

## Gateway School



## Positive Behaviour Policy

This policy applies to all pupils in school, including EYFS

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C M Sanderson  
Sue La Farge  
Rob Grosse  
Suzanne Kemp

Education Director  
Headteacher  
Deputy Head, Designated Safeguarding Lead  
Deputy Designated Safeguarding Lead and EYFS  
Designated Person, Head of Key Stage One and  
EYFS

**This policy applies to Gateway School, together with its EYFS setting. The Deputy Head is pastorally responsible for the whole school. The Head of EYFS/KS1 is the named practitioner responsible for behaviour in EYFS.**

### **Introduction**

This policy is written with due regard to the DfE guidance „Behaviour and Discipline in Schools“ 2016 and the requirements of the EYFS Framework 2017.

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

misbehaviour when the pupil 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 pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

### **Consistency**

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through:

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SMT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

### **General Approaches to behaviour management**

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to:

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
- they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

### **Promoting Positive Behaviour**

The ethos of the school is based on the expectation that all members of the community will treat each other with consideration and respect. Our aim is to provide an environment where children have happy, stimulating lives thus preventing children feeling the need to behave inappropriately. We actively promote courteous and positive behaviour and while we expect good manners, we do not demand excessive formality. This policy has been written with reference to the DfE document „Behaviour and Discipline in Schools (2013)“

Where children do not meet the high standards we expect of each other at Gateway a range of sanctions are used, details of these, including exclusions are included in this policy.

### **Every Child Matters**

This policy reflects the aims and outcomes of the Government's Every Child Matters policy. As such, the school's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

### **Staff Responsibilities**

The members of staff are role models for the children and should promote positive behaviour by contributing to an environment where children feel appreciated and gain a sense of belonging to the school community. This is achieved by:

- Making children aware of their expectations
- Addressing children by name and making eye contact
- Being approachable (without being overly familiar)
- Encouraging and praising where appropriate
- Diffusing any negative behaviour
- Promoting good manners in words and deeds
- Being aware of and sensitive to the needs of others
- Encouraging a community spirit
- Acknowledging the achievements of others, both in and out of school
- Modelling good behaviour by treating children and adults around us with respect.
- Provide interesting and stimulating activities within a child friendly environment thus preventing children from becoming bored and irritable.
- Observe children closely and use weekly planning to provide for their individual needs.

### **Expectations of children**

- The school will promote good behaviour, self discipline, respect and Fundamental British Values through the taught curriculum and co-curriculum, as well as assemblies.
- This is reinforced whenever possible through the curriculum as well as assemblies and the example set by the staff.
- Staff shake hands with the children twice a day.
- Children are encouraged to develop a positive work ethic and to take ownership of their own learning where possible. This is reflected in positive comments in their books, merit tokens and outstanding work is also commented on in their home/school books or planners or awarded a „My Best“ certificate which is presented at assembly.
- Progress is reported to the parents through consultations, reports and in the Gateway newsletter.
- Children’s attitudes and conduct are driven by our ASPIRE (Achieve, Strive, Participate, Investigate, Respect, Enjoy) motto which was created by the student council.

### **Equality Act 2010**

- Though we acknowledge that not all children with a disability have a special educational need we have regard for the Equality Act 2010 and will make reasonable adjustments for pupils with special educational needs or disabilities when implementing this policy.

## **Community Awareness**

The importance of the individual child is recognised as well as raising an awareness of community, both as a school and as part of the wider community. This is done firstly by involvement with the local community of Great Missenden, e.g. library, Great Missenden hall, the church, etc., and additionally through fundraising for various charities and visits to different museums, galleries and places of interest.

## **School Council**

The school council encourages the children to recognise their role in creating a positive, thriving school environment. The members are democratically elected and meetings are held weekly to discuss various issues that affect the school community e.g. playground, behaviour, etc. The children can feed their ideas to the school council and so develop their feelings of ownership of the school in general.

Several changes have been made as a direct result of consultation with the children, parents and the school council. These include lunches, guidelines for behaviour around the school and at break times, game stops, ASPIRE, modifications to the merit system and the introduction of a buddy bench. The school council are also responsible for choosing school charities and managing fundraising opportunities.

## **School strategies for promoting positive behaviour – celebrating achievements**

The school does not overly quantify positive behaviour – courtesy and progress are their own reward. However, we do celebrate achievements, both in work and behaviour. This is done through a number of avenues:

- Achievement assemblies – at least once a term
- Display boards throughout the school
- Pastoral time – circle time for the juniors, SMSC/tutorial time for the seniors
- Final assemblies at the end of each term
- Presentations – all children are involved
- Leavers evening when the whole year 6 group, as well as each individual child, participate in a celebration of their time at Gateway. One of the cups presented is specifically awarded for courtesy.
- 'My Best' folders for each child in the schools
- Informal notes to parents in the school planners
- Use of cloud and system in reception classes
- Brilliant books in Years 3 and 4
- Merit Stamps - Pupils in years 5 and 6 receive merit stamps for displaying positive behaviour and work ethics. When a pupil reaches a milestone they receive recognition via coloured badges (30), silver stars (80) and merit ribbon strips (150). Merit stamps are also linked in with the House System.
- House System - Children from Reception upwards are awarded House tokens when they display positive behaviours. These tokens are collected and presented in perspex boxes, which are regularly totalled and shared in assemblies and house meetings. The house system helps to promote teamwork and inclusion while encouraging values and behaviours expected of a Gateway pupil.

The ethos of the school emphasises the importance of independence and self-discipline. Staff encourage children to focus on their own improvement through guidance from their teachers/tutors and in line with the individual targets set for them.

### **Dealing with inappropriate behaviour**

In dealing with this behaviour it is essential that vulnerable children are recognised. The type of behaviour should be identified and whether or not the behaviour is an isolated incident or a persistent problem. The SLT and the special needs department are available to deal with any issues as they arise.

### **Raising a concern**

Weekly staff meetings allow staff to monitor behaviour. Children who are new to the school are monitored closely during their first term to ensure that there are no problems. At any time a member of staff should share concerns about inappropriate behaviour with a member of the SLT.

- When addressing behaviour concerns we will always;
- Seek information from parents/carers and discuss with them behaviour issues, strategies and actions to promote positive behaviour, as concerns arise.
- With parental permission, we will seek advice as necessary from other agencies, for example in the case of EYFS the Early Years and Childcare Service (EYCS) Inclusion Team.
- Help children to integrate with others and resolve conflict.

Children should report any wrong doing to the class teacher/tutor or the playground supervisors. It is important that the staff encourage the children to resolve any petty grievances and the children in dispute should speak face to face with an adult present to mediate where necessary.

### **Behaviour in the classroom**

Staff should make children aware of their expectations and the areas of behaviour which are considered inappropriate. Children should be reminded of these on a regular basis.

As a guideline the child/children concerned should be given 3 warnings for inappropriate behaviour

- On the first warning the member of staff should indicate that they have noticed the inappropriate behaviour and what this entails
- The second warning should indicate that there will be consequences should the behaviour continue
- At the third warning the member of staff will put the consequence in place – see sanctions. For younger children these may be modified as considered appropriate by the member of staff.

## **In the Playground**

The procedure for the playground mirrors the three warning guideline for the classroom, i.e.

- Verbal warning
- Sit on the bench/stand with duty staff for 5 minutes
- Sent to the Headteacher's office.

## **Serious Incidents**

There are some incidents where no warning is needed as they are clearly unacceptable. These include all incidents where the behaviour of a child could have a negative impact on the physical and/or mental well-being of another. This could include:

- Physical aggression
- Verbal aggression
- Bullying (see further information below)
- Bringing drugs into school
- Biting (see guidance below)

If the child is in the EYFS or it is a serious incident the class teacher and/or the school nurse should inform the Head of Pastoral Care. If the incident indicates significant harm this should be reported to the DSL. The information should then be passed on to the parents.

## **Biting**

Some children may go through a stage of biting. We know this is an emotive subject and when this occurs, particularly if a child bites regularly, the following procedure will be followed:

- The victim will be comforted by a member of staff (preferably their key person) and any required medical treatment given. The perpetrator will be taken from the play area and told, in a manner appropriate to the child's age that the behaviour was unacceptable. The child will not be shouted at and only one member of staff, preferably the child's key person, will deal with this.
- Staff will use their written observations and knowledge of the child to try to pinpoint trigger points and reasons.
- The incident will be reported in the accident book
- Parents of both children will be informed.

## **Bullying**

Staff will take the issue seriously and will work with parents of both perpetrator and victim to deal with this. Full details of the procedure to deal with bullying are dealt with in the separate anti-bullying policy.

## **Malicious accusations**

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Head Teacher will consider whether to take

disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in the Safeguarding Policy (p9).

Appropriate disciplinary action will be taken against pupils who are found to have made malicious accusations against staff. This will involve informing parents and a fixed period of exclusion while the matter is investigated.

### **Sanctions**

The principles on which the school has developed its rewards and sanctions strategy are as follows:

1. Expectations are reasonable for pupils of all ages and needs
2. The priority is the promotion of positive behaviour
3. Support the teaching of good behaviour, self-discipline and respect
4. Designed through pupil discussion
5. Enable independent pupil action and reflection
6. Support positive relationships in school
7. Reinforce and reward appropriate behaviour
8. Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Corporal punishment will never be threatened or used at Gateway School.

If a sanction is deemed appropriate then this should be appropriate to the nature of the behaviour. Depending on the nature of the behaviour(s) the following methods of intervention may be used. The child should be aware of the course of action and the reasons why these decisions have been taken.

- loss of lunch / break time privileges
- detention
- daily / Head teacher's report
- removal from class/group
- withholding participation in sports or out of school activity (if not essential part of curriculum)
- parents informed
- counselling / instruction in alternative ways of behaving
- fixed periods of exclusion, internal or external
- permanent exclusion (in extreme cases which may involve violence)
- Deputy Head's Detention - senior pupils who have not completed work or have misbehaved attend a Tuesday lunchtime detention with the DH. Attendance is tracked and followed up, more than 3 attendances in one term requires a meeting with the pupil in question's parents.

Preferred sanctions are those that have a community benefit, e.g. lost property, helping with lunch duty, or helping the child come to an appreciation of the unacceptable nature of their behaviour. Subject related work should not be used as a sanction.

### **Additional Strategies**

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.

### **Confiscation**

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

returning items to pupils or parents after a given period (where possible at the end of the school day) for example, items banned from school, such as money, mobile phones, specific toys  
destroying items for example, pornography, tobacco, alcohol  
handing items to the police for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies".

### **In EYFS**

- After consultation with parents, use a time out system for children aged over 2 years, of around 2 minutes when they will be removed from the play area to

a quiet area. During this time the child's key person will explain why they have

been taken away from the play area. This system will be used consistently by all staff.

- In EYFS if a child's behaviour is persistently challenging and presents a significant and consistent risk to themselves or others, we may discuss with parents/carers the possibility of keeping the child at home for a short period. This will allow time for staff and parents/carers to make reasonable adjustments to manage the child's behaviour in accordance with the Disability Discrimination Act. We will consult the EYCS Inclusion Team before taking this action. We will consider fully the views of the parents/carers and child on developing approaches and strategies to manage the child's behaviour and plan for the child's return to our setting.
- If physical restraint is used in EYFS, parents will be informed on the same day or as soon as practicably possible. In accordance with the rest of the school the school keeps records of any physical restraint. Forms are available for completion in the staff room and passed to the DSL. For more information, please refer to the Physical Restraint section of the Safeguarding Policy.

Parents will be informed and the situation will be reviewed regularly. With parents' permission, help may be sought from outside agencies if the situation does not improve

#### **Safe Restraint**

- The school does not have a „no contact“ policy as this might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm. The school keeps records of any physical restraint. Forms are available for completion in the staff room and passed to the DSL. For more information, please refer to the Physical Restraint section of the Safeguarding Policy.

Physical intervention will only be used to manage a child's behaviour under the principles outlined in the government paper **'Use of reasonable force, Advice for head teachers, staff and governing bodies' DoE, July 2013**

Please see link below:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268771/use\\_of\\_reasonable\\_force\\_-\\_advice\\_for\\_headteachers\\_staff\\_and\\_governing\\_bodies\\_-\\_final\\_july\\_2013\\_001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

#### **Corporal Punishment**

In accordance with the law staff will not use corporal punishment, nor will they employ any other form of punishment which physically hurts a child, humiliates them or adversely affects their wellbeing. Parents are asked not to smack their children or shout at them whilst on school premises in order to ensure consistency for all children.

**Cross-references**

This policy takes account of the guidance offered to staff in the following policies the section regarding the use of reasonable force and other physical contact in the safeguarding policy

consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies dealing with malicious allegations against staff in the safeguarding policy.

**Transition**

The School is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues. These include:

- transition/ induction and visit days for new pupils
- 'moving up' days for current pupils
- handover meetings attended by all members of staff
- 'Meet the teacher' evenings
- New parents and pupils' afternoon before September term starts
- Year ahead meetings for all year groups and a separate event for new parents
- buddy systems
- liaison with secondary schools
- Learning for Life sessions aimed at talking about transition concerns
- visiting Year 7 teachers
- assemblies
- Pastoral meetings to raise and address concerns

**Monitoring and Review of this Policy**

The Headteacher and the Deputy Head along with Suzanne Kemp (Head for Foundation Stage and Key Stage One) will review this policy on an annual basis.