



GOBOWEN PRIMARY SCHOOL

BEHAVIOUR POLICY AND GUIDANCE

The school has a positive, proactive approach to behaviour management. We believe that children should be praised for their efforts and achievements, as well as being made aware of their rights and responsibilities, relevant to their age and development. Everyone in the school is encouraged to take responsibility for their choices, and the positive or negative consequences that accompany these. By recognising our emotions, and with frequent reminders of their positive qualities, everyone is encouraged to take time to respond appropriately, in ways which enable them to be proud of themselves, and to reflect when this is not the case. This will create an ethos in which everyone feels valued as individuals within a school environment which cares.

AIMS

At Gobowen Primary School, we aim to:

- Encourage a positive and purposeful environment where children can enjoy learning and are **ready** to learn to the best of their ability.
- Encourage an appreciation of a wide range of cultures and beliefs, treating all others with **respect**.
- Create an atmosphere where all children feel **safe** and valued - as individuals and part of groups.
- Help children to understand what acceptable and unacceptable behaviour in various contexts is.
- Encourage everyone to take responsibility for their own choices.
- Celebrate success, effort and achievement.
- Encourage all partners – children, parents/carers, staff, external agencies and governors – to work together to solve any problems which may occur.

PRINCIPLES

The core of our behaviour for learning policy is as follows:

READY – being prepared to learn and participate

RESPECT – showing kindness, courtesy, and consideration to others

SAFE – making choices that ensure everyone feels secure and supported. We know that people who feel safe, cared for, appreciated and respected are more likely to make good choices than those who do not.

CLEAR – everyone needs to know what is expected of them, where, when and why.

CALM – to make good choices everyone needs to take time to respond rather than react, and consider the viewpoints of all concerned. Everyone is encouraged to model the behaviour they want to see at all times.

CONSISTENT – the positive and negative consequences of behavioural choices need to be consistently and calmly applied, whilst clarifying the difference between these behavioural choices and the person themselves.

RIGHTS - RESPONSIBILITIES - RULES - ROUTINES

Rights of pupils	Rights of staff	Rights of parents/carers
<ul style="list-style-type: none"> ➤ To feel safe ➤ To be treated with respect ➤ To learn ➤ To be heard 	<ul style="list-style-type: none"> ➤ To feel safe ➤ To be treated with respect ➤ To be able to teach ➤ To be heard 	<ul style="list-style-type: none"> ➤ To feel safe ➤ To feel welcome in school ➤ To be treated with respect ➤ To be heard
Responsibilities of pupils	Responsibilities of staff	Responsibilities of parents/carers
<ul style="list-style-type: none"> ➤ To keep self and others safe ➤ To treat self & others with respect ➤ To accept responsibility for own choices ➤ To demonstrate school values at all times ➤ To reflect on own behaviour 	<ul style="list-style-type: none"> ➤ To keep self & others safe, cared for & well nurtured ➤ To treat self & others with respect ➤ To model desired behaviours & school values at all times ➤ To provide opportunities to learn and make good choices ➤ To reflect on own behaviour and practice 	<ul style="list-style-type: none"> ➤ To keep self & children safe, loved & well nurtured ➤ To treat self, children & others with respect ➤ To model desired behaviours at all times ➤ To provide opportunities to help learn about the wider world & support school learning ➤ To reflect on own behaviour.
Values for pupils	Values for staff	Values for parents/carers
appreciative attentive caring cooperative curious friendly independent positive resilient respectful responsible thoughtful truthful		
Routines for pupils	Routines for staff	Routines for parents/carers
<ul style="list-style-type: none"> ➤ Attend school every day ➤ Be punctual ➤ Move about school calmly & with consideration for others ➤ Keep to class routines ➤ Be ready to work to the best of your ability in every lesson. ➤ Bring correct equipment/letters to home and school each day 	<ul style="list-style-type: none"> ➤ Be ready for lessons to start on time ➤ Be organised and prepared, ensuring curriculum requirements are met ➤ Ensure work is regularly marked ➤ Ensure consequences are applied consistently 	<ul style="list-style-type: none"> ➤ Maintain consistent home routines - mealtimes, hygiene, sleep and social activities. ➤ Ensure children attend school daily & on time, ready to learn ➤ Help children complete homework on time ➤ Liaise with school regarding any concerns or factors which may affect your child's learning.
Governor's Roles and responsibilities are outlined in the Governing Body's Statement of Behaviour Principles		

DIFFERENTIATION OF SUPPORT TO CATER FOR THE NEEDS OF PUPILS

The school recognises its legal duty (**Equality Act 2010**) to prevent pupils with a protected characteristic from being at a disadvantage. Our approach to challenging behaviour **may** be differentiated to cater to the needs of the pupil.

The school will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from the LEA Inclusion Team, specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

TRAINING

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

SUPPORT FOR POSITIVE BEHAVIOURAL CHOICES

We use a variety of strategies to support, promote, encourage and celebrate high standards of behaviour and achievement.

CURRICULUM DEVELOPMENT

The school has achieved the **GOLD Rights Respecting School** status, by meeting specific criteria.

All classes teach techniques and practices that aim to improve focus, encourage an awareness of emotions, build emotional resilience and the ability to consider responses to situations rather than reacting.

The school supports a 'restorative justice' approach to conflict resolution, whereby the 'victim' can address the 'perpetrator' to help explain how they have been affected (thus increasing self-responsibility & compassion) and have input into any consequences that may result.

School values are displayed in each classroom and around school and are the topic of assemblies and SMSC lessons.

HOME/SCHOOL LINKS

Where there are particular concerns about any pupils' behaviour or emotional wellbeing, a variety of strategies may be discussed with them and/or their parents/carers. This can include home/school link cards or books, with individualised SMART (specific, measurable, achievable, relevant and time limited) targets and rewards. All these strategies include elements of self-reflection by the pupil, encouraging ownership of their choices. These strategies may focus on specific behaviours to be changed or may be used to provide positive evidence to increase self-esteem.

SCHOOL COUNCIL

The elected School Council discuss behaviour in school as an agreed standing agenda item and have implemented several strategies to support this e.g. Time Out provision during lunchtime, manned by trained Peer Mentors.

INCENTIVES AND REWARDS

Pupils need to know the incentive strategies the school or a class uses; how the incentive is earned; and that the award of incentives is 'fair'. When an incentive is awarded it must not be withdrawn.

Incentives need to be consistently implemented by all school staff, but also carefully 'managed' to ensure all pupils receive genuine, appropriate, frequent, positive feedback. Class-based incentives and rewards are varied according to the developmental ages of the children.

Staff and pupils recognise children who have excelled in demonstrating our School Values by giving class rewards. Rewards differ from class to class to reflect the age of the pupils e.g. Dojo Points, Good to be Green.

ACHIEVEMENT ASSEMBLIES

Staff and children nominate members of each class to receive certificates during weekly, Friday, achievement assemblies. Members of staff from each class share the reasons for each nomination with the rest of the school. These assemblies are also an opportunity to celebrate pupils personal achievements.

PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. Information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Emotional

Being unfriendly, excluding, tormenting

Physical

Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial

Racial taunts, graffiti, gestures

Sexual

Explicit Sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal

Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying

Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our **anti-bullying policy**.

MALICIOUS ALLEGATIONS

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our **safeguarding policy** for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

EXPECTATIONS OF BEHAVIOUR

Gobowen School believes that there are 5 key areas to ensuring that pupils are ready and able to learn. These are reviewed half termly as part of **Pupil Learning Reviews** and are shared with parents during Parent Evenings. The 5 key areas are:

BEHAVIOUR

As part of our Teaching and Learning policy, an agreed pathway of choices and consequences is visible in all classrooms and consistently applied by all staff in order to create a **safe, respectful** working environment where everyone is **ready** to learn. These behaviours align to the School Values and include:

- Treating yourself, others and property with respect at all times.
- Keeping hands, feet and objects to yourself
- Allowing others to learn by keeping to class charters
- Accepting the consequences of your behaviour
- Being honest with others and yourself
- Trying your best at all times
- Asking for help if you need to
- Demonstrating School Values at all times

Disruption to lessons is taken very seriously and is not acceptable. Persistent disruption can lead to fixed term exclusion or even permanent exclusion. As a last resort, physical intervention (held safely) may be used if the child becomes a danger to themselves or others. This may result in having to take a child out of the class due to the health and safety of others.

ATTENDANCE

Pupils must attend school every day. A minimum attendance of 95% required. ANY absence will have an impact on pupil's learning, progress & achievement and will only be authorised by a note or telephone message from those with parental responsibility. **HOLIDAYS MUST NOT BE TAKEN IN TERM TIME**

PUNCTUALITY

Pupils need to be punctual. The school opens at 8.45am and registration closes at 8.55am. Any pupil arriving after 8.55am will be registered as **late** – late arrivals affect the learning of the **whole class**.

UNIFORM

Pupils must arrive at school appropriately dressed i.e. clean uniform, clean shoes, appropriate hairstyles, no make-up, one pair of stud earrings (maximum) for those pupils who wear earrings.

EQUIPMENT

The school will provide children with the equipment that they need for lessons. Pupils must make sure that they have any additional equipment on the correct day e.g. PE kit, Forest School, Educational visits etc.

Pupils must place their bags, coats, water bottles and packed lunches in allocated areas.

Pupils must help to keep all our school spaces tidy and clean by clearing up behind themselves.

Behaviour in school is generally very good but we all make mistakes sometimes – with help we can make the right choices more often and be even prouder of ourselves!

THANK YOU FOR YOUR SUPPORT.

LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

LAST REVIEWED: NOVEMBER 2025