everyone has a right to be treated with fairness and respect

These principles underpin the high expectations we have for the way we treat each other and conduct ourselves. We value, respect and celebrate behaviours that enable all to be happy, to learn and to be treated fairly and respectfully. We expect adult behaviours to model; kindness, care and high challenge, and place high value on mutually respectful, supportive relationships. We work in partnership as a staff, with pupils and families to advocate positive behaviours. We challenge and address behaviours that compromise these values. We emphasise the value of restorative conversations, relationships, and reflection to support behaviour modification. We work in partnership as a staff, with pupils and families to challenge and address behaviours that compromise our ethos and teach the ones which are more suitable.

## 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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.



## Bullying

Bullying is defined as 'the repetitive negative behaviour that is intended to make others feel upset, uncomfortable or unsafe'. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Often involves an imbalance of power

<b>Bullying may include:</b>	
<b>Emotional:</b>	Being unfriendly, excluding, tormenting
<b>Physical:</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>Prejudice-based and discriminatory, including:</b> <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
<b>Direct or indirect verbal:</b>	Name-calling, sarcasm, spreading rumours, teasing
<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
<b>Cyber-bullying:</b>	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## Anti-Bullying

Any incident of bullying would be dealt with swiftly using this policy, our Anti-Bullying Policy and the KGA Statement of Behaviour Principles. Our child on child abuse initiative seeks to recognise



the difference between acts of unkindness, banter and bullying. This is achieved by asking staff, when dealing with these situations, to follow up with a written record of the incident. This allows for the pastoral and safeguarding team to have an oversight of the behaviours and can identify patterns of behaviour that can be a 'one off', or appear targeted and repetitive by either the perpetrator or the victim. This helps us distinguish between what is bullying, banter and unkindness and most importantly allows us to support those pupils who most need support whilst dealing with those whose behaviours need to be challenged.

## Roles and Responsibilities

### Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Teaching positive behaviour; dedicating time to practice of executive function skills
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents

### Parents/carers

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## Intent, Implementation and Impact

Our **INTENT** is to promote the values of responsibility and respect. We expect all members of the school community to aspire to these values.

Our responsibilities within this school:

1. We have a responsibility to ensure everyone feels safe, cared for and listened to.
2. We have a responsibility to treat everyone with kindness, respect and acceptance.
3. We have a responsibility to be a role model that inspires, motivates and encourages others to show positivity.
4. We have a responsibility to show politeness, good manners and appropriate language within our community.



5. We have a responsibility to try our best and reflect upon our mistakes as learning opportunities.
6. We have a responsibility to look after school equipment and our environment.

#### Our **IMPLEMENTATION** for behaviour includes:

It is the responsibility of the whole staff team to ensure that the policy is implemented consistently and effectively. With a trauma sensitive approach, we place relationships and a child or young person's sense of safety and security at the heart of behaviour management. We encourage nurture, warmth and empathy, even when a child is presenting with behaviours that feel challenging. We promote a sense of community and belonging, taking individual circumstances into account. When discipline/sanctions are necessary, they should be constructive and pupils need to be given advice on how to improve. It must be accepted that there are some pupils whose behaviour is particularly challenging. Tailored strategies need to be implemented for such pupils. We have an 'action and consequences chart' which outlines behaviour incident categories and recommended consequences.

#### *Capturing and celebrating success*

As a school, purposeful, positive praise to celebrate the achievement of our learner expectations is central to the school ethos. The Gosport Futures are central to the positive reinforcement used by all members of our school community. These include: aiming high, listening, teamwork, creativity, leadership, problem solving, staying positive and speaking. In addition to this, behaviour which supports the school's values is celebrated by:

- Attendance awards: A class attendance league is created every week. The aim is to try to ensure that all classes maintain at least 96% attendance. A cup is awarded to the winning class. The league table is displayed in the case outside reception.
- Golden Child nominations: One child chosen as 'Golden Child' and celebrated in our Celebration Assembly. A Golden Child badge is awarded.
- House Points: The school is divided into four house colours. Points are awarded for good behavior and excellent work. They can be awarded by any member of staff and are totalled each week and a cup awarded in celebration assembly. A running total of overall leading house is kept and the winning house is celebrated weekly.
- Gosport Future certificates: Awarded in our weekly celebration assembly to one child per class who has exceeded at the Gosport Future of the week.
- Monthly newsletter: Go Gomer shout outs - parents/carers may like to sign-post us to children's achievements outside of school.

#### *Consequences and procedures for applying sanctions*

When a decision is made to issue a sanction this is done so fairly and consistently, whilst also treating all pupils as individuals. We have high expectations of behaviour for all, however rigorous and appropriate support is offered to those having difficulty meeting those expectations.



- Verbal warning / look and non verbal prompt / reminder are given in the first instance, allowing pupils the opportunity to amend the behaviour.
- Any behaviours that do not adhere to the school expectations are recorded on Arbor. These range from :

**Level 1:** Low level disruptions (not following instructions, calling out, distracting others, talking over others)

**Level 2:** Moderate behaviours (play fighting, use of inappropriate language, rough play, late after breaktime)

**Level 3:** Moderate behaviours (leaving the classroom without permission, swearing, not following an adults instructions, fighting)

**Level 4:** severe behaviours (provoked assault, discriminatory abuse: gender, sexualized, sexual orientation, disability based, racial, unprovoked damage to property, leaving site, stealing)

**Level 5:** Severe behaviours (bullying behaviours, persistent disruption, sexual assault, throwing furniture, threatening with a weapon, unprovoked physical assault)

- Reflection time: An opportunity for taking responsibility for their own actions, restoring with the person/people concerned. This is done through restorative conversations with a member of staff. Pupils are encouraged to identify and share their feelings, facilitated through the conversation with staff. It is then decided on the most appropriate cause of action.
- For incidences of level 4 (or repeated lower level) and above, it may be appropriate for an internal suspension for a day or part of the day to be imposed. This is likely to involve the pupil working in the SLT Office or another location within the school, or other site. Parents/carers will be informed of this sanction
- In extreme circumstances (see Suspension Policy) fixed term suspensions may be given. School leaders reserve the right to exclude pupils from lunchtimes, school visits/special events

### ***Reasonable Adjustments***

In line with the Equality Act 2010 and in respect of pupils with special educational needs and disabilities (SEND), this policy recognises that some pupils will need tailored support with their relationships and regulation at different points. Personalised plans can then be created collaboratively with parents, class teachers, SEND leaders, other school leaders and the children themselves.

### ***Positive Handling***

If required, any child can be restrained by a member of staff if it is reasonable, proportionate and necessary. If the child is going to cause harm to themselves, another child or member of staff or going to damage school property they should be restrained. Good practice means that there



should, if possible, be another colleague present when the restraint takes place. Incidents of restraint are recorded and reviewed.

### ***Inappropriate Language***

Pupils need to learn what is and isn't 'appropriate' in different situations. For some pupils, there is sometimes a gap between languages adults have modelled away from school and what is viewed as appropriate in a school or social setting. **We do not condone discriminatory or foul language.** We will help pupils learn what is and isn't socially acceptable and aim for children to learn from this without the need for implementing a sanction.

### **The **IMPACT** of positive behaviour management enables:**

Our values-driven approach to behaviour and attitudes prioritises inclusion; so we are robust in our challenge of any behaviours that compromise our ethos, and focus on behaviour modification through restorative conversations, high quality relationships, time for reflection, and where necessary use of sanction. We do all we can to minimise use of suspension; recognising that a child's full and active engagement with learning is the priority. Working in partnership with parents and carers regarding children's behaviour, is recognised as a powerful tool. We value and believe in every individual; showing this through kindness, care and high challenge with and for each other.