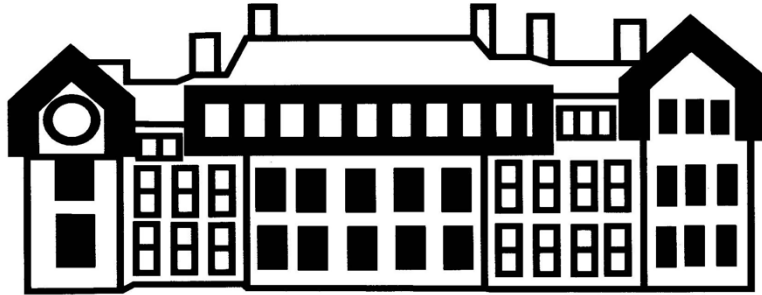


# GORDON



# SCHOOL

## Behaviour & Positive Relationships Policy

Gordon Primary School is a **welcoming**, **safe** and **inclusive** place **where everyone belongs**. We all show respect for each other. We are:



**safe**



**kind**



**inclusive**

Everyone benefits from a positive school culture, and **everyone has their part to play** - thank you for playing yours.

## Behaviour & Positive Relationships Policy

See also:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Inclusion and SEND Policy
- Equalities Statement
- PSHE Policy
- Code of Conduct
- Looked-After Children Policy
- Mental Health and Well Being Policy
- Health, Safety and Welfare Policy
- Behaviour in Schools (DfE) – September 2022
- Searching, Screening and Confiscation at School (DfE) – July 2022 update
- School Suspensions and Permanent Exclusions (DfE) – September 2022 update

### 1, Our Philosophy for Relationships and Behaviour

Gordon Primary School is a caring, happy and safe community where everyone belongs, is treated with kindness and respect, and diversity is celebrated. A restorative approach to relationships guides our practice. We believe that our school motto - *be the best you can be* – together with teaching which engages and excites children, creates a school where learning behaviour is excellent and children develop strong interpersonal skills which enable them to regulate their own behaviour in and around the school. This equips our pupils with the skills and knowledge they need to function as positive members of the community, both now and in the future.

Establishing and maintaining strong, positive relationships between pupils, staff and parents where everyone is valued and respected, forms the basis of our approach towards behaviour. All adults who enter our school are expected to model positive and respectful behaviour.

We understand that behaviour conveys an underlying need or message. **Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult, encourages you to help them through their distress.**

This policy is developed to give guidance to staff on how to promote positive relationships and behaviour in the school. The procedures and guidance ensure that a clear and consistent approach towards behaviour is understood and maintained throughout the school community.

We recognise, that for some pupils, adapting these procedures will be necessary in order to meet their specific social, emotional, learning or medical needs.

### 2, Our School Expectations (Rules)

It is important to have high expectations for our pupils whilst recognising that some children have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site:

Pupils are expected to:

- Be respectful.
- Be ready to learn.
- Be safe.

### **3, Roles and Responsibilities**

All members of the school community have roles and responsibilities in regard to behaviour and positive relationships:

#### **The Governing Body**

- The Governing Body is responsible for reviewing and approving the written Statement of Behaviour (see Appendix 1)
- The Governing Body will also review this policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

#### **The Headteacher**

- The Headteacher is responsible for reviewing this policy.
- The Headteacher will ensure that the school environment encourages positive behaviour, that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

#### **The Senior Leadership Team**

The Assistant Headteacher is responsible for leading on this policy and ensuring it is implemented effectively as well as:

- Ensuring there is effective training for staff
- Overseeing the specific needs of pupils across the school
- Providing support to staff, pupils and parents as necessary
- Linking with outside agencies to offer additional services
- Acting as line manager to the Learning Mentor and TAs
- Ensuring that all tracking and reporting of incidents and additional needs are up to date

#### **The Phase Leaders**

- Overseeing the specific needs of pupils across their phase
- Providing support to staff in their phase
- Acting as role model for best practice with the phase
- Ensuring the consistent implementation of the policy in their phase which encourages positive behaviour and aligns with the rest of the school.

#### **The Staff**

The staff (teaching and support staff) are responsible for:

- Implementing this policy effectively
- Modelling positive behaviour and relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording ongoing or serious behaviour incidents and reporting to the Senior Leadership Team

- Liaising with parents / carers
- Teaching children about their rights

### **Learning Mentor/ Well-Being Practitioner**

The Learning Mentor/ Well-Being Practitioner is responsible for:

- Providing specific support for children experiencing any difficulties, whether this is an ongoing need or a short-term difficulty a child may be having
- Facilitating the Lunch Club in the Sanctuary Room during lunchtimes – this is a space for children who find the playgrounds overwhelming, have difficulties managing relationships or who need support with their behaviour
- Provide one-to-one or group work to support emotional health needs and mindfulness
- Run the Nurture Room – this is a space used to nurture the emotional well-being of individual children
- Work on whole school initiatives which promote positive relationships
- Liaise with parents / carers and support the rest of the staff in their work with children who have additional needs

### **Parents and Carers**

Parents and carers are expected to:

- Support their child in adhering to the Gordon School rules
- Adhere to the Home /School Charter
- Model positive behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Support the school where necessary with the implementation of consequences and behaviour plans

## **4, Promoting Behaviour that Meets Expectations, Supports Learning and Wellbeing**

We continually work to maintain high standards of behaviour in our school so that:

- respectful behaviour and care for others is encouraged and expected
- there is a clear understanding of the benefits of respectful behaviour
- pupils develop self-regulation and respect for the communities they belong to
- all forms of bullying are prevented
- pupils are cognitively and affectively engaged when learning
- all pupils know they belong and have rights

The information in this section is supplemented in Appendix 2: Approaches to Positive Recognition.

### **Delivering High Quality Lessons and Establishing High Standards and Expectations**

Staff are expected to:

- Act as role models.
- Ensure that lessons are appropriately planned, prepared, resourced, meet the needs of all pupils, are engaging and are ready to be delivered.
- Be aware that the lack of consistency and preparation on the part of the teacher can undermine a positive learning environment.
- Communicate in a clear, calm and respectful manner.

- Use agreed school scripts:
  - *“Keep hands and feet to yourself.”*
  - *“Eyes on me.”*
  - *“The instruction is ...”*
  - Follow an instruction with *“thank you”* instead of *“please”*
  - *“Silent voices / partner voices / table voices”*
  - *“I can see you are feeling ...”*

### **Using Praise and Recognising Behaviour that is Meeting Expectations**

- Praise is key to nurturing motivated, engaged children and consequently build positive relationships. It is important that children are recognised and praised.
- Children are encouraged to be polite and respectful towards others. This is encouraged and modelled by adults and by older children, e.g. Year 6 monitors.
- All members of staff are committed to using positive behaviour reinforcement by doing all we can to avoid humiliating a child, overreacting or giving blanket punishment. Instead we work on building positive relationships, and strive to use humour, keep calm and be positive. We get to know pupils as individuals and try to leave the child on a positive note after dealing with situations.
- Children’s achievements are acknowledged in a variety of ways, which include house points, other in-class rewards systems, commendations in assemblies and Headteacher stickers.

### **Teaching Children about Behaviour and Respecting the Rights of Others**

- We are a Rights Respecting School. Teaching children about behaviour and the importance of respecting the rights of others are key aspects of personal development. Personal development is promoted through our curriculum, the ethos of the school and the development of positive attitudes and values and planned time for reflection.
- As part of our curriculum children are involved in stories, assemblies, planned activities, learning opportunities and games where they learn how to be ready to learn, and how to resolve situations where they are unhappy about their own behaviour or that of others. Some of this learning takes place explicitly in Personal, Social and Health Education (PSHE) lessons or in other subjects such as responding to a text in an English lesson. Teachers will also lead discussions when particular issues arise in their classes or the playground that are affecting the learning or wellbeing of the children.
- Children are given many opportunities to work collaboratively in class, which helps them to share and take turns, listen to others and value their opinions.
- Children are encouraged to recognise that whilst we all have similarities we also have differences. Developing an appreciation of other’s beliefs, actions and cultures and how they may differ to our own is promoted and leads to deeper respect and understanding.
- Class charters and whole school expectations are displayed in the classrooms.

### **Helping Children Feel Safe**

We recognise that in order for children to feel happy and to develop positive relationships they need to feel safe. As adults it is important that we:

- Treat children fairly in that they have access to the support they need. (This does not necessarily mean that all children are treated ‘the same’.)
- Build positive relationships with all children we have contact with

- Establish clear routines for inside the classroom and around the school and maintain them consistently
- Apologise if we make mistakes
- Use and model the use of 'the Zones of Regulation' to help children name and develop tools to help regulate emotions
- Do not shout or use derogatory or humiliating language when speaking to children or to one another
- Teach children ways to manage minor incidents independently and communicate when they don't like what is happening
- Encourage children to identify a 'safe adult' in the school they would feel comfortable speaking to about difficulties with friendships, behaviour, learning or issues at home, etc.
- Provide opportunities for children to share concerns in safe ways, e.g. class / individual worry boxes.
- Teach children how to stay safe on the internet, and particularly when using social media
- Are vigilant in recognising changes in children's behaviour and speaking to parents / carers about this, if appropriate
- Follow the school safeguarding policy at all times

## **5, Supporting Pupils to Change their Behaviour**

Any behaviour which falls below the expectations of the school (e.g. disruption to learning, impacting on the right of other pupils to learn, or unsafe actions) requires some level of response by staff who are well regulated and have a relationship with the pupil wherever possible.

When this happens staff can intervene in sensitive and non-invasive ways by either praising other children for doing the right thing (e.g. "well done, you're listening really well") or acknowledging the child is having difficulty ("I can see you are finding things tricky today.")

Developing a focus on a 'growth mindset' approach to behaviour helps children to regulate and gives them a way forward. Comments that can help include:

- We are all learning how to be respectful to others.
- Everyone makes mistakes. We learn from our mistakes.
- With support, we can reset and make things better.
- Each day / each session is a fresh start

### **Helping children to resolve difficulties using restorative approaches**

When children fall out, they are supported and given time to listen to each other's points of view. They are expected to reflect on how their actions have made others feel and how to repair any harm that has been done. This includes coming to an agreement about how arguments and disputes can be resolved and avoided in the future.

Members of staff are trained in restorative thinking – an approach which focuses the individual on their responsibilities to the rights of others and enables those who have been harmed to convey the impact of the harm to those responsible. We aim to deal with conflict peacefully and fairly, while promoting a safe caring environment where problems can be resolved successfully. To do this we use the following questions:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

The restorative approach does not preclude using sanctions, but it does provide a framework for making them more meaningful as everyone is involved in decision making.

### **Actions, Sanctions and Natural Consequences**

Staff use a variety of visual cues and systems to promote positive behaviour and inform children when their behaviour is having a negative effect on their learning and the learning of others.

When a child is not behaving as expected, staff always refer to a child's behaviour rather than the child, consider the context of the situation and the children involved and offer children self- and co-regulation appropriate to their age and stage of development before investigating a situation. It sometimes helps to send the child to another class or supervised quiet space so they can have some time to regulate and reflect on their behaviour.

Sometimes children do not respond to strategies in class or behave in such a way that they need to be removed from the situation. In these cases, an adult will record the details on CPOMS (our electronic recording system) and if necessary, will share information with the Phase Leader depending on the frequency and severity of incidents.

Where appropriate the school may use a variety of strategies in a phased approach which progress from a low level intervention to more specialist support:

- A quiet check-in when a child appears unsettled
- A reminder of expectations
- A verbal warning that refers to school rules or the class charter
- Moving a child to a supervised quiet area for reflection time for up to ten minutes followed by a restorative conversation
- Sending a child to a designated class within the phase for time to regulate for up to 15 minutes. These classes should be agreed at the start of the school year and reviewed as appropriate. Consideration should be given to other wider factors, such as relationships between children in the classes. On return, children are given a fresh start. (Appendix 6 – Reset card)
- Keeping a child in for some play time; e.g. if their behaviour is unsafe, they have impacted on the rights of others to learn, or have not engaged in their own learning to the standard to which they are capable, their right to play might be temporarily limited. Younger pupils may go for a regulating walk with a staff member.
- Referring a child to the phase leader for a reminder of school expectations. The phase leader determines whether any further action is required.
- Referring a child to a member of SLT. In the case of a serious incident this will be immediately or where other earlier interventions have been unsuccessful.
- Communication with parents / carers – this can be in-person, by telephone or email
- Agreeing a behaviour plan with parent and SENDco.

- Working with external agencies.

See Appendix 3: Addressing Behaviour that Does Not Meet Expectations  
Appendix 4: Raising Concerns about a Child's Behaviour

### **Management of Behaviour in the Playground**

In the playground, we have similarly high expectations of all children. Consistency of support and keeping contact between the members of staff on duty and the class teachers is integral to the smooth running of the school.

At lunchtimes children have access to a range of support to help them have a happy and successful break. Every lunchtime children have access to:

- Lunch Club in the Sanctuary Room with the Learning Mentor/Well-being Practitioner and a TA
- Assistant Head for Inclusion and TAs in the playground and lunch hall
- Lunchtime staff
- A range of clubs – singing, music, sports, etc.
- Friendship Ambassadors – children trained to support peers with friendships

Lunchtime Supervisors follow the overall principles in this policy in regard to dealing with children e.g. talking politely to the children, using wondering questions and listening to the children. Children who are having difficulties may be asked to sit in a supervised quiet space to reflect and calm or walk with an adult.

The use of 'bans' from certain activities are not used as a strategy. However, if a child's / children's actions are causing an issue, they may be asked to leave the area for a short period or have limited access to the activity for a set amount of time that is communicated to the child/ren.

Any immediate and significant concerns about a child, e.g. where they are fighting or destroying equipment, must be brought to the attention of SLT.

### **Off-Site Behaviour, including Online Incidents**

The school's duty to protect pupils extends beyond the premises and outside of school hours. This policy applies where a pupil has acted unsafely or not followed school rules off-site when representing the school, such as on a school trip or on the way to and from school. The school will also address behaviour issues resulting from pupils' on and offline activities even if these happen away from school premises and outside of school hours. If parents / carers have a concern about an incident that has happened outside of school hours, they should inform a member of the SLT.

### **Responding to the Behaviour of Pupils with Special Educational Needs and / or Disability**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be fair, meaning that we take into consideration the wide range of contextual factors that impact on pupil behaviour. Support is differentiated to cater to the needs of the pupil. 'Fair' in this sense does not mean that all children are treated in the same way.

School staff will reflect on a pupil's behaviour and consider how their actions are communicating an unmet need, such as emotional needs, sensory needs and, communication needs (including suggesting vision and hearing checks).

Through discussion with the Inclusion Manager, advice may be sought from specialist teachers, educational psychologists, medical practitioners and/or other agencies, to support us in understanding the child's behaviours, where earlier interventions have been unsuccessful.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents / carers to create the plan and review it on a regular basis.

Details of how to support the child will be shared with all relevant staff.

## **6, Responding to Serious Incidents**

The aims of any response to behaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of the behaviour.

### **Major Ongoing or Serious Concerns**

In all cases where behaviour is a cause for concern, records are kept on CPOMS. This allows staff to track incidents and reflect on patterns over time and establish support that needs to be put in place. Incidents should be recorded on CPOMS by the person dealing with it. The class teacher, Inclusion Manager and Head Teacher should always be alerted to any behavioural incidents on CPOMS.

### **Racist, Homophobic, Transphobic, Misogynistic and Bullying Incidents, Sexual Violence and Harassment**

Racist, homophobic, transphobic and bullying incidents, sexual and gender-based violence and harassment, and any other abuse against a person with a protected characteristic, are not tolerated at Gordon Primary School. All incidents of this nature are treated seriously, will involve working with the child and parents / carers, will be recorded on CPOMS and reported to the Governing Body. Advice may be sought from agencies outside the school, such as the Local Authority Inclusion Team or Children's Services. More information about our procedures can be found in our Anti-Bullying Policy and Safeguarding Policy.

### **Physical Intervention and Positive Handling**

Where there is an incident where a child is exhibiting unsafe behaviours, which necessitate an immediate response, support should be sought from another member of staff, the Learning Mentor and Wellbeing Practitioner, or member of the Leadership Team. The primary objective of all staff must be **de-escalation** and **safety**. Staff must be aware of the need to remain calm, consistent and in control. Children need to be feeling regulated if they are to reflect on an incident, repair and discuss and accept consequences. This is likely to mean that restorative actions are delayed. A highly distressed child may take up to several hours to calm. Staff must avoid emotional responses to children's behaviour. If they are finding this a challenge, other staff must be ready to support and change roles.

The law states that, in some circumstances, it is permissible for staff to use reasonable force, with or without training, in order to prevent a pupil from:

- Committing an offence
- Injuring themselves or others
- Damaging property

Incidents of Physical Intervention or Positive Handling must be **safe, reasonable and proportionate**. It must:

- Used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible without further endangering the pupil
- Be used in a way that maintains the dignity and safety of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents
- Be carried out by a staff member who is trained and experienced in using holds

We recognise the challenges for staff when supporting ongoing difficult and serious behaviour incidents. Support for staff is available from the Inclusion Team and Leadership Team.

### **Suspension and Exclusion**

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Suspension and exclusion can be used in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Please see: *School Suspensions and Permanent Exclusions (DfE) September 2022 update*.

### **Searching and Screening Pupils and Confiscation**

Certain items have no place in a primary school and being in a child's possession constitutes a significant safeguarding risk. Therefore, the Headteacher and authorised school staff may use such force as is reasonable given the circumstance when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Force cannot be used to search for other items that are banned in school, such as mobile phones, unless the staff reasonably suspect that they have been or are likely to be used to commit an offence or cause harm.

In the very unlikely circumstance that a search was deemed necessary and appropriate, two members of staff must carry out the search. However, before this, the matter must be discussed and agreed by the Senior Leadership Team. Parents / carers must be informed immediately.

### **Involvement of Parents**

Establishing and maintaining positive relationships with parents is vital in being able to work together to support a child who is having difficulties or where an incident has occurred.

General relationships between parents / carers and the school are fostered through the welcoming ethos of the school, and friendly, polite and professional conversations, where parents / carers feel they are listened to and their suggestions are considered. Parents / carers have the right to make requests of the school (and for them to be acted upon if they are appropriate, reasonable and aligned to the school's ethos and policies). A frustrated or angry parent should still receive a polite and professional response.

For most children (unless there are specific safeguarding concerns) teachers should liaise directly with parents / carers if they have concerns. End-of-the-day conversations in the playground in front of other parents / carers should be avoided. Depending on the child and support work taking place, the contact may be made by the class teacher, Learning Mentor or a member of the Leadership Team.

The incident and follow-up conversation are logged on CPOMS.

## **7, Monitoring and Review**

The Governing Body will review this policy in conjunction with the Headteacher. Senior Leaders will work with the whole school community in monitoring the policy's effectiveness and will incorporate updates in national guidance. This policy will be reviewed in three years, or sooner if members of the school community identify aspects that need amending, or there are changes in the national guidance.

**Ratification date: November 2025**

**Review date: November 2028**

**Agreed: Jason Taylor (Headteacher)**

**Agreed: Lynsey Christini-Clay (Chair of Governors)**

## Appendix 1: Written Statement of our Behaviour Principles

Gordon Primary School is a caring, happy and safe community where everyone is treated with kindness and respect, and diversity is celebrated. Positive relationships are nurtured and are viewed as key to safe and respectful behaviours. This is the foundation of children achieving their full potential. All members of the school community including parents, staff and pupils play a key role.

Our Behaviour & Positive Relationships Policy is underpinned by:

- **Restorative practice** which aims to build community through promoting positive relationships and managing conflict by repairing and strengthening these relationships
  
- **School rules**, which apply to the whole community. We expect all members of the school community to:
  - Be respectful
  - Be ready to learn
  - Be safe
  
- **Core values** which feed into the ethos of our school and include:
  - Respect
  - Empathy
  - Ambition
  - Curiosity
  - Honest

### 10 ways we promote positive behaviour and relationships at Gordon

1. We ensure that praise, encouragement and rewards are used effectively to promote achievement and positive relationships.
2. We ensure that everyone is treated equally and that bullying of others is not tolerated on any grounds, including ability, additional educational need or disability, age, culture, faith, gender, ethnicity or sexual orientation.
3. We develop self-help skills, self-regulation and a sense of responsibility towards the school community and the environment.
4. We actively promote respect and teach pupils about their rights.
5. We provide a clear framework which all colleagues, parents and pupils view as being fundamental to enhance learning and achievement.
6. We promote our school's expectations and ethos through our school rules, values and motto. We model these within and outside of school, on and offline.
7. We ensure that there are clear and consistent approaches to maintain safe behaviours.
8. We provide challenge and support for pupils whose behaviour is communicating an unmet need.
9. We provide appropriate support for colleagues and parents / carers in managing behaviour effectively.
10. We ensure effective management of teaching and learning with well organised classes and lessons that are engaging and adapted.

## Appendix 2: Approaches to positive recognition

The most important aspect in children feeling valued, safe and secure is the sense of connection with members of staff. For most children this can be achieved by a simple acknowledgment of the child and the child having the knowledge that the member of staff has them in mind, cares about them as a person and cares about what they are doing.

We recognise that every child is an individual and that all children are at different stages in their learning and development. Achievement is based on their own personal progress, and not as a comparison with others.

Positive recognition can be categorised as personal or public. The use of public positive recognition (praise, awards and rewards, etc.) can in addition to the desired positive impact on the target children, have a negative impact on all children but especially on those with additional SEMH needs.

We have reflected carefully about all the types of public positive recognition that are used in order to maximise the positive impact for all pupils and minimise any potential negative associations.

We ensure that systems are not based on control through bribery or the overuse of rewards. Consequences are steered towards those that are natural e.g. child cleans up the mess they caused.

Positive action	Purpose	What it looks like	Key notes
Use of child's work as an example	To celebrate the child To help promote learning	Sharing of work on board Reading out of child's work	Be mindful of always using the same child's work. Other children may feel they are not good enough.
Individual Praise	To give feedback / celebrate child To promote learning / engagement	Give specific feedback	This can be private or public dependent on the circumstances and needs of child. Children who visit the leadership team may be given a sticker.
House Points	To give instant recognition for work and behaviour	Staff gives house point to child and says why. Child records house point on chart in classroom	Be aware of children who are not getting any House Points. Children should not use this as a comparison to others. House Points cannot be removed. House Points are shared weekly. There is a half termly winner.
Communication with parent / carer	To celebrate the child	A quick comment at the end of the day. A phone call or email.	Some parents / carers are sensitive to being approached by staff in the playground
Group Praise	To give feedback to a particular group / class	To raise expectations of the group To build a sense of	Must not be linked to any aspect of competition. Must not be used to shame / name others. Some children may struggle with their own organisational skills and

Gordon Primary School

		belonging and unity	need support with this rather than be criticised by peers for losing points.
Marble in the jar / class rewards	To promote and celebrate whole class achievements / behaviour To "catch the class in the moment"	Staff or class teacher awards one point to the class for collective positive behaviour Offering a reward when the class reaches their target	Must not be used to identify any group or individual who have stopped the class getting a point as this could cause a reduction in self-esteem or a culture of blame. Rewards must not be used as a bribe or consequence
Commendations	To provide a level of recognition greater than at classroom level	Teachers choose a child from the class each week. Praised for behaviour / attitude / effort in Friday assembly and in newsletter.	Teachers must be conscious of all children being selected at least once during academic year. Whole class commendations do not count as an individual child's commendation.
Attendance Awards	To promote the link between good attendance and good progress	A postcard is given out to the three classes with the best attendance each week	Teachers must be conscious that some children with medical / additional needs may be regularly absent and this could prevent a class from winning. In certain circumstances, this will be considered and a child's attendance may not contribute to the attendance rate.
Key Stage 1 Lining Up Stars	To promote ready to learn routines and safe lining up in Key Stage 1	A star is given to the class for calmest and most orderly line	Teachers must be conscious include classes that may not be the calmest and most orderly, but may be making the best progress. They should also be aware of classes where just one or two children are causing disruption in the line.
The Henry Luk Kindness Award	To promote kindness and caring relationships within the school	The staff nominate a child for the half termly award. The Head Teacher selects an overall winner. The child holds the cup for a half term and then returns it.	The staff need to be aware of the same children being nominated every half term.

### **Appendix 3: Addressing behaviour that does not meet expectations**

Any behaviour which falls below the expectations of the school (e.g. disruption to learning, impacting on the right of other pupils to learn, or unsafe actions) requires some level of intervention. The chart below shows the pathway of what to do:

Here are some tried and tested **tips for positive behaviour management**:

- Praise specific behaviour
- Refocus and re-engage a child with a quiet word / question
- Establish calm and quiet signals for getting attention:
  - a clapping rhythm
  - a bell
  - a hand signal
- Continually observe or scan class behaviour
- Ignore children who persistently call out, but acknowledge them immediately when they put their hand up
- Offer support: “Sam, are you ok? Do you need some help?”
- Ask a wondering question: “Sam, I’m wondering if sitting to close to Chris is making it difficult for you to concentrate. Come and sit here where I can help you.”
- Stop everyone before speaking to the class – don’t speak to an inattentive audience
- Develop a repertoire of ‘looks’ to non-verbally indicate if you are pleased with a child’s actions – be aware that children with communication difficulties may not pick up on these
- Give clear messages that inappropriate behaviour is always unacceptable – not the person who is doing it
- Name the need “I can see you are cross – this might be because you wanted to go in the iPad group. I can see that it is hard. Everyone will get a go this week.”
- Give quiet, firm warning or consequences of misbehaviour – ensure they are consistent and proportionate
- Avoid direct conflict by giving the child a choice of actions
- Provide a quiet lone-working space for children who are distracted (but make sure you can see them)
- Be aware of, and control, your own behaviour, including stance and tone of voice
- Analyse your own classroom performance and learn from it. - this could involve a member of the Leadership Team observing you for constructive suggestions
- Speak to children away from the whole class when having to address inappropriate behaviour
- Always use a calm voice when addressing behaviour
- Ask children to reflect on behaviour – “How do you think your behaviour has impacted on the rights of others?”
- Give a child ‘what do you need’ options such as:
  - Adult support
  - Learning break – walk with an adult / visit to the Sanctuary Room
  - Use of a busy box
  - Work in a different place / quiet space

We consider the strongest approach to support a child is through the relationship with the adult. At all points the adult concerned should be ensuring that they continue to have a strong connection with the child having difficulties. Positive reinforcement should be used so the child knows the adult recognises any efforts they have made.

At the end of the lesson (or during) the adult should talk with the child about the difficulties in the lesson and agree what improvement is needed for subsequent lessons. This does not have to be a long talk and must always end on a positive note. There needs to be an emphasis on learning from mistakes, moving on and resetting behaviour. When the child may be working with a different adult, the adult involved in the initial behaviour always needs to speak to the child as soon as possible to support them to reflect on the behaviours and help them reset.

Persistent low level (occurring more than twice in a week), moderate and more extreme difficulties need to be recorded on CPOMS.

Class teachers are responsible for recording incidents. Where children are in a group, the adult leading the group should inform the class teacher of any concerns. If a regular group is in place, the adult may record behaviour, however the class teacher must still be informed.

Staff on duty at playtimes should inform the class teacher of any concerns and record incidents on CPOMS. Lunchtime meal supervisors should record incidents on CPOMS, or pass on to the lead mid-day meal supervisor.

Incidents are reviewed daily by the Headteacher and discussed with the Assistant Headteacher (Inclusion), other members of the safeguarding team and class teachers. Incidents will usually be discussed with children and parents may be contacted depending on the regularity or severity of the incident. This is recorded as an 'action' on CPOMS.

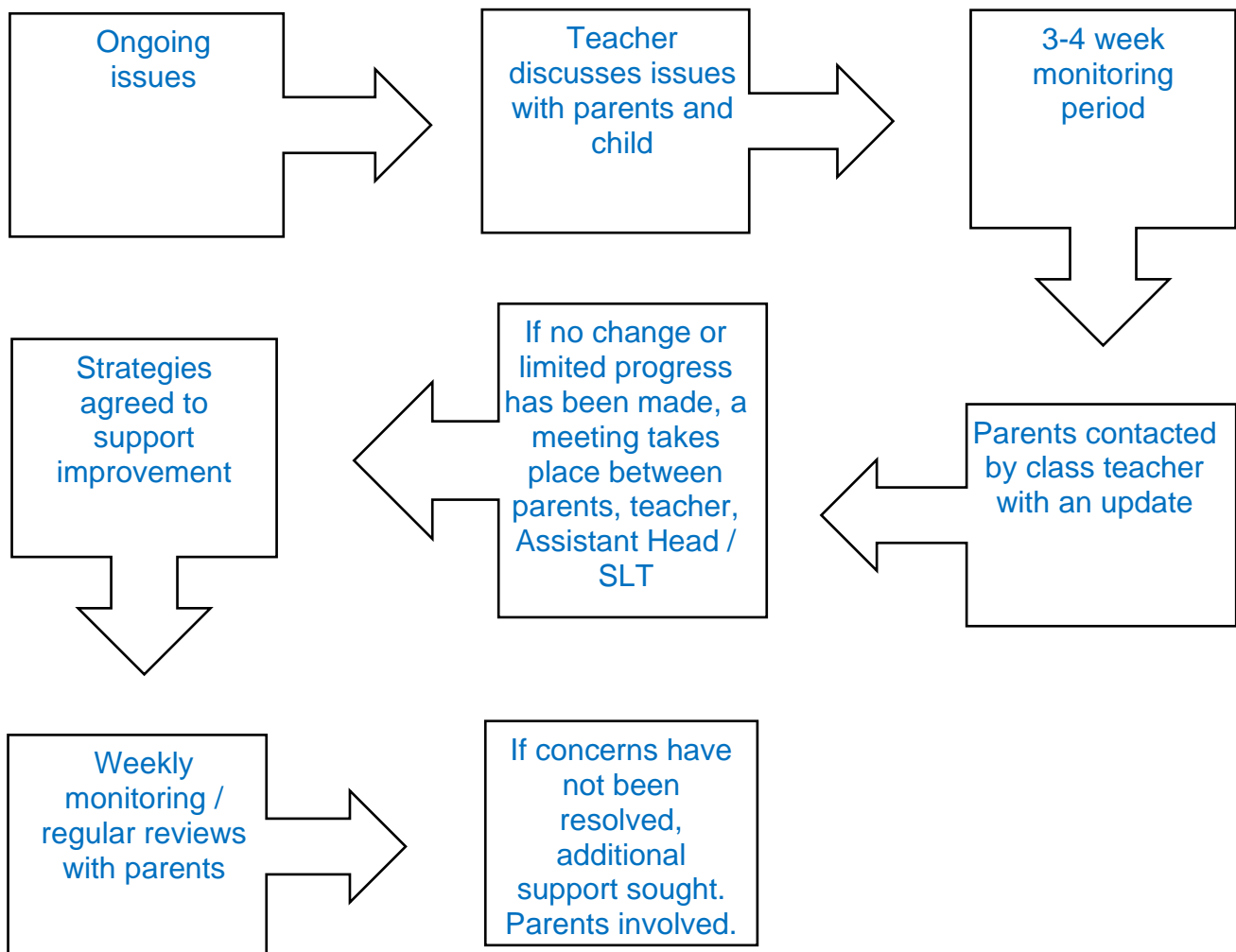
## Appendix 4: Raising Concerns about a Child's Behaviour

As a general principle, when a class teacher has a concern about a child (one-off incident or a general concern), the class teacher should contact the child's parents / carers to inform them of the concern and discuss what is happening in school. This contact should be recorded on CPOMS. When the class teacher considers that additional support or action is required to support a child, the Leadership Team should be contacted.




If no improvement is made after the initial parent / teacher meeting during an agreed length of time, a formal meeting will be held between the teacher, parent and Assistant Head or other member of SLT. A written plan with clear targets for improvement will be written and monitored on a weekly basis.

Regular updates will be made to parents and review meetings held.


In summary:




## Appendix 5: Home / School Charter

Gordon Primary School – Home / School Charter		
The school will:	Parents and families will:	With support from home and school, the child will:
<ul style="list-style-type: none"> <li>encourage children and expect them to do their best;</li> <li>offer a broad curriculum and provide positive experiences which enable the children to fulfil their potential;</li> <li>teach our school rules and be positive role models for the children;</li> <li>carry out assessments to ensure the children are making progress;</li> <li>hold Parent Evenings twice year and share assessment information;</li> <li>use formative and summative assessments to monitor pupil progress;</li> <li>promote a safe, caring and anti-discriminatory environment;</li> <li>support the children so they learn about their rights and exercise them considerably in order to be responsible global citizens;</li> <li>support children to develop tools to self-regulate;</li> <li>promote partnerships with parents, carers, families and the community by being welcoming and supportive;</li> <li>communicate with parents and carers through the weekly newsletter and regular updates on the school's website and social media;</li> <li>provide books for all children to take home regularly to share with an adult or to read independently;</li> <li>provide weekly homework;</li> <li>provide a range of extra-curricular activities, such as music, sport and other school clubs.</li> <li>listen to parent and pupil voice with openness and respect</li> <li>always endeavour to work in the best interest of the child.</li> </ul>	<ul style="list-style-type: none"> <li>promote the importance of education in school and support the education of my child at home;</li> <li>ensure my child arrives punctually and attends regularly;</li> <li>communicate when my child is absent and provide a reason;</li> <li>read and engage with all forms of communication from the school including parent mail and google classrooms;</li> <li>ensure my child wears full school uniform and correct PE kit;</li> <li>attend Parents' Evenings, workshops and any further meetings to support my child's progress and well-being;</li> <li>support my child by attending performances and other school functions;</li> <li>help with home-learning activities and hear my child read regularly as recommended by the class teacher;</li> <li>use the Reading Record Book;</li> <li>read and engage with key policies and guidance written by the school and available on the website;</li> <li>reinforce the school's caring ethos and anti-discriminatory attitudes;</li> <li>support FOG and participate in their fund-raising events whenever possible;</li> <li>encourage my child to participate in extra-curricular activities;</li> <li>inform the school of any issues which may impact on my child;</li> <li>communicate in a respectful manner with staff, other parents and their children;</li> <li>work collaboratively with the school in the best interest of my child.</li> </ul>	<p>Try my best to follow my school rules:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Be safe</p> </div> <div style="text-align: center;">  <p>Be respectful</p> </div> <div style="text-align: center;">  <p>Be ready to learn</p> </div> </div> <p>Also, I will:</p> <ul style="list-style-type: none"> <li>know that I belong in my school community and that I play an important part in helping others to belong too;</li> <li>respect other people's culture, race, feelings, beliefs and values;</li> <li>tell a trusted adult in school if I am worried or unhappy;</li> <li>be an upstander if I see others that need help;</li> <li>develop reading and home study habits that will help me deepen my enjoyment for learning;</li> <li>remember our school motto: To be the best I can be.</li> </ul>
<b>Headteacher's signature:</b>	<b>Parent's signature:</b>	<b>Child's Signature:</b>
<b>Child's name:</b>	<b>Child's date of birth:</b>	<b>Date:</b>

## Appendix 5: Reset Card




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or



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
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