

## Gateway School



# GATEWAY SCHOOL

## GREAT MISSENDEN

### Positive Behaviour Policy

This policy applies to all pupils in school, including EYFS

Reviewed  
Date for revision  
Annual review

September 2021  
September 2022  
Autumn Term

David Williams  
Cath Bufton-Green  
Natasha Harrison  
Samantha Woods

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

Tricia Hitchin

Deputy Designated Safeguarding Lead, SENCo

**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.

As well as Keeping Children Safe in Education 2021, Sexual Violence and Sexual Harassment between Children in Schools and Colleges, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2020, the OFSTED Review of sexual abuse in schools and colleges (June 2021).

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)

## **Our 5 Golden Rules - linked to the school’s ASPIRE values**

*We will use these golden rules to help us make the right choices*

- 1. We show good manners at all times**
- 2. We care for everyone and everything**
- 3. We move around school quietly and calmly**
- 4. We listen and respond appropriately**
- 5. We keep our hands and feet to ourselves**

## **Rewards and incentives for good behaviour**

We believe that children respond well to praise and positive encouragement to choose appropriate behaviour and we have a wide range of incentives and rewards in place.

Class teachers and adults within the school praise the good behaviour of all children frequently and have their own systems of rewarding individuals, groups and whole classes.

In most situations the adult's acknowledgement of appropriate behaviour will be the best reward. This may take the form of:

- Verbal praise for specific things
- Using pupils as good role models
- Class reward systems such as marble jars

## **School strategies for 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:

- Weekly celebration assemblies are held when selected children receive 'My Best' certificates for good work or showing a good attitude to their learning based on the ASPIRE values
- All the children will be grouped into four houses; Jenner, Seacole, Barnardo, Brunel
- Year Rec-Year 4 will use a tally chart in class to record the house merits
- Year 5 and 6 will use an internal recording system to collect house merits and pupils will also record their merits in their personal planners
- Year 6 pupils will collect number of house merits and announce the winners during Friday's assembly
- Celebration assembly is a time to celebrate other achievements and to foster positive relationships and attitudes
- They can be awarded house merits by any adult working at the school as a reward for good behaviour or good work
- 'My Best' certificate is worth three merits
- Informal notes to parents in the school planners
- Use of Tapestry
- Brilliant books
- Merits in Year 5 and 6 receive house merit for displaying positive behaviour and work ethic. When a pupil reaches a milestone they receive recognition via coloured badges (30), silver stars (80) and merit ribbon strips (150).

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.

## **What happens if a child's behaviour is inappropriate or unacceptable?**

If, at times, a child's behaviour is inappropriate or unacceptable (i.e. he or she breaks one of our 5 Golden Rules) we will then use a "Steps" system.

### **The aims are:**

- To provide a clearly defined disciplinary procedure with progressively severe sanctions for children whose behaviour does not reflect our 5 Golden Rules

- To provide clear procedures which are clearly understood by all members of the school community
- To ensure that all pupils will be dealt with fairly and consistently by any member of staff
- To establish a channel of communication through which teachers inform parents of undesirable behaviour on the part of their child
- To enable the school to monitor long-term patterns of behaviour in individuals and the school as a whole
- To ensure that the child understands that they have a choice in the way that they behave and to guide them to make the right choices.

The “Steps” system is used to deal with low level but potentially disruptive behaviour (*see Appendix 1 for examples of low level behaviour in class and in the playground*). There are three steps or warnings given before a child is required to take some time out in another classroom. Children begin each day with a fresh start.

Children at Gateway School pupils are taught that they make choices in their behaviour. They know the standard of expected behaviour and understand the sanctions. They are then encouraged to understand that they have a choice in which way to behave. At all times the behaviour is criticised and not the child.

The system builds in time for the child to re-evaluate their choice of behaviour and to refocus. The child should be praised for making the right choices.

### Using “Steps” to manage low level disruptive behaviour

If a child chooses inappropriate behaviour (e.g. shouting out, disturbing others) that does not meet our expectations as set out in our 5 Golden Rules, then the teacher will apply the “Steps” system:

**Step 1.** The teacher reminds the child how to behave (name is placed on the step 1 board Rec-Year 4)

*If the child persists with the behaviour.*

**Step 2.** The teacher has a discussion with the child of the rule he/she is breaking and explains what the correct choice of behaviour would be. The child may have some thinking time within the classroom in an appropriate space (name is moved to step 2 Rec-Year 4)

*If the child persists with the behaviour.*

**Step 3.**

**EYFS-Year4:** The child is sent to the “step partner” classroom until the end of the session. Child to take work with them to complete. This step is then recorded by the class teacher on the school CPOMs electronic system and parents are informed.

**Year 5 and 6:** After two verbal warnings are given, step 3 is the last verbal warning, communicating that the next step will be a detention.

**Step 4. Year 5 and 6:** If a child persists with this behaviour after a third verbal warning, a detention will be issued. The detention will be a time for self reflection, both written and verbal.

**All pupils:** If a child persists with this behaviour within the same session, then they are sent to a member of the SLT. The Senior Leader will speak to parents along with the class teacher at the end of the school day. The incident and record of the meeting with the parent is recorded on CPOMs.

## Positive Steps

All children start the day on the 'Ready to Learn' step (visual image may be used in class Rec-Year 4). For those children who are choosing to make good choices and follow the rules, class teachers have positive steps that the children can move up.

- Good choices
- Excellent Effort (1 House merit)
- Outstanding (parents notified - postcard home/phone call)

## “Fast Track” for Serious Incidents

There may be incidents when a child is 'Fast Tracked'. This is when their behaviour is deemed to be very serious and may include incidents such as:

- Deliberately and/or unprovoked aggressive behaviour towards another child (e.g. hitting, kicking, slapping, biting)
- Abusive name-calling or use of inappropriate language
- Stealing
- Racism
- Deliberate damage to property or equipment
- Bullying
- Evidence that prohibited items have been brought into school (see appendix for a list of prohibited items).

A 'Step 4' incident is for persistent poor behaviour (e.g. where a step 3 has been imposed and the behaviour has continued or worsened.)

## Recording Fast Track and Step 4 Incidents

It is essential that clear and accurate records are kept recording behaviour incidents. This is to ensure that they are dealt with appropriately and that the school is able to spot patterns of poor behaviour and implement strategies to deal with this effectively.

- In Year 5 and 6 step 4 incidents will lead to a detention
- The member of staff who has witnessed this incident must investigate the situation thoroughly by speaking to *all* the children and adults involved and record all of the evidence prior to referring it up to a member of the SLT or child's Phase Leader.
- It is essential that all children involved are given an opportunity to explain what they saw or did.
- All incidents should be recorded on CPOMs under the appropriate category by the members of staff involved and the appropriate SLT member should be notified.
- If for any reason, it cannot be recorded on CPOMs then a written record should be made and added to CPOMS at a later time.

## **Referring “Fast Track” or “Step 4” incidents to a member of the senior leadership team**

- Fast track or Step 4 incidents should always be referred on the same day to enable the incident to be resolved as soon as possible
- Refer directly to the staff member indicated below.
  - *EYFS, Years 1 and 2*                      *Mrs Woods*
  - *Years 3 and 4*                              *Mr Miles*
  - *Years 5 and 6*                              *Mrs Sahota/Mrs Harrison*
- In the absence of all staff above, alert the head teacher (Mrs Bufton-Green).

## **Imposing appropriate sanctions/consequences for “Fast-Track” or “Step 4” Incidents**

- It is important that children are taught to understand that inappropriate behaviours will have consequences as this will help them manage their behaviour and make “good choices”.

### **Sanctions may include**

- *Year 5 and 6 detention will be issued*
  - *Missing part of a playtime/lunchtime during which they will be required to reflect on the choice they made and the impact of this on their learning and/or other members of our community*
  - *Being required to write a letter of apology*
  - *An internal exclusion – where a pupil is required to work in another class for a period of time (e.g. a morning or afternoon).*
  - *For extremely serious incidents, the headteacher also has the authority to exclude a child on a fixed-term or permanent basis*
- The sanction imposed will reflect the age of the child and the seriousness of the incident. These are at the discretion of the headteacher or senior leadership team dealing with the incident.
  - On some occasions the child may be required to miss a playtime and complete a ‘reflection’ sheet
  - If a child is Fast Tracked by an adult other than the class teacher, that adult is responsible for ensuring the class teacher is aware and logging the incident on CPOMs.

## **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)
- destroying items
- handing items to the police

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

## **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

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as “just banter” or “having a laugh” (KCSIE 2021)

## **Supporting Appropriate Behaviour; Curriculum and General Approaches**

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.

This policy recognises the need for a behavioural approach to reinforce a culture where sexual harassment and online sexual abuse are not tolerated.

As part of this process schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline
- Fundamental British Values
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

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 sanctions 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.

## **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
- Encouraging and praising where appropriate
- Diffusing any negative behaviour
- Being aware of and sensitive to the needs of other
- 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.

### **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.

### **Curriculum**

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies

- good behaviour
- self-discipline
- respect
- Fundamental British Values

### **Raising a concern**

CPOMs is used in the first instance to raise a concern and record the action taken. Weekly phase meetings allow staff to monitor behaviour through discussion with the phase leader. Children who are new to the school are monitored closely during their first term to ensure 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:

- 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.

## **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 Headteacher 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.

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.

## **Additional Strategies**

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

Parents will be informed and the situation will be reviewed regularly. With parent's 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)

## **Managing Pupils' 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
- Liaison with secondary schools
- PSHCEE lessons 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 Head of EYFS and Key Stage One will review this policy on an annual basis.

## APPENDIX 1

### Low Level Disruptive Behaviour

Shouting out or calling out when an adult is speaking

Running in the corridor

Talking in assembly

Behaviour that is disrupting others

Negative attitude to learning including to refusing to comply

Misusing equipment

Being in the wrong place at the wrong time

### Playground Low Level Disruptive Behaviour

Disagreements regarding friendships and resources

Accidentally hurting someone

Deliberately being in the wrong place

Being silly with food

Not tidying up after themselves

Not following instructions immediately

Being disrespectful to staff

Moving between the spaces at lunch in a way that could hurt people

## Appendix 2



GATEWAY SCHOOL  
GREAT MISSENDEN

### Our 5 Golden Rules

***We will use these golden rules to help us  
make the right choices***

**We show good manners at all times**

**We care for everyone and everything**

**We move around school quietly and calmly**

**We listen and respond appropriately**

**We keep our hands and feet to ourselves**