



BEHAVIOUR POLICY

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REVIEWED BY :

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BEHAVIOUR POLICY

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INTRODUCTION

At Gorse Ride Schools we aim to inspire pupils to:

- **Grow** into aspirational lifelong learners
- Develop mutual **respect** and make a positive contribution to their community and the wider world
- Nurture resilience and independence to **succeed**
- Strive to achieve their best

As a Values Based School we believe that every child is valued for who they are and what they contribute to the school. Our Values Education Programme is intended to support the personal, social and spiritual development of every pupil throughout the school. The values developed through the Values Education Programme have been selected by pupils and staff as values which are important within the school community and which will be important throughout life.

At Gorse Ride Schools, the voices of all stakeholders (children, young people, staff and parents) are heard within our Values and Aims document. We believe that all practices and procedures that foster the development of positive behaviour and community cohesion should be driven by the collective values of our school community members.

Our values are: Friendship, Trust, Compassion, Belonging, Kindness, Equality, Honesty, Responsibility, Positivity, determination, Resilience and Self-belief.

PURPOSE OF THE BEHAVIOUR POLICY

To provide simple practical procedures for staff and children that :

- foster the belief that there are no “bad children” just “bad choices”
- encourage the children to recognise and make good choices
- promote self-esteem, self-discipline and self-regulation
- teach appropriate behaviour through positive intervention

Some of the practices and procedures described in this policy are inspired by, and in line with, the principles of Restorative Practice (RP). It is a whole school ethos which will impact on all relationships within the school community, whether between parents, staff, children or any combination of the three.

THE PRINCIPLES OF RESTORATIVE PRACTICE

RP was chosen as one of the frameworks through which positive behaviours should be encouraged at Gorse Ride Schools because the principles and values of RP are consistent and compatible with the school's own values, detailed above.

One of the core principles of RP is developing positive relationships between all stakeholders.

Another core principle of RP is the notion of Empowerment. Empowering our community members – children, young people and adults – does not mean allowing people to do whatever they want. Ensuring that relevant community members have a voice that is listened to with regard to decisions that affect them wherever possible and realistic.

A further principle of RP is the central importance of taking responsibility for one's own actions. Restorative approaches are not an *easy way out*. When used as a response to a harmful incident, there will usually be a consequence that is experienced negatively by the person whose action(s) has

resulted in harm or disruption. This may just be the experience of having a supportive, yet challenging, conversation.

Key questions for adults to ask during a restorative conference are:

What happened?

What were you feeling at the time?

What have you felt since?

How did this make other people feel?

Who has been affected? What should we do to put things right? How can we do things differently?

At Gorse Ride Schools we encourage our children to take responsibility for their actions and to resolve conflicts themselves where possible and appropriate. This is implemented using 'The 4 Steps' if a conflict occurs.

Step 1: Stop (child to ask other child to stop what they are doing)

Step 2: Look (children to look at each other to show they are listening.)

Step 3: Say – I feel..... when you.... because.

Step 4: Tell – What I would like you to do is...

See Appendix 1 for more details about our Restorative Approaches.

SCHOOL RULES

Our rules embody our school vision to grow, respect and succeed and set out expectations for all members of our community to follow:

Be Ready To learn, succeed, engage and achieve	Be Respectful To yourself, to others, to resources and your surroundings	Be Safe At play, at work, in mind and in body
<ul style="list-style-type: none"> • Wear the correct uniform • Have the correct PE Kit on the right days • Have your pencil, pen, books out and be ready to learn • Always listen • Stop, stand still and remain quiet when the whistle blows/ bell rings • Line up correctly for assembly, PE, lunchtimes • Focus on your work all the time and always give it your best. 	<ul style="list-style-type: none"> • Listen to others and expect to be listened to • Follow all instructions and requests from an adult in school • Use appropriate language and tone when speaking to others • Look after the school building, equipment and displays • Look after the equipment and belongings of others • Show the best of yourself when representing Gorse Ride school 	<ul style="list-style-type: none"> • Be in the right place at the right time • Always listen • Keep hands, feet, objects and unkind comments to yourself • Speak to an adult about any problems or issues • Walk when in school and when moving inside from the playground.

We understand that for some children our behaviour expectations are beyond their developmental level or who present with challenging behaviours . In this case, these children will have bespoke support plans.

The school will support such pupils to help them modify their behaviour by rewarding targeted behaviours rather than simply through punishments for unacceptable behaviour. This reflects the school's commitment to inclusion. We are mindful that rewards for the majority who exhibit good behaviour will be given as high a profile as those children who are on support plans.

ALL STAFF MUST :

- Take time to welcome the children every day
- Model positive behaviour and build relationships
- Praise and reprimand appropriately
- Use consistent language
- Redirect children by referring to “Be Ready, Be Respectful, Be Safe”

THE HEAD TEACHER AND SENIOR LEADERSHIP TEAM MUST :

- Be a visible presence around the school
- Regularly celebrate staff and children who go above and beyond expectations
- Ensure staff training needs are identified and met
- Support staff in managing children with more challenging or complex behaviours

CHILDREN SHOULD :

- Aim high and achieve their goals
- Learn in an environment free from disruption
- Be encouraged and praised for good work and positive behaviour
- Be spoken to and treated calmly and respectfully

SUPPORTING POSITIVE BEHAVIOUR IN THE CLASSROOM

CLASSROOM MANAGEMENT

- Using a restorative approach in the classroom means both using restorative language e.g “I would like you to show me you are ready by sitting quietly while I give the instructions for our task”; and enabling pupils to take responsibility for their own actions and repair any harm they have done. That may include applying both natural and logical consequences but is different to applying sanctions as a punishment. ~ A child who has wasted time may be expected to make up the time at break (an alternative time may be appropriate for children who have low self-control and are likely to be negatively affected by the loss of physical activity).
- A child who has upset someone will be expected, when ready, to listen to the other child’s perspective and understand the impact of their actions on others, which may lead to an apology or another restorative action.
- A child who has been disrespectful may lose privileges but be invited to demonstrate their respect to have those privileges returned.

The aim of a consequence is not to punish the child for their behaviour but to enable them to understand the impact of their behaviour and their responsibility for repairing harm. Sometimes, working out the best logical or natural consequence may take time and is best applied after immediate feelings have died down.

PERSONAL, SOCIAL, HEALTH EDUCATION

PSHE lessons happen once a week. We follow the SCARF Schemes of work and use circle time and assemblies to support the lessons.

REVISITING THE CLASS RULES

Each class has a discussion about the rules at the start of each term. They are revisited as often as needed and a home school agreement should be signed annually by parents and children.

GIVE ME 5

Use of silent signals to request

SELF-ESTEEM

We aim to value each individual's contribution to the life and activity of Gorse Ride Schools.
We aim to:

- Support individuals' positive self-image by acknowledging achievement both in and out of school, e.g. through display, house points, certificates (e.g. attendance) Star of the Week, inclusion in teams and activities.
- Encourage everyone to take responsibility for themselves, each other, the school and personal resources. Adults will lead by example and teachers will follow the agreed PHSE curriculum. Problem solving strategies are used to promote a positive self-image and to resolve difficulties and differences. Some of the methods used by the staff to help resolve differences are:
 - Circle time
 - Conflict resolution
 - Collective worship / assemblies
 - Time out for reflection
 - Safe zones for pupils to calm down
 - Buddy system

SMALL GROUP AND INDIVIDUAL INTERVENTIONS

ELSA work will be carried out to support children with their emotional literacy.
Social skills work will be done with children who require additional explicit teaching of key skills
Zones of regulation teaches children about their feelings and emotions and how to manage and self regulate effectively.

SUPPORTING POSITIVE OUTSIDE BEHAVIOUR IN THE CLASSROOM

LUNCH TIME CLUBS

These clubs are in place for children who are socially vulnerable and/or have social skills difficulties. They function daily and provide structured social skills activities based on specific individual needs. This includes sports based activities facilitated by qualified sports coaches and play activities led by a dedicated play worker.

PEER MEDIATORS/ PLAYGROUND FRIENDS

At Gorse Ride some of our pupils undergo training to become peer mediators/ playground friends. This process is led by a member of SLT and children are awarded the role once they have fulfilled the training requirements.

THE RESTORATIVE CORNER

The school playground has a Restorative Corner which children can come to in order to resolve their own disputes, or to seek support from a member of staff on playground duty/ peer mediator in doing so. This is used as a space for repairing harm and restoring a sense of safety and emotional wellbeing, not as a space for punishment or retribution to take place (Gazebo in KS1 and Circle of benches in KS2).

EXPECTATIONS AT BREAK TIME / LUNCH TIME

At lunch time and break times the children will be expected to respect each other and those responsible for their safety. It is important for adults on duty to interact with the children on the playground in order to deescalate potential conflicts and to promote positive relationships and healthy play. Positive behaviour during breaks is celebrated and recognised by using the school reward systems, such as house points. It is the lunchtime playworkers responsibility to initially address behaviour that is causing concern at lunchtime. The lunchtime playworker should contact the class teacher or a senior member of staff either immediately or at the end of the lunch time session if a situation needs to be investigated further or if a pupil is consistently demonstrating anti-social or inappropriate behaviour. School staff will log the inappropriate behaviour demonstrated on CPOMs and will give a consequence in line with the agreed 'Consequence Ladder'. Parents will be informed if the inappropriate behaviour reaches the agreed threshold.

EXPECTATIONS AT WET BREAK / WET LUNCH TIME

All pupils will remain in their classroom and may be involved in a range of activities agreed by their teacher. They will be supervised by the duty staff.

REWARDS

Good work and good behaviour can be rewarded in many ways e.g.:

- Verbal praise
- non verbal acknowledgement (eg thumbs up)
- marking comments/celebration of work on display
- providing opportunities for peers to praise each other through peer assessment and circle time
- Praise from another adult – showing work etc
- SLT Praise
- stickers
- gold book assembly/certificates
- gold certificate (awarded if 3 or more times in the Gold book- KS2)
- Golden time (15/20 minutes)
- house points (KS2)
- secret student
- phone call/note to parent
- individual reward systems on advice of Inclusion Manager

BEHAVIOUR FLOW CHART/STEPPED APPROACH (SEE APPENDIX 3)

Gentle Approach, use child's name, child level, eye contact, deliver message

1. Reminder	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready/ Respectful/ Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'
2. Warning x2	I noticed you chose to (noticed behaviour) This is the second/third time I have spoken to you. If you choose to break the rules again you will leave me no choice but to put you on Turn Around Time/The Rainbow 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. Please continue with your work. Thank you for listening.'
3. Turn Around Time (Rainbow in KS1)	I noticed you chose to (noticed behaviour) This is the fourth time I have spoken to you.

	<p>You have chosen to break the rules and have left me no choice but to ask you to put you on TURN AROUND TIME (The Rainbow), <i>This may be that they then go and work at another table/work in another classroom / go to the quiet area etc</i></p> <p>Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
4. Fix It Time (Cloud in KS1)	<p>I noticed you chose to (noticed behaviour) You need to FIX IT(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to FIX IT(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' *DO NOT describe child's behaviour to other adults in front of the child*</p>
5 FOLLOW UP – REPAIR & RESTORE	<p>What happened? (Neutral, dispassionate language.) What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently?</p>

LANGUAGE AROUND BEHAVIOUR

At Gorse Ride Schools, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should describe the behaviours in a factual manner. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff members involved in the incident.

Incidents are logged on CPOMs.

CONSEQUENCES

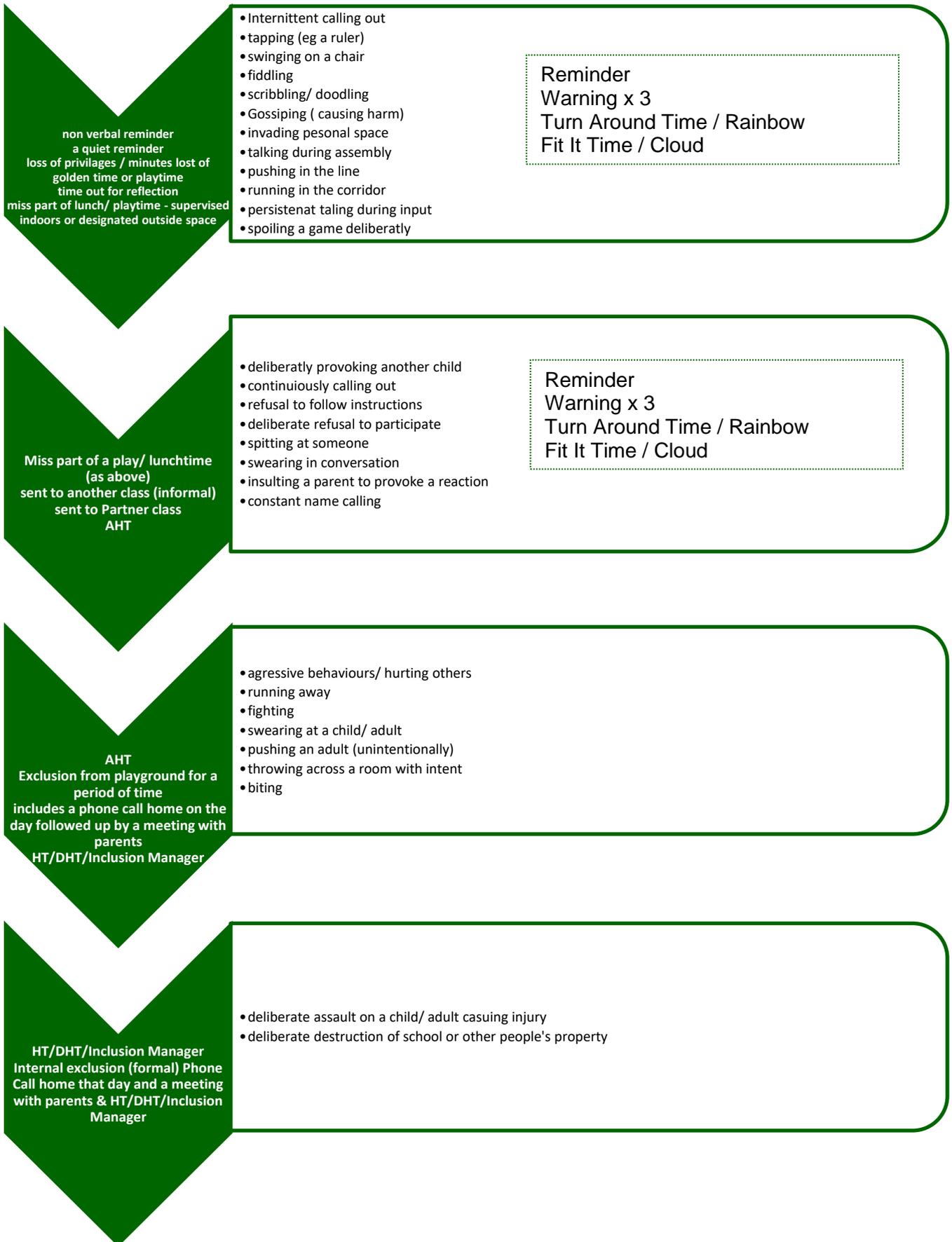
Consequences should:

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Consequences need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

CONSEQUENCE LADDER



- x3 
- Reminder
 - Warning x3
 - Turn Around Time (rainbow)
 - Fix It Time (cloud)
 - Follow up/Reparative Conversation
- All pupils in EYFS and KS1 begin each day on the Sunshine with the potential to move up to the Superstar.
- If this cycle is happening frequently the Class teachers are expected to have a conversation with the parents explaining that their child is having difficulty following the school rules and how it is being monitored, how the child is being supported and what the parents can do. Conversations need to be recorded and signed by staff and parents.*
- Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below.*
- Sent to SLT/DHT/HT
 - Parents phoned
 - Parents called to school
 - Seclusion
 - Exclusion



CONTINUOUS NEGATIVE BEHAVIOUR

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may stop the activity and prevent the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another child, the class teacher will record the incident on CPOMs. The incident will be followed up according to the school's ladder of consequences and parents will be informed accordingly.

If the above procedure fails to modify the pupil's behaviour and a child repeatedly acts in a way that disrupts or upsets others, the Headteacher will request an interview with the parent and pupil with a view to raising the school's concerns about the child's behaviour and a joint home/ school behaviour management plan may be drawn up. The school may also request permission from parents to seek external advice from professionals about behaviour management strategies which may help support their child to self-regulate their behaviour. All meetings will be documented and signatures will be obtained from all attendees.

EXTREME BEHAVIOUR AND THE USE OF FORCE

Some children exhibit particular behaviours based on early childhood experiences, family circumstances and diagnosed conditions. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.

Gorse Ride staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Examples of types of force:

- Passive physical contact resulting from standing between pupils or blocking a pupil's path
- Active physical contact such as: leading a pupil by the hand or arm or ushering a pupil away by placing a hand in the centre of the back
- In rare and more extreme circumstances, appropriately trained staff may use permitted restrictive holds.

Staff must have undergone team Teach training before any use of restraint is employed. Authorisation to use force must be agreed with the Headteacher. This level of action is only taken if the child, or others in his/ her vicinity, is in immediate danger of harm. All uses of restraint are documented and reported to parents. A list of Team Teach Trained staff is held on our system available from the school office.

Some children will have bespoke 'Positive Handling Plans'. This will outline the types of physical contact that is appropriate for each individual child in order to support their behaviour choices.

EXCLUSIONS

At Gorse Ride Schools, we aim never to exclude a child from the school site. However, in line with our Values and Aims document, the safety of all community members is of paramount importance. As such, on the very rare occasion that we feel it is not possible to return a situation to an appropriate level of

safety, it may be deemed necessary to enact an exclusion for a period of time, until the situation can be safely risk-assessed.

On the rare occasion that this happens, the school endeavours to follow restorative principles as part of the reintegration process.

Behaviour likely to undermine that security is consequently regarded as a serious breach of discipline.

FIXED TERM EXCLUSION

The following offences **may** lead to a fixed term exclusion :

- Serious bullying including racial or sexual harassment or homophobia
- Serious Violence towards another pupil or adult
- Deliberate damage to property
- Theft
- Actions that put the health and safety of any other member of the school community at risk
- Repeated disruption to teaching and learning
- Repeated refusal to comply with School Expectations

PERMANENT EXCLUSION

Actions that **could** lead to Permanent Exclusion include :

- Persistent bullying including racial or sexual harassment, homophobia or any other type of negative discrimination
- Serious Actual violence against a member of staff
- Serious actual violence against another pupil
- Sexual abuse
- Persistent serious violence towards pupils
- Actions that put the health and safety of any other member of the school community at serious risk
- Any other behaviour that is deemed unacceptable by the Headteacher or Governing Body

In the majority of cases a permanent exclusion will be the final stage of a series of interventions which the family concerned will be fully aware of.

LEGISLATION AND GUIDANCE

This policy reflects the requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

MONITORING AND REVIEW

This policy will be reviewed by the Senior Leadership Team at least every three years or more frequently if required.

Appendix 1

RESTORATIVE PRACTICES IN GORSE RIDE SCHOOLS

Overarching principles that apply to all restorative approaches:

- Relationships matter and harm needs to be repaired
- Everyone has a voice
- Everyone has responsibility in restoring relationships and sorting out problems

These principles can be related to our school vision statement: “Grow, respect, succeed”. We believe that where relationships are strong and problems are dealt with, that creates an environment where pupils can grow and succeed. Giving everyone a voice and encouraging all in the school community to take responsibility for repairing harm and solving problems will give us a culture of respect.

Restorative processes do not necessarily have to be actioned immediately. In many cases, time to cool off and think will make the process more effective.

Restorative Approaches : The Four Steps (See Appendix 2)

Any member of the school community, adult or child can take responsibility for working through the four steps for resolving conflict in the moment.

Examples:

A child may seek to resolve a dispute in the playground

A teacher may manage classroom noise using restorative language

An adult may address a problem with a colleague using restorative language

Restorative Approaches : Circle Time

Circle time may be used to resolve a whole class problem or work through a difficult discussion but it may be used simply as a way of teaching that ensures that everyone has a voice and everyone takes responsibility for learning. Circle time, when used regularly, sets a climate where restorative approaches can thrive because children become used to articulating their opinions and thoughts in a group. Circle times can be planned or spontaneous but should be based on the principle of giving everyone an equal voice and equal opportunity to contribute.

Restorative Approaches : Problem Solving Circle

A problem solving circle may be used where one member of the school community has a difficulty that they would like help with. The key elements of a problem solving circle are that once the person who requires help has stated the problem and answered questions for clarification, they must just listen to all suggestions respectfully, and all suggestions should be recorded. Participants should be invited to think creatively and encouraged to bring suggestions regardless of whether they are practical or not. There should be no dialogue on whether suggestions will work but at the end of the process, the person being helped should choose two or three to investigate further. There should be an opportunity for the person to feedback how they got on to aid accountability. This process encourages collaboration, creative problem solving skills and taking responsibility.

Examples:

The class can be called upon to help a child to overcome a problem or barrier to learning.
Staff can use this approach to gain support in managing difficult situations

Restorative Approaches : Restorative Conversations

Sometimes working through the four steps will not be enough to resolve problems and restore relationship and it may be helpful to be supported in a deeper restorative conversation, detailing what happened, how each party feel about it and what needs to happen in order to move on. If the matter is particularly sensitive, speak to Esther Saxton for support on the best way forward.

Appendix 2

RESTORATIVE PRACTICES – THE FOUR STEPS

First level restorative approach :

child led or with adult support if necessary

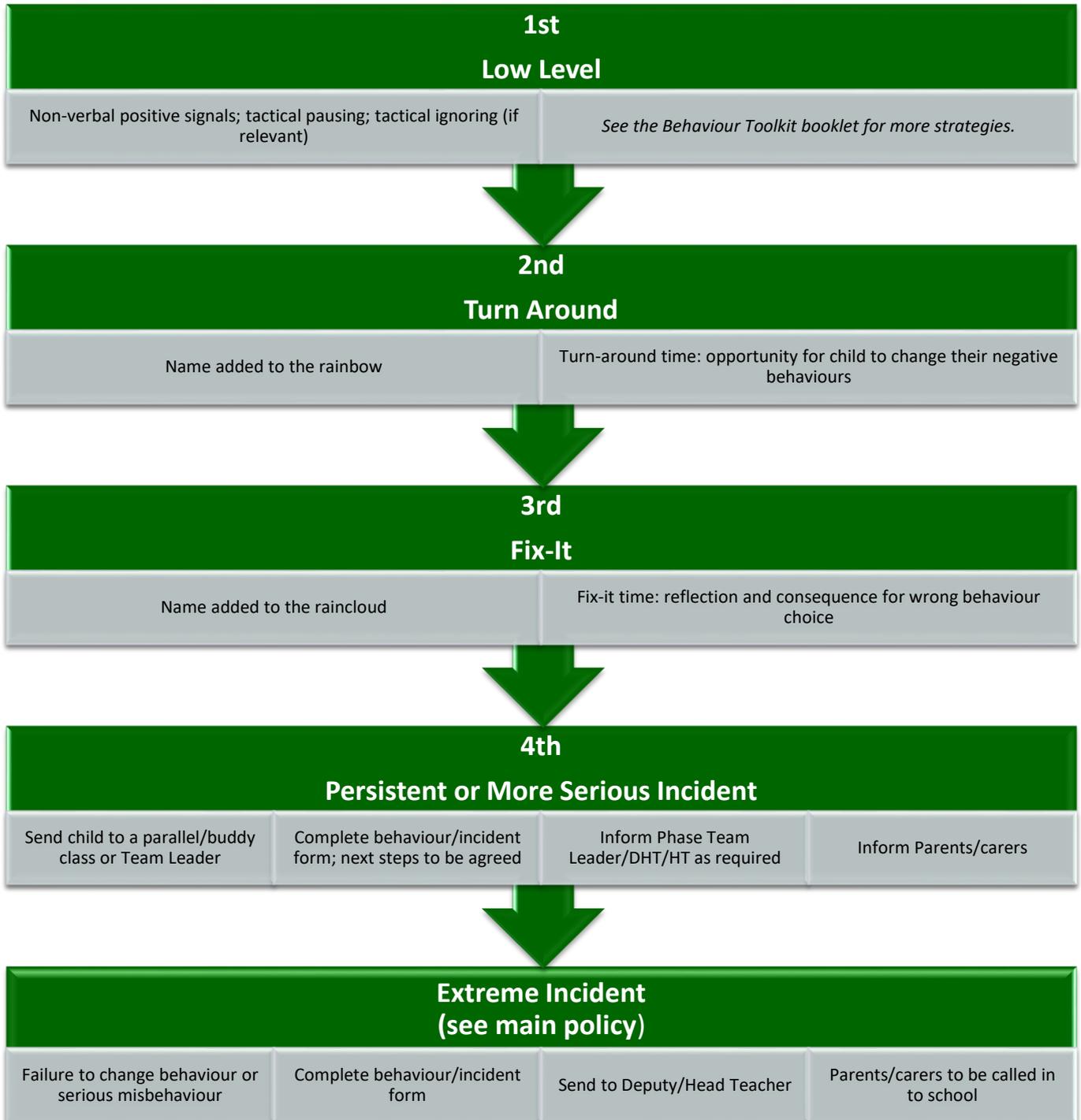
-  **STOP** Tell the other person to stop what they are doing (if it's still happening)
-  **LOOK** Look at the person to check they are listening
"I feel...when you... because..."
-  **SAY** *Example: "I feel embarrassed when you call me an idiot because it makes me sound stupid"*
Example: "I feel sad because you broke my tower"
-  **TELL** "What I would like you to do is..."
Example: "What I would like you to do is tell me privately if I'm not playing the game right and help me join in."
Example: "What I would like you to do is help me build another one".

Appendix 3

BEHAVIOUR FLOWCHART FOR INFANT SCHOOL

ALWAYS : Some rules being demonstrated consistently / showing positive learning behaviours
Class achieve Reward Time / Golden Time

SOME : Showing exceptional attitude / effort in learning
Name added to the Superstar (reward)



BEHAVIOUR FLOWCHART FOR JUNIOR SCHOOL

ALWAYS : Some rules being demonstrated consistently / showing positive learning behaviours
Class achieve Reward Time / Golden Time

SOME : Showing exceptional attitude / effort in learning
Name added to the Superstar (reward)

