



# Gawber Primary School



## Behaviour Policy

September 2025

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Person responsible for the Policy	Dawn Bradshaw
Date Agreed by Governors	October 2025
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Is this Policy to appear on the school website	Yes

Headteacher's Signature	Dawn Bradshaw
Date	20.10.25
Chair of Governor's Signature	Emma Casimir
Date	20.10.25

*This policy was reviewed with reference to Behaviour in schools- Advice for headteachers and school staff September 2025*

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

## **Ethos**

At Gawber we strive to promote a happy, thriving school which mirrors our motto of '**A Caring Family School**'. Our intention is to have a calm, purposeful and caring environment based on fairness and mutual respect. We create an environment where behaviour is consistently good and all children can learn and feel safe.

### **Our Gawber Rules of Law**

***These are the most important rules that everyone in our school community are governed by- this includes children, staff, parents and governors.***

- We are respectful, tolerant and kind.
- We are fair and polite to everyone.
- We follow school rules to keep us safe, healthy and happy.
- We love and care for our planet

## **Behaviour Curriculum**

Excellent behaviour is an integral part of teaching and learning and we aim, throughout the curriculum, to provide opportunities for children to acquire and develop positive social, emotional and behavioural skills that will encourage effective learning, perseverance and the ability to work collaboratively and independently. When planning any area of the curriculum, staff take into consideration our agreed Key Drivers and the Rules of Law, encouraging our children to:

- Develop enquiring minds and a spirit of **curiosity**.
- Have high self-esteem – **respecting** themselves, others and the environment.
- Enthusiastic learners who are able to work **independently and collaboratively**.
- Are **aspirational** in all areas of the 21st century curriculum.
- Seek to build **resilience** through a focus on wellbeing for mind, body and spirit.
- Think **creatively** and meet new challenges with a smile.

The development of children' social, emotional and behaviour skills is discussed in depth through a structured PSHCE and RSHE curriculum and embedded across the rest of the curriculum and in every day school life. We focus on respect, fairness, managing feelings, tolerance, empathy and social skills. All behaviour in school (both positive and negative) is managed by referring to our Rules of Law. All children are clear on the expectations around behaviour and the way this behaviour will be recognised or sanctioned.

Our Rules of Law are directly linked to the core British values so that our children not only understand these but practise them every day.

## **Leadership and management**

All adults at Gawber model good behaviour. Leaders record and monitor any incidents of poor behaviour on our online management system CPOMS. The school leadership team are highly visible, with leaders routinely engaging with children, parents and staff on setting and maintaining the behaviour culture where everyone feels safe and supported. We pride ourselves on maintaining exceptional relationships with stakeholders so that there is consistency in expectations of behaviour, ensuring everyone contributes to our ethos of a 'Caring Family School'.

School leaders play a crucial role in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in maintaining the culture of the school.

We ensure that our staff have highly effective training on matters such as how special educational needs, disabilities, or mental health needs may at times affect a child's behaviour and each incident will be dealt with according to the needs of the individual child. Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, help us to inform effective implementation, and design, of behaviour strategies for specific children – making links to whole school approaches to mental health and wellbeing as set out in the Mental health and behaviour in schools guidance.

***The senior mental health lead in school is Dawn Bradshaw- headteacher***

## **The role of teachers and staff**

At Gawber all staff have an important role in developing a calm and safe environment for children and establishing clear boundaries of acceptable behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by our 'Rules of Law' and the school behaviour policy, so that children can see examples of good habits and are confident to ask for help when needed. Staff should also challenge children to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with children.

**All adults in school refer to our Gawber Rules of Law when discussing unacceptable behaviour with a child.**

Staff also receive clear guidance about school expectations of their own conduct at school (see code of conduct policy)

## **Staff training**

Training to support our behaviour approach at Gawber is ongoing and revisited regularly. This training includes internal training such as more experienced members of staff supporting staff new to the school with managing behaviour and expectations. We also access external training such as 'Team Teach' and training from external partners such as Banardos to support children with specific additional needs. Because we are a smaller school, we are in a privileged position that all our staff know our children well continually build positive relationships with them. Staff are able to regularly meet (often informally) to discuss how best to support our children. Weekly safeguarding update meetings allow all staff the opportunity to discuss strategies that are working well.

## **The role of children**

At Gawber we firmly believe that all our children deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. In order to achieve this the voice of our children is imperative. Our Rules of Law were created in conjunction with our school council and are now used by all stakeholders to embed our core values. Children understand that they have a duty to follow the school '**Rules of Law**' and have a wealth of opportunities to contribute positively to the school culture.

## **Leadership roles for Gawber children:**

### **Behaviour Leaders**

Often known within our school as Gawber 'big brothers and sisters,' these children carefully partnered with specifically identified younger children with the intention of working on highly individualise behaviour related targets so that they are able to fully engage and enjoy all areas of school life.

### **Lunchtime Monitors**

Children in Key Stage 2 volunteer to be lunchtime monitors when they feel that they can model good behaviour during unstructured times and support our youngest children in knowing what is and isn't acceptable when moving around school. They also support in the dining hall modelling mealtime etiquette and routines.

### **School Council**

Children are democratically elected by their peers after volunteering themselves to be part of the school council team. The school council are actively involved in setting and modelling rules and routines as well as helping to promote behaviour for learning.

### **Wellbeing Ambassadors**

After attending a series of sessions based on Cognitive Behavioural Therapy (CBT) led by the Senior Mental Health Lead, some children feel that they are able to support others with their own mental wellbeing journey. With the support of trained adults in school, they promote healthy attitudes towards mental health and teach other children about healthy habits.

## **Subject leaders**

Children with a passion or talent in an area of the curriculum, for example reading, are tasked with helping to promote positive behaviours and attitudes towards their chosen curriculum area.

All children are given the opportunity to feed back about their experience of behaviour and provide comments on the school's behaviour culture. Every child is supported to achieve the behaviour standards not only by adults but by other children too.

## **The role of parents and carers**

At Gawber we know that the role of parents and carers is crucial in helping us to develop and maintain good behaviour. To support the school, parents are encouraged to become familiar with the school's behaviour policy and, whenever possible, take part in the life of the school, the wider community and its culture. Parents have an important role in supporting the school's behaviour policy and are asked to encourage and reinforce the policy at home as appropriate.

Where a parent has a concern about management of behaviour, they are encouraged to raise this directly with the school while continuing to work in partnership with us. We aim to reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour and encouraging parents to celebrate children's successes. Where appropriate, parents will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

## **Taking account of individual child needs (SEND, gender, vulnerability, race, religion, culture, sexuality)**

At Gawber Primary School we are keen to ensure that we do not discriminate - through application of the behaviour policy - against children whose apparent inappropriate behaviour may be a result of their SEN, disability, racial and/or cultural background or any factors contributing to their vulnerability.

Therefore, when intervening with apparent inappropriate behaviour all adults accept that there will be circumstances in which some children may be treated according to their individual needs and take account of those individual child needs when applying sanctions. All stakeholders understand that to be fair to everyone our actions may not always look identical but will always have the best interests of the child at heart.

At Gawber we to manage behaviour effectively, whether or not the child has underlying needs so that all children can access all parts of what we have to offer. If a child is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

The law also requires schools to balance a number of duties which will have bearing on our behaviour policy and practice, particularly where a child has SEND that at times affects their behaviour. In particular:

- schools have a duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled child caused by the school's policies or practices;<sup>16</sup>
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;<sup>17</sup> and  
See chapter 6 of the SEND code of practice: 0 to 25 years.
- if a child has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school will always co-operate with the local authority and other bodies.

As part of meeting any of these duties, we aim to, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a child whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a child with a specific need to sit in sight of the teacher;
- adjusting uniform requirements for a child with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

**Our SENDCO is Rachael Smith.** She supports staff with advice regarding how best to manage the children with SEND. She is also responsible for seeking external support/ advice as appropriate.

### **Transition times**

At Gawber we recognise the importance of supporting children with transitions into school, between different classes and transition to secondary school. We do this in the following ways:

**Transition into FS2-** Children new to school will have several opportunities to visit and become familiar with the setting and expectations around behaviour prior to starting school. When a child is allocated a place at Gawber, parents/carers are invited to an initial meeting with the FS2 team and headteacher, where the key expectations around behaviour are shared. Children are then invited to a 'stay and play' session where they meet their new teachers and become familiar with their new setting. A further half-day visit in a group of ten enables the adults to establish relationships prior to the children starting school in September. Any child with additional needs will be invited for extra visits as appropriate, these may also include visits when the classroom is empty so they can explore in a less overwhelming way. During week 1 of school, parents/ carers have the option of their child attending part time to help them settle.

**Transition between classes**

Each year children will have an opportunity to move up to their new class prior to the end of the year. Children with additional needs will receive extra visits, as appropriate. Staff meet to discuss all the children in the class prior to these visits so that they can be made aware of how best to support the children and create the most effective learning environment.

**Transition to secondary school**

We work closely with our secondary feeder schools to ensure that children can access visits and taster days. Our SENDCO works with the receiving schools to arrange extra visits for children for whom this transition is likely to be more challenging. CPOMS is used to ensure that all behavioural incidents that have been logged throughout a child's time at Gawber are shared with the relevant bodies.

**Re-induction into school**

Very occasionally children may require some extra support with being re-introduced into school life and expectations. This will always be done working in conjunction with parents/ carers to ensure that this can be as successful as possible.

### **School organisation and routines**

It is essential that staff develop and maintain good relationships with children and each other by showing and expecting respect; by encouraging children to be polite by setting good examples and by being approachable.

Children should be constantly encouraged and expected to adhere to the school's motto of, 'A Caring Family School' meaning that we take care of each other, we respect our differences and celebrate our achievements.

We expect our children to treat each other how they wish to be treated themselves. We encourage our children to develop self-discipline and to always treat each other with respect and kindness.

### **Rewarding good/appropriate behaviour**

By rewarding success we maintain good behaviour. This may encompass any or all of the following.

- Non-verbal and verbal gestures.
- Written remarks appropriate for each child's work.
- Recognition of whole class behaviour and work.

### **Special mention assemblies**

A weekly event where good behaviour and work are celebrated.

### **Star reader**

A child is chosen from each class every week to be our 'star reader'. These are children showing positive reading behaviours and adhering to our core value that we are a 'reading school.'

### **Merit stickers**

Merit stickers are awarded to children for good work / behaviour. These are put onto sticker charts. Bronze, Silver and Gold certificates are collected throughout the year.

### **Class reward systems**

All staff use reward systems personalised to their classes such as points systems and marble jars.

### **Rewarding with responsibility**

Children aspire to become a leader in school and are rewarded for their efforts by becoming part of children's leadership teams eg 'reading leaders'.

### **Leavers' assembly**

This is an end of year event to celebrate year six achievements during their time at Gawber Primary School.

## **Attendance**

Punctuality and attendance are recognised and rewarded through a system of rewards such as certificates, badges and trophies.

## **'Amazing Me' display**

Any child who is proud of an achievement outside of school can share their success by having their photograph displayed on our 'Amazing Me' board in the central area.

## **Social Media**

Gawber School uses Twitter (X) and the school website to share positivity with parents/carers and the wider community.

## **Out of classroom supervision**

- The playground is supervised by at least three members of staff on duty during morning and afternoon breaks and eight dinner supervisors at lunchtimes. Children are encouraged to use playground facilities and games. Any persistent inappropriate behaviour is reported to the SLT.
- The playground is divided into safety zones to enable staff to monitor safety and behaviour closely. All staff wear a high visibility jacket so that children are able to quickly identify them and share any concerns- these can then be dealt with promptly.
- Children are encouraged by both staff and our year 5 lunchtime monitors to use all areas of school in an appropriate manner.
- Children who do not behave in an appropriate manner may be asked to accompany the teacher or dinner supervisor throughout the breaks.
- It may be necessary to liaise with parents if a child's behaviour is persistently inappropriate at lunchtime in order to resolve a problem.

## **Unacceptable discriminatory behaviour**

There is no place at Gawber for racism, sexually inappropriate behaviour, child on child abuse, homophobia, physical violence, bullying of any kind, vandalism, rudeness or bad language.

These kinds of behaviour will always be challenged.

## **It is the behaviour that is unacceptable not the child.**

Staff will:

- Check the child understands what they are in trouble for by asking.
- Establish they know that the behaviour is unacceptable.
- Focus on the effect the behaviour has on others.
- Discuss how the behaviour can be avoided in the future.
- Encourage the child to think of how they can learn from the situation.

## **Cyber bullying**

Any incidents of cyber bullying are dealt with immediately. Depending on the seriousness of the incident sanctions will include: talking to the children involved and where appropriate involving parents/the police.

## **Sexual harassment and child on child abuse**

On occasion, we have behaviour, which would fall into the category of sexual harassment and child on child abuse. This could be verbal, physical or online abuse. The school takes this kind of behaviour extremely seriously and we have a separate policy: *Sexual Harassment and Child on child Abuse*.

Please see this separate policy for how we would deal with any instances of behaviour that fell into this category.

## **Sanctions for unacceptable behaviour**

When sanctions are used staff must always be conscious of maintaining a child's self-esteem.

- Restrictions to any part of the school curriculum are not acceptable. Extra work e.g. maths, writing etc is not given as a sanction as this could create negative connotations around these subjects.
- The majority of incidents are initially dealt with by the adult responsible at the time to maintain equality of status for all adults working in school.
- Where possible, sanctions are immediate. It is necessary to have an escalating scale of sanctions for different kinds of incidents. The age and our understanding of the child's individual needs are taken into account when deciding the appropriate sanction and timings.
- Sanctions are not used as a punishment but as a means of learning from their behaviour.

## **The sanctions we use include:**

- Non-verbal e.g. shaking head.
- Ignoring negative behaviour and praising positive behaviour.
- A private verbal reminder about what behaviours are expected.
- Repeating a task if necessary to allow a child an opportunity to rectify what they have done.
- Time out – is to give children time to think about their behaviour. Time out can also be applied in the classroom e.g. child sitting by herself/himself if necessary. Time out must always be for a defined period of time and children must always be supervised.
- Staying with an adult e.g. walking round with teacher or dinner supervisor in the playground, staying in the classroom supervised by teacher if the sanction is related to the classroom. Children will see a member of the Senior Leadership team (SLT)

for a serious incident, which has wider school implications. Break times may be withdrawn for a defined period relating to the seriousness of the event-particularly have been behaving in an unsafe way in the playground.

- Children may be given a task/activity e.g. writing, drawing a picture to reinforce that certain behaviour is unacceptable.
- The school will notify parents/ carers and ask them to reinforce the messages around behaviour at home.
- Where appropriate parents will be asked to work in conjunction with the school to co-produce a plan to support their child with their recurrent behaviour.

### **The use of reasonable force**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among children. Staff are trained in de-escalation techniques to pre-empt situations where reasonable force may be required.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances 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 may not be used to search for other items banned under the school rules.

When considering using reasonable force staff consider the risks, any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

### **Confiscation**

The sanction of confiscation is applied in a reasonable and proportionate way. The aim of confiscating property is maintaining an environment conducive to learning - one that safeguards the rights of other children to be educated with regard to health and safety, threats to good order and the ethos of the school.

At Gawber Primary School, all adults have the authority to take or dispose of non-personal items or items that could be potentially harmful to themselves or others.

All adults have the right to take but **not** dispose of the following items:

Personal belongings- these items will be kept in the Headteacher's office and will be returned at the end of the school day.

Exceptions to the above include material that is inappropriate or illegal for a child to have such as a cigarette lighter, penknife, adult literature. This material should be referred to the headteacher, who will decide on the most appropriate action to take, followed by a letter to parents/ carers confirming the reasons for such action. The material may need to be stored safely until a responsible family adult can come to retrieve them if appropriate.

A child might reasonably be asked to turn out their pockets or to hand over an item that is causing disruption. Staff should note however that the legal power to search children currently only extends to weapons and to authorised adults only (a member of the SLT).

### **Midday supervisors**

Midday supervisors report any issues which arise. Informal discussions are held on a daily basis. In the playground and the dining hall the dinner staff are expected to be positive with the children. They have received training around the school Rules of Law and are asked to discuss behaviour with reference to these rules. If a child behaves inappropriately this should be brought to the attention of a member of staff. Any serious problems are reported directly to the class teacher, deputy head or head. A formal meeting is held weekly with SMSAs and the SLT to share any important safeguarding information.

### **Parents and carers**

Co-operation between parents/carers and staff is essential. If a pattern of unacceptable behaviour appears to be developing, parents work in partnership with school to help resolve the problem.

Parents can support school by helping us with the following:

- Following the school rules when in school.
- Making sure children arrive and are collected in time.
- Making sure children are not left unsupervised in the playground before school starts.
- Maintaining transparent relationships with school and keeping in contact regularly eg speaking with a member of SLT who is timetabled to stand by the gate welcoming families in the morning/after school

### **Expectations of positive behaviour off the school site**

At Gawber Primary School we have high expectations of the behaviour of our children when off school premises. This includes behaviour on activities arranged by the school, such as educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

## **Exclusions**

At Gawber we pride ourselves on our inclusiveness. However, in exceptional circumstances it may be necessary to exclude a child. Please see our separate procedures for the potential exclusion of a child. These can be found on our website under Key Information- Policies.

## **Monitoring and evaluating**

At Gawber Primary School we wish to know if this policy is working fairly. Poor behaviour is logged on our electronic system CPOMS. Information gathered and analysed will inform school improvement; contribute to the school Self Evaluation Form; and inform discussions with staff, governors, children (including through the School Council), parents and multi-agency staff about patterns of poor behaviour and steps taken to improve any behaviour concerns.

Evaluation of data takes place each term and an analysis of the data is provided to the Governing body. The audit outcomes will inform our School Improvement Plan and look to address any priorities arising.

## **Consultation**

To be fully effective, this policy needs support from the whole school community, so consultation is essential. The law now requires a governing body to consult the Headteacher, children, parents and carers, staff before making or revising its statement of principles. At Gawber Primary School we also believe that support is more likely if everyone is actively involved in the process of developing our policy as well as agreeing underpinning principles.

School adults, including governors, will be consulted through meetings and annual questionnaires and informed through governor meetings.

Children will be consulted through the school council and class discussions and they will be informed through assemblies and school council feedback/ pupil questionnaires.

Parents / carers will be consulted through annual questionnaires, parent events and target setting meetings and informed through the newsletter and the website.

## **Appendix 1**

### **The rights and responsibilities of schools, children and parents in ensuring an orderly climate for learning.**

At Gawber Primary School we recognise that promoting positive behaviour is the responsibility of the school community as a whole. For our policy to be implemented comprehensively, we acknowledge that there are specific roles and responsibilities for stakeholders:

#### **SCHOOL**

##### **Rights**

- *To make clear the school's statutory power to discipline children and that children and parents will need to respect this.*
- *To enforce their school behaviour policy – including rules and disciplinary measures.*
- *To expect children and parents' cooperation in maintaining an orderly climate for learning.*
- *To expect children to respect the rights of other children and adults in the school.*
- *Not to tolerate violence, threatening behaviour or abuse by children or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.*

##### **Responsibilities**

- *To ensure the whole school community is consulted about the principles of the school behaviour policy.*
- *To ensure that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.*
- *To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.*
- *To support, praise and as appropriate reward children's good behaviour.*
- *To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.*
- *To take all reasonable measures to protect the safety and well-being of staff and children, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.*
- *To ensure staff model good behaviour.*
- *To promote positive behaviour through active development of children's social, emotional and behavioural skills.*
- *To keep parents informed of their child's behaviour – good as well as bad.*

## CHILDREN

### Rights

- *To contribute to the development of the school behaviour policy, with every child involved in the consultation process.*
- *To be taught in environments that are safe, conducive to learning and free from disruption.*
- *To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.*
- *To appeal to the class teacher/ head teacher / governors, and if they believe the school has exercised its disciplinary authority unreasonably.*

### Responsibilities

- *To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.*
- *To act as positive ambassadors for the school when off school premises.*
- *Not to bring inappropriate or unlawful items to school.*
- *To show respect to school staff, fellow children, school property and the school environment.*
- *Never to harm or bully other children.*
- *To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.*

## **PARENTS/ CARERS**

### **Rights**

- *To contribute to the development of the school behaviour policy.*
- *To be kept informed about their child's progress, including issues relating to their behaviour.*
- *To expect their children to be safe, secure and respected in school.*
- *To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary.*
- *To appeal to the class teacher/head teacher / governors if they believe the school has exercised its disciplinary authority unreasonably.*
- *To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel.*

### **Responsibilities**

- *To respect the school's behaviour policy and the disciplinary authority of school staff.*
- *To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.*
- *To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.*
- *To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.*
- *To be prepared to work with the school to support their child's positive behaviour.*
- *To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.*

**BEHAVIOUR POLICY**

Please keep the attached Behaviour Policy for your information then sign and return this sheet to clarify that you are aware of and have read Gawber Primary School Behaviour Policy.

NAME OF CHILD: .....

SIGNED: ..... DATE: .....  
Parent/Carer