

Promoting Positive Behaviour and Conduct Policy

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Review Committee	Policy Committee		
Approving Body	Full Governing Body		
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Signed by CoG			

The Gossey Way

At Gossey Lane we expect all our children to embrace the Gossey way of life. There are three key rules which we expect all children, staff and visitors to follow.

We are:

- **Ready**
- **Respectful**
- **Safe**

This policy outlines what we expect from all our children in terms of their behaviour. It extends to all members of our community. Good behaviour and self-discipline have strong links to effective learning, and are vital for children to carry with them both during and after their school years. Our behaviour policy guides staff to adhere to a framework of restorative principles that helps learners recognise the importance of self-regulation and good behaviour. It echoes our core Gossey Lane Values with an emphasis on mutual respect, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Gossey Lane community values diversity and seeks to give everyone in the school an equal chance to learn, work and live, free from the action, or fear, of racism, discrimination, or prejudice. By our actions we will work together to develop the potential of all children and to establish a community that is just and fair for all people who work at or visit Gossey Lane Academy.

At Gossey Lane we value good behaviour in the classroom and elsewhere to promote the school as a learning community and to ensure that classrooms are safe and effective learning environments. The highest regard is given to the quality of relationships between staff and children. We seek to develop independent and autonomous young people who are self-disciplined and who are able to self-regulate and manage their behaviour. Governors will contribute to school life on a wider scale, acting as a critical friend to support the school in becoming a nationally recognised centre of excellence.

Aims

We believe that all children should be aware of the standards of behaviour that are expected of them and that working with children we will help them to take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our children in developing a high level of individual and social responsibility. The aims of this document are:

- To create a culture of exceptionally good behaviour: Ready For Learning and Ready For Life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To use “affective language” which encourages the learner to engage positively and understand the impact of their behaviour. We use impersonal language and all staff are trained in de-escalation techniques for dealing with challenging behaviour.
- To help learners take control of their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good relationships and empathy for others
- To ensure that excellent behaviour is a minimum expectation for all

Purpose of this policy

To provide simple, practical procedures for staff and children that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promotes self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our behaviour policy assumes that:

- Children have the right to learn and teachers have the right to teach them.
- Positive reinforcement and praise promotes a culture that brings success.

Standards of behaviour

The school understands that modelling good behaviour is to lead by example. This means that all staff, volunteers, and other visitors must act responsibly and professionally. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities, as well as the additional challenges that some vulnerable children may face. Staff are trained to deal with behavioural issues as part of their continual professional development.

We work with parents to understand their children and their behaviour. We believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are all an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child’s behaviour, and we will do as much as possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of expected standards of behaviour are up on walls in classrooms and situated around the school.

Staff must be a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times in order to check that children are using the school grounds respectfully and behaving appropriately. This will support the building of positive relationships outside the classroom.

We recognise that where individual children are engaging in continuing disruptive behaviour this can be as a result of mental health needs. If such needs are identified we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the **Equality Act 2010** in respect of children with SEN and/or disabilities. Whilst all children identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all children. An Individual One Page Profile will be used for children who's SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from **external agencies** where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. *Please read the school's special educational needs policy for more information.*

The school will take all reasonable measures to ensure the safety and wellbeing of all children and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of children's social, emotional and behavioural skills.

Expectations of staff:

In order to ensure consistent, clear and realistic expectations regarding positive reinforcement, all staff are expected to:

- Adopt a 'no shouting' approach to dealing with behaviour
- Be aware of their influence as role models and the importance of leading by example.
- Create an expectation of success
- Foster a positive and welcoming atmosphere and culture in the school.
- Treat all pupils with respect and dignity
- Show empathy
- Support each other in the management of pupil behaviour
- Take accountability for ALL children
- Offer choices if appropriate
- Administer restorative conversations consistently, when required. (Recording on CPOMS)
- Deal with situations thoroughly, passing on concerns when appropriate
- Remain calm, firm and understanding
- Record concerns on CPOMS if necessary (noting any noticeable changes in children's general behaviours – This may also be discussed with the Designated Senior Leads (DSLs) straight away – see Safeguarding Policy)

Consistency in practice

- **Consistent language;** consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour
- **Consistent follow up:** Ensuring 'certainty' at the classroom, middle and senior management level
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour. Verbal, phone calls and postcards for above and beyond
- **Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- **Consistent, simple rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage EG. All staff reinforcing rules and modelling good behaviour
- **Consistent respect from adults:** Even in the face of disrespectful learners!
- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- **Consistently reinforced rituals and routines for behaviour around the site:** In classrooms, around the site, at reception
- **Consistent environment:** Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners

Working with Children

Gossey Lane Academy expects all children to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other children or staff will not be tolerated. Children are ambassadors for our school including **when travelling to and from school premises**, and we expect them to act accordingly. They are expected to obey school rules, listen and follow instructions and demonstrate the Gossey Values. School work and homework should be well presented, completed to a high standard, and handed in on time. If children are struggling to meet the requirements of their workload for any reason, they should discuss this with their class teacher who will work with them to draw up a support plan.

All staff will: (Appendix 2)

1. Meet and greet children at the door of their classrooms

2. Refer to 'Ready, Respectful, Safe' in terms of 'The Gossey Way' of doing things
3. Model positive behaviours and build relationships
4. Plan lessons that engage, challenge and meet the needs of all learners
5. Use a visible recognition mechanism throughout every lesson
6. Be calm and give 'take up time' when going through the behaviour pathway. Prevent before sanctions - staff will work hard to prevent off task behaviour and use the warning, reparation system to provide children with the opportunity to turn behaviour around prior to escalating the behaviour steps
7. Follow up every time, retain ownership and engage in reflective dialogue with learners
8. Never ignore or walk past learners who are behaving badly

Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions, when it is necessary, to remove a learner to support the pupil who has demonstrated a 'serious breach' and disruption to learning is significant. However, every minute a learner is out of lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff will praise the behaviour they wish to see; not pander to attention seekers. All learners must be given 'take up time' in between steps. Learners are held responsible for their behaviour. Staff will use the steps in behaviour management for dealing with poor conduct. ***A Serious Breach is an incident that may lead to a fixed term or internal exclusion.***

Key steps and actions in tackling behaviour (See Appendix 5)

The expectation - All children will begin the morning and afternoon sessions with a fresh start. This gives them the opportunity to show that they can follow The Gossey Way. This gives the children opportunities to receive praise and rewards for their conduct.

Redirection - If a child is not following the expected behaviour they are given a non-verbal reminder of expected behaviour. This is a gentle 'nudge' in the right direction.

Reminder - a reminder of expectations. Ready, Respectful, Safe delivered in private. Repeat reminder if necessary. De-escalate and decelerate where reasonable and possible and take initiative to keep things at this stage.

Warning - Further unacceptable behaviour means that the adult gives the child a verbal reminder. This should be a clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

Reflect – At this point the adult must allow time for the child to ‘put it right’. However, the child should have ‘put it right’ within a reasonable time and normally before the end of the lesson. The teacher may choose to send the child for a ‘cool down’ period to another class. The classes are allocated on our behaviour ‘cool down’ time flowchart (see Appendix 4). After returning from the partner class, the child has the choice to ‘put it right’. If the child chooses not to, a member of SLT will be sent for (as per the ‘H’ card procedures below).

Reparation – A Restorative meeting and/or phone call home should take place within 24 hours. This is to inform the parents of any behaviour concerns or repeated, negative behaviour patterns and build a positive partnership to tackle concerning behaviours. Senior leaders will contact parents if the behaviour is a high concern following a serious breach.

Formal – A meeting with the Behaviour Lead, Deputy Head or Head teacher recorded with agreed targets that will be monitored/reviewed on a two week basis.

Behaviour Intervention – For children who are causing continued low level disruption but having high learning impact on themselves or others, behaviour target cards will be put in place to support the pupil by lesson. These may be part of a One Page Behaviour Profile or a short term, stand-alone intervention. Class teachers will at the end of each session, praise children and explain what they have done well, or ensure the pupil understands how they can improve their behaviour. At the end of the day there will be a delegated member of the Pastoral or Senior Leadership Team who will discuss the behaviour progress for that day.

H card - If there is a need to deliver a restorative conversation this should be done ideally during a play time or lunchtime. Where it needs to happen in lesson time, a teaching assistant should be left to supervise the class to enable the teacher to talk privately with the child. If no other adult supervision is available the H card should be sent to the office. This should be brought by two children (not involved in the incident), who should ask if a member of SLT would be able to come the relevant Year group. **All members of staff should remain with the class**, in case the situation escalates. The staff member will need to explain the situation to the member of SLT on their arrival. This will enable the member of staff to carry out a restorative conversation with the child (not the SLT member).

Unacceptable Behaviour

Under no circumstances will illegal or inappropriate items be brought into school, and all children will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in serious action and possibly in exclusion, depending on the circumstances:

- Verbal abuse to staff and others
- Verbal abuse to children
- Racist, homophobic or other derogatory language
- Physical abuse to/attack on staff
- Physical abuse to/attack on children

- Bullying (including cyberbullying in any form which takes place both in and out of school)
- Damage to property with intent
- Misuse of illegal or legal drugs
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal or legal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour

When a child carries out serious breach outside of school, the school have the power to issue a fixed term or permanent exclusion where the child breaches the rules and the conditions listed in the 'incidents which occur outside of the school gates'.

Our School Rules: Ready, Respectful, Safe (See Appendix 3)

Ready

- We arrive at school on time, every time ready to learn.
- We are ready to take on new challenges.
- We are ready to listen and learn.
- We wear our uniform with pride and have all the correct uniform for indoor and outdoor P.E.
- We take part fully in lessons and show resilience.

Respectful

- We respect, follow and demonstrate Gossey Values.
- We are respectful to our own and others belongings.
- We respect difference and know we are all equal. (Rights Respecting)
- We look after our environment and never drop litter.
- We are polite and show our manners at all times.

Safe

- We know who to talk to for help and support.
- We stand up to bullying of all kinds including staying safe online.
- We follow instructions carefully.
- We know how to stay safe online both in school and at home.

Rewards and Sanctions

We want our children to understand that there are always consequences to our actions, therefore we have both positive and negative consequences, according to our behaviour choices. School tokens are the main reward system in the school and all adults will reward children with tokens for their good conduct and efforts. When the school accumulator is full the children will receive a celebration of their achievements, going 'above and beyond' and following The Gossey Way. Excellent behaviour, which goes beyond the general high expectation, should be rewarded.

Rewards and sanctions must be age appropriate and should reflect the level of behaviour. They must be attainable for all pupils and not just for a selected few. Rewards once issued will never be taken away from a child.

Rewards

We want all of our children to aim to be a 'Gossey Great' and go 'Above and Beyond'. If a child is given a Gossey Great Award, they will receive a certificate during the Gossey Great assembly. There is also the option to be nominated for Mrs Amin's monthly 'Always Club' for those children who are always following 'The Gossey Way'.

Specific rewards include:

- Name on the Beams of Brilliance board or the Class Dojo recognition board in the classroom
- Points awarded on Class Dojo for excellent behaviour and demonstrating ASPIRE values and learning behaviours.
- A written comment on work with specific points picked out for comment
- An individual award e.g. Sticker or note of praise home
- A visit to a more senior member of staff for positive commendation
- A public word of praise in front of a group, class, key stage or the school
- Public written acknowledgement through good Gossey Great assemblies
- School Certificates, formally presented (including learning behaviour certificates)

Rewards are not taken away from a child once awarded.

Sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline children. Gossey Lane Academy operates using the following disciplinary measures:

- Homework Support for non- completion
- Supervised Attendance (internal isolation)
- Fixed Term Exclusions/Permanent Exclusions
- Target Cards
- One Page Behaviour Profiles (BOPS)
- Parental meetings
- Reduced timetable

Consequences are proportionate. In determining whether a consequence is reasonable, section 91 of the Education and Inspections Act 2006 says that the consequence must be reasonable in all circumstances and that account must be taken of the child's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Head teacher may limit the power to apply particular consequences to certain staff and/or extend the power to give consequences to adult volunteers, for example to parents who have volunteered to help on a school trip.

In addition, a referral to Beacon Behaviour Support may be carried out to support children who are struggling to meet the expectation for behaviour. We will also complete Positive Handling Plans and Risk Assessments for children. ***Sanctions are adapted relating to the seriousness and frequency of the behaviour.*** (Article 37 – Rights of the Child)

Fixed-term Exclusions

In certain circumstances it may be necessary to exclude a pupil for a fixed time period of time and this would always be considered very carefully. We will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

These circumstances could include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property
- Incidents of physical harm towards another child or member of staff e.g. fighting, biting, scratching
- Incidents of racist, homophobic or other derogatory language
- Incidents of defiance and refusal to follow instructions

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person. Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

Permanent Exclusions

It is rare for us to permanently exclude a child at Gossey Lane Academy.

In the event that the school is not able to meet the needs of an individual pupil, we will *always aim* to work with the child and young person's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

Use of force to restrain children

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The school has a designated calm space, where children can go if they need time to calm down or if their behaviour is causing disruption to the learning of the other children. Please see KCSIE19 documentation for further advice and support.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS
- Reported to parents

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. If appropriate, these items will be returned to pupils after discussion with senior leaders and parents.

Power to search without consent for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Indecent images
- Any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

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

Restorative Practice

If a pupil makes a negative choice about their behaviour they will have some reflection time where they will be supported to think about their actions, how this affected others, and how they can make better choices next time. During restorative conversations children will have the opportunity to give their version of the incident and will be listened to by the adult.

(Article 12 Rights of the child)

Staff are expected to record the restorative conversations they carry out on CPOMS and cannot pass the conversation on to someone else. They must ensure parents are reported to where conversations are having to be held on a regular basis. The behaviour Lead must be consulted if staff wish to raise a concern and where an intervention is required.

A serious breach is an incident that may lead to a fixed term exclusion or internal exclusion but will always lead to a Restorative Conversation.

Working with Parents and carers

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that all parents and carers respect and support the school's policy and the authority of the school staff. This can be done by:

- Building school life into a natural routine
- Ensuring that children are at school on time, appropriately dressed, rested, and equipped
- Encourage children to adhere to school rules and procedures

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the Head teacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, parents must provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

Incidents which occur outside of the school gates.

Teachers have the power to give consequences to children for displaying unacceptable behaviour outside of the school premises 'to such an extent as is reasonable'.

Following the steps outlined throughout this policy, teachers may give consequences to children for:

- Unacceptable behaviour when the child is:
 - Taking part in any school-organised or school related activity or
 - Travelling to or from school or

- Wearing school uniform or
- In some other way identifiable as a child at our school

- Or unacceptable behaviour at any time, whether or not conditions above apply, that:
 - Could have repercussions for the orderly running of the school or
 - Poses a threat to another child or a member of the public or
 - Could adversely affect the reputation of our school.

Bullying

Gossey Lane Academy will ensure that all children feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality and upholding the Rights of the child; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign. *(Article 19)*

The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to children what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying (including cyberbullying) does come up, the school will:

- Take it seriously
- Act as quickly as possible to establish the facts
- Record and report the incident; depending on how serious the case is, it may be reported to the Head teacher.
- Provide support and reassurance to the victim.
- Make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions.
- Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used.
- Consider a fixed term exclusion in cases of repeated bullying.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, biting, pushing, taking another's belongings, any use of violence.
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual

	reputation or performance, or inappropriate touching.
Direct/Indirect verbal/name calling	Sarcasm, spreading rumours, teasing
Cyber – bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Please [click here](#) to see the school's Anti-Bullying Policy for further details.

Equal Opportunities

All activities relating to Behaviour Management will be delivered through the curriculum to all children irrespective of gender, race or equality. Instruction and support will be given at appropriate levels.

School Rules that apply to all members of the community:

- Always be on time.
- Keep your appearance smart and tidy, and wear school uniform or dress code at all times to and from school.
- Rude, derogatory, racist and defamatory language will not be tolerated.
- Be polite and respectful at all times. This applies to all staff, children, parents and any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs coordinator (Miss L McGuire) will monitor a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding and Child Protection Policy for more information

on responding to allegations about staff. The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

Attendance

Regular attendance at school is required by law, and Gossey Lane Academy takes attendance very seriously. There is a register taken in the morning before lessons and at the start of the afternoon lessons, and disciplinary action will be taken against any children who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school's

Attendance Policy. (*Article 28 – Rights of the Child*)

Multi agency support

In the rare that children reach a level of fixed-term exclusion, it is likely they could be categorised as SEMH (Children with Social, Emotional and Behavioural difficulties) and have a level of high need. At this point or before, it would be appropriate to have a multi-professional meeting, including the parents to discuss an Individual Support Plan (ISP). At this meeting, plans will be made to minimise possible permanent exclusion. Children with SEMH may have issues at home or a medical condition. These children can find it difficult to be praised, struggle to link consequences with actions, feel 'cornered' and reach in an extreme way. Friendships and relationships are crucial for these children.

Some of the options for supporting a child with SEMH include:

- Temporary part-time timetables
- Access to support Family Support Worker (FSW)
- Support from a teaching assistant
- Adapting the curriculum
- Individually adapted rewards
- Providing responsibilities

Dealing with children with SEMH is always a balance between the needs of inclusion of the individual and the entitlement and welfare of others. It is crucial that we maintain a climate of support and understanding for the child, their family and the members of staff involved with them.

Complaints

The school will do everything in its power to help resolve conflict or complaints swiftly and effectively. We encourage parents to take any complaints or concerns to the class teacher in the first instance. Parents are welcome to further discuss issues with the school Inclusion Lead if they have not been able to resolve the issue. Following this, parents are able to make appointments to see the Head Teacher or see the school office for details on how to contact the Chair of Governors.

CoViD Pandemic – Phased Opening of School.

The Positive Conduct Policy procedures still apply and expectations of staff, children parents/carers and other visitors remain. We still have high expectations of conduct and behaviour.

Whether on school site, travelling to and from school or using online platforms, where children choose not to follow the code, staff will still report all incidents and concerns to SLT and DSLs through CPOMS.

Parental concerns regarding any incidents of bullying or concerns they wish to raise regarding their own child's behaviour should still be reported to their class teacher. There are opportunities for the parents to do this through contacting the school office, via the fortnightly wellbeing phone calls carried out by the class teachers or via the messaging tool on the Class Dojo platform. All members of school staff are available to be messaged on the platform.

Whilst in school, any child who is found to be deliberately flouting the social distancing rules (e.g. deliberately spitting on another pupil) throughout the period of the CoViD pandemic will be dealt with seriously. Their behaviour would be classed as a serious breach and would result in a fixed term or permanent exclusion.

Links with other policies

This behaviour policy is linked to the following policies:

- KCSIE 2018
- WHMAT Safeguarding Policy
- School Attendance Policy
- Gossey Lane SEND Policy
- Gossey Lane Anti-bullying Policy

APPENDIX 1 - General Procedures

Lining up:

- We no longer use the approach of lining up before school or at the end of play times and lunchtimes.

Two whistles will be blown. One to stop and the second to then walk to the classroom door.

Moving around the school:

- No groups should move around the school unaccompanied by a teacher. (Excl Lunchtime)
- All children should enter and leave all rooms in an orderly fashion.
- Teachers will supervise corridors when the children enter after lunchtime.
- Everyone should walk at all times.
- Courtesy should be shown at all times.
- All teachers should greet children from all year groups, with uniform or behaviour reminders given where appropriate.

In the Classroom:

- Teachers should discuss the school rules and how this applies to their classroom. The school rules are:

We are ready.

We are respectful.

We are safe.

Routines should be in place for:

- Positive entering and leaving the classroom.
- Getting out and clearing away materials.
- Accessing the coat and peg area.
- Getting changed for P.E.
- Getting the attention of the class.
- Wet play

During lunchtimes:

- Encourage positive behaviour by engaging children in games and supporting cooperative and collaborative play.
- Build relationships with children by getting to know children's names.
- If a child "tells," listen to them.
- Do not threaten disciplinary action straightaway.
- Hear both/all sides before taking action.
- Ensure that all children have a chance to speak and put their point of view.

In the Hall:

- Children line up and enter and leave quietly, adhering to walking zone rules.
- Uniform should be checked before going into the hall.
- Use of Line Order is good practice and ensures that children who are likely to chat are not sitting together.
- During assemblies, children should sit in silence unless asked to participate.
- If all teachers are not present, they should return before the end of the assembly ready to collect their classes.

On educational visits:

- Children should wear school uniform in so far as it is appropriate.
- Lining up should be in register order.
- Routines used in the classroom should be used when on trips or visits.

Playground Leader – The role of a Playground Leader is:

- To help include children who are on their own
- To help children who have hurt themselves.
- To support lunchtime supervisors e.g. manning the year 3 door (children entering the building to go to the toilet, collect water bottles etc.)
- Introducing and taking the lead in playground games and being an impartial referee to simple games
- To be friendly and caring to everyone
- To be approachable
- To encourage children from different year groups to mix
- To ensure children are following the playground rules.

APPENDIX 2 - Behaviour for excellent teaching and learning – One Page Summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The Code of Conduct, **Ready, Respectful, Safe** - must be displayed in each learning space and referred to in conversations around conduct.

Consistencies

- 1 Meet and greet at the door.**
- 2 Model positive behaviours and build relationships.**
- 3 Plan lessons that engage, challenge and meet the needs of all learners.**
- 4 A mechanism for positive recognition is used in each classroom throughout the lesson.**
- 5 Refer to Ready, Respectful, Safe in all conversations about behaviour.**
- 6 Be calm and give 'take up time' when going through the steps. Prevent before sanctions.**
- 7 Follow up every time, retain ownership and engage in reflective dialogue with learners. *(For increasing behavioural concerns, engage parental/guardian support.)***
- 8 Never ignore or walk past learners who are behaving badly.**
- 9 For 'Serious Breaches of Behaviour' staff to use the H card to request support from SLT. The class teacher should remain with the class and send two responsible children to the school office with the H card.**

Appendix 3 – The Gossey Way

Ready, Respectful and Safe

The Gossey Way

We are...

Ready 

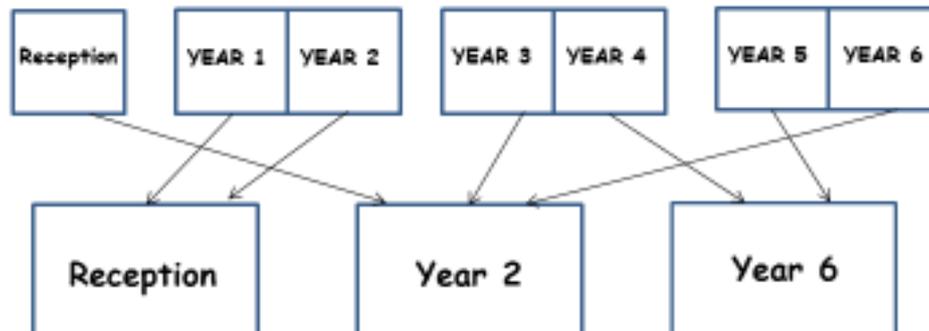
Respectful 

Safe 



Together we **aspire**

Behaviour flowchart - Cool down time



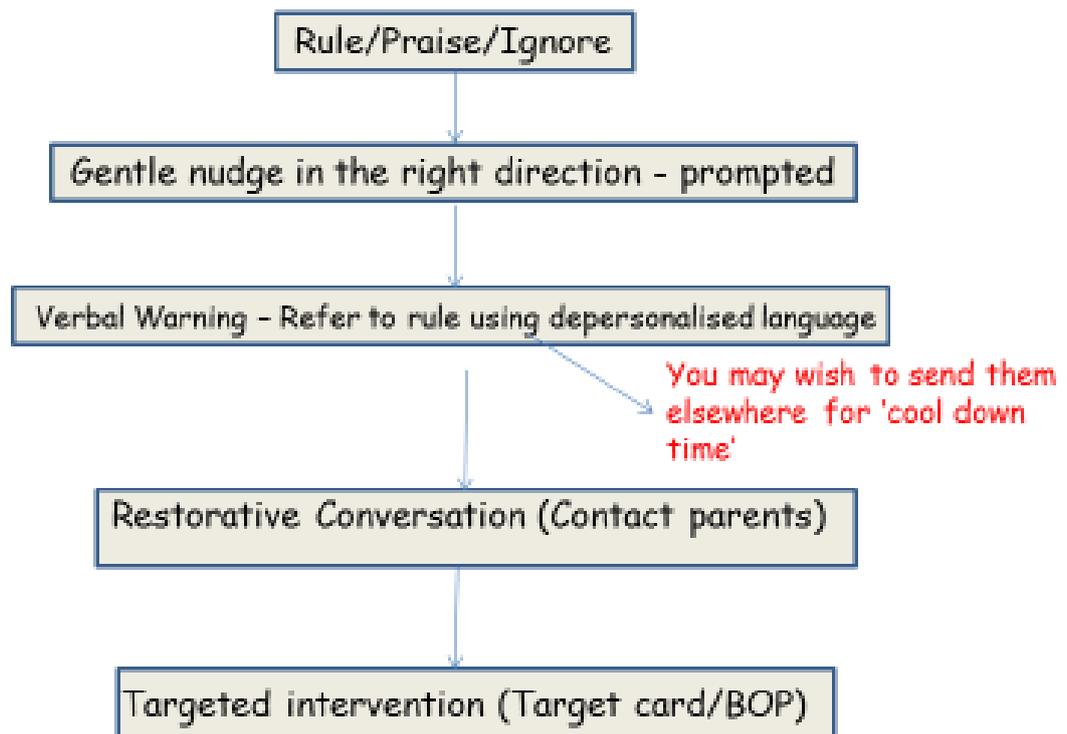
Welcome the child to your classroom - No judgemental language

Only the member of staff involved has the restorative conversation

All conversations recorded on CPOMS and reported to parents

Rachel Chahal and Sarah Amin must be involved with serious breaches

Behaviour flowchart - process



Appendix 6 – Positive Action

Gossey Lane Academy – Promoting Positive Action and Conduct

The emphasis at Gossey Lane Academy is based on positive action (recognition and reward) rather than negative actions (punishment). Problems which occur will be dealt with constructively using four kinds of discipline (Article 37)

Preventative Discipline

1. **Setting General Expectations – Ready, Respectful, Safe** – ensure all children are following ‘The Gossey Way’ and Gossey Academy’s expected behaviour, set clear expectations regarding work, attractive classrooms and general surroundings, promoting learning, well planned seating plans, access to equipment, clear labelling, room to move, plenty of equipment, careful catering for mixed ability/needs.
2. **Being a ‘Gossey Great’ or an ‘Always child’** – promote and reward positive behaviour that goes above and beyond Gossey Lane’s expectations.



Corrective Discipline

3. **Redirection** – Non verbal prompts, seating arrangements, acknowledgement of any negative behaviour, defusing potential conflict.
4. **Disappointment queues** – emphasise child choices, re-engage the child in learning, provide two choices maximum.
5. **Reinforce Gossey’s expectations** – clarify expectations to the children, provide simple choices, use the School Charter (RRS), private conversations about behaviour 1:1, Add incident to CPOMS



Supportive Discipline

6. **Environment** – ensure there is a climate of respect, embed a positive classroom tone, apply a ‘team ‘ approach, when necessary, use a formal approach to support persistent negative behaviour and refer to the Pastoral Team/Behaviour Lead/DHT/HT for support. CT/SLT/Pastoral Team to engage parental support for persistent negative behaviour.
7. **Formal Intervention** – Structured lunchtimes/lunchtime interventions, target cards or One Page Profiles to support pupils with agreed behavioural targets to improve behaviour. For children on a BOP – log all incidents on CPOMS.
8. **Use of support** – SLT/Pastoral support team to support escalating behaviour ‘Serious Breaches’, referral to the



Self Discipline

9. **Reconciliation and Repair** – children taking responsibility for their own actions, reinforce collective responsibility or the need for reparation or compensation through 1:1 and class report setting own targets for improved behaviour, repair trust and the relationship, focus on expectations for the next lesson. This is the action before SLT/Pastoral support. Incidents involving reconciliation/restorative 1:1 conversations which are low level, log incidents on CPOMS.
10. **Use of Restorative Questions** - [The Restorative 5’](#) follows the premise that we can pick five questions from the list that are appropriate to the situation/child. What happened? What were you thinking at the time? What have you thought since? How did this make others feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in future?

*** Class teacher to communicate any negative behaviour with the parent/guardian informing them of the outcome and follow up. SLT to support the CT or make parental contact for the more serious concerns regarding behaviour and serious breaches.**

Risk and protective factors for CYP’s mental health

RISK FACTORS

- ✗ Genetic influences
- ✗ Low IQ and learning disabilities
- ✗ Specific development delay
- ✗ Communication difficulties
- ✗ Difficult temperament
- ✗ Physical illness
- ✗ Academic failure
- ✗ Low self-esteem

- ✗ Family disharmony, or break up
- ✗ Inconsistent discipline style
- ✗ Parent/s with mental illness or substance abuse
- ✗ Physical, sexual, neglect or emotional abuse
- ✗ Parental criminality or alcoholism
- ✗ Death and loss

- ✗ Bullying
- ✗ Discrimination
- ✗ Breakdown in or lack of positive friendships
- ✗ Deviant peer influences
- ✗ Peer pressure
- ✗ Poor pupil to teacher relationships

- ✗ Socio-economic disadvantage
- ✗ Homelessness
- ✗ Disaster, accidents, war or other overwhelming events
- ✗ Discrimination
- ✗ Other significant life events
- ✗ Lack of access to support services



Child



Family



School



Community

- ✓ Secure attachment experience
- ✓ Good communication skills
- ✓ Having a belief in control
- ✓ A positive attitude
- ✓ Experiences of success and achievement
- ✓ Capacity to reflect

- ✓ Family harmony and stability
- ✓ Supportive parenting
- ✓ Strong family values
- ✓ Affection
- ✓ Clear, consistent discipline
- ✓ Support for education

- ✓ Positive school climate that enhances belonging and connectedness
- ✓ Clear policies on behaviour and bullying
- ✓ ‘Open door’ policy for children to raise problems
- ✓ A whole-school approach to promoting good mental health

- ✓ Wider supportive network
- ✓ Good housing
- ✓ High standard of living
- ✓ Opportunities for valued social roles
- ✓ Range of sport/leisure activities