



Goodrich Community Primary School

Behaviour Policy

Promoting Positive Behaviour for Learning

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

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](#)

[Keeping Children Safe in Education](#)

[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 must publish their behaviour policy online

Roles and responsibilities

The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

What do we mean by good behaviour?

By 'behaviour' we mean the things we say and we do. We recognise that children learn by example. We aim to provide children with a positive image of harmonious relations and courtesy between all the adults and children who work in and for Goodrich.

In our school we believe in setting good examples and in having high expectations. Our high expectations of behaviour apply to all children when they are in school, on educational visits or visiting places on behalf of the school.

All adults working with Goodrich children have a responsibility for behaviour. Children also have a responsibility to behave well and the right to expect others to behave well towards them.

Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

It is our belief that behaviour is learnt, we aim to teach children how to behave well and how to be considerate and self-disciplined individuals.

Our expectations of Goodrich children

We expect children to:

- Learn well and to the best of their ability
- Support the learning of other children by behaving well
- Help others to learn

- Use time and resources carefully and wisely
- Talk to everyone in a polite and courteous way
- Listen to everyone carefully and try to see each other's point of view
- Show respect for others and their personal space
- Be tolerant of and respect each other's culture and background and differences
- Be a good role model for others
- Accept responsibility for their own behaviour; acknowledge the impact of their action(s) and make an effort to 'put things right'
- Try to resolve disagreements and arguments themselves before referring to an adult for help
- Be patient with others
- Behave in a safe way
- Respect their own and each other's property and personal belongings
- Respond appropriately to teaching and support staff and parents/volunteers working in the school and on school visits
- Look after the school building and equipment
- Share resources and responsibilities
- Arrive in school on time each day
- Follow whole school rules:

Golden Rules

1. Work hard every day to achieve your very best.
2. Give value to all that you do.
3. Help others to value all that they do.
4. Strive to be kind to everyone in our school.
5. Be honest.
6. Be trustworthy.
7. Be punctual.
8. Look after the school and everything in it.
9. Be courteous (say please, thank you and open doors for all)

Playground rules

1. Play safe, friendly games
2. Stay in sight of an adult
3. When the bell goes, stop playing, listen and calm down
4. Walk quietly to your classroom
5. If you fall out – try to make friends quickly
6. If you need help at playtime – ask a buddy or tell an adult on duty
7. Talk pleasantly to others
8. If there is trouble tell an adult
9. Follow the 3 rules of response to conflict: Use your words, Walk away, Tell an adult.

Inside the school rules

1. Walking quietly and sensibly inside the building
2. Ask permission to go to the toilet or to leave the classroom area
3. Come to school and leave school through the correct times each day
4. Wear your school uniform (safe, sensible clothes and shoes to school)
5. Leave jewellery at home except for watches and/or stud earrings
6. Children should not bring sweets or drinks other than water to school

7. Bring your P.E. kit to school
8. Take care of your own property and the property of others
9. Report problems to an adult
10. Clear up after yourself, keep shared areas tidy

How do we promote good behaviour?

Our approach to good behaviour at Goodrich is based upon the understanding that positive actions are more effective than negative ones. Therefore in our school we use the following methods of helping children to learn recognise and adopt behaviour that is positive and rewarding.

Frequent use of praise

All teaching and support staff are committed to recognising and promoting good behaviour. This involves noticing it, commenting upon it, sharing it with others.

‘Look how well (name the child) is putting the things away.’

‘Well done (name of child) for lining up so quietly and sensibly.’

‘Thank you (name of child) for saying excuse me and for not pushing past.’

‘Well done year? – you are still listening so carefully today.’

Staff will refer children who are behaving or learning well to other adults in school for them to reinforce the praise that is being given.

Teaching children about good behaviour

Through our P.H.S.E. curriculum children are frequently involved in stories, assemblies, planned activities, learning opportunities and games which teach them about good and appropriate ways of behaving. We support children to become caring, contributing and conscientious members of our local community. We teach children about independence and about our dependence upon each other and how important it is to recognise their rights, their responsibilities and their relationships with the wider world.

We help children to:

- Recognise right and wrong
- Follow good examples
- Share and take turns
- Learn and play co-operatively
- Use resources wisely and carefully
- Help others
- Know when to report problems to adults who can help

Talking it through

At Goodrich we talk with children either individually, in a group or as a whole class about concerns about behaviour. The class will engage in discussion about types of behaviour which are causing difficulty for an individual child or group of children. The teacher uses this time to teach children specific strategies for problem solving and managing conflict.

These include:

- Taking turns at speaking
- Learning how to listen to other people’s views
- Caring for the self-esteem of all group members

- Knowing the difference between ‘telling tales’ and ‘reporting concerns’
- How to make it safe for all children to be able to express their views
- Learning how to identify specific incidents and complaints
- Learning how to draw generalisations
- Identifying possible solutions
- Ensuring equality of opportunity and equality of access (to attention, equipment, support)
- Using the strengths and support of the group to help solve a problem and to monitor how the solution is working

Raising self-esteem

Children whose behaviour distracts them or others from their listening are often unhappy, may feel insecure and have low self-esteem. At Goodrich we aim to raise the self-esteem of each child by:

- Knowing and using their preferred names
- Knowing their family connections and something of their life outside school
- Recognising and using individual strengths, abilities and skills
- Avoiding stereotypes and stereotyping
- Having high expectations of each child
- Making time to relax with and listen to individuals
- Ensuring that mistakes are dealt with and then forgotten
- Being seen to deal evenly and fairly with all children
- Noticing and responding to a child in difficulty
- Making sure all children are well cared for, safe and secure in school
- Confronting hurtful remarks and reaffirming that the remarks are not valid
- Listening carefully to both sides of a story where there is confusion or disagreement before making a decision
- Apologising if we make mistakes
- Planning group and class activities designed to promote self-esteem
- Working with our Learning Mentor team either 1:1 or in small groups.

Building a partnership with families

We recognise that when a child’s family and school agree and work together the child is more able to behave well because the child is receiving consistent and supportive messages.

We aim to build a partnership with parents and carers by:

- Regular communications with families about each child’s learning, behaviour and well being
- Regular opportunities to meet and share ideas
- Informing families if difficulties arise
- Encouraging families to keep teachers informed of any difficulties that may arise for the child
- Dealing with difficulties and problems in a confidential, professional and open-minded way
- Letting families know about school policies, arrangements and practices
- Encouraging parents and carers to trust the school to deal appropriately and sensitively with difficulties that may arise
- Learning Mentors available for support and guidance.

This includes for example:

- Staff changes

- Playtime arrangements
- Lunchtime arrangements
- Learning planned for each class
- Aspects of school life under review and development
- Working with agencies such as, the educational psychologist, therapists or the school nursing service, to support parents and carers in meeting individual children's needs
- Providing opportunities for families and staff to meet and exchange views. This includes parent teacher appointments and curriculum evenings
- Providing opportunities for families and staff to meet at social events

What kind of rewards do we use in Goodrich School?

Praise

Children who behave well and appropriately are praised. At Goodrich we believe that praise is the most powerful tool in maintaining high standards of behaviour. Praise is freely given and is targeted to actions. The praise is given in a number of forms for example:

- Verbal
- Written
- Friendly word or gesture
- Referral to another adult
- Entry in the praise book and praise assemblies
- Shared with families
- Green Outstanding Behaviour Certificate slips

Golden Tickets

All adults who work in classrooms around the school have the option to send children to the Deputy Head Teacher's office to receive a *Golden Ticket*. The tickets are issued to children who have completed an outstanding piece of work. The Deputy Heads record each child's name, and celebrate each child's accomplishment they also issue a Deputy Head Teacher sticker. On the third occasion that the child is issued with a *Golden Ticket* the child also receives a badge. This system of recognising children's individual efforts to improve and succeed is valued by the children, who take great pride in returning home with a sticker or badge, which visibly identifies the accolade that they have received.

Goodrich Gold Book

Each half term two children from each class are nominated for the Gold Book. One of the nominations is made by the children in each class who vote democratically, in a secret ballot. The other nomination is submitted by the class teacher. It is important that voting is completed in this way in order to ensure fairness and to avoid 'popularity contests'. The nominated children's names are written in the Gold Book. The Gold Book is kept in the reception area of the school so that all visitors can read the names of children who have been entered. The parents/guardians of nominated children also receive a letter celebrating their child's success.

These nominations allow peer groups and teachers to value and recognise positive behaviour for learning.

Informing families

We aim to communicate good news! This can be informally shared before or after school during collection or drop off. Children who have particularly well behaved at school are awarded a 'green slip' which identifies the positive behaviour which they can bring home to share.

Green Outstanding Behaviour Certificate Slips

Green 'Outstanding Behaviour Certificate' slips are awarded for children who have been noticed behaving in an exceptional way and going beyond the Golden Rules. Any staff member can award these to a child and they should be given directly to the child once completed. These are then 'posted' into a box held by the Phase Leaders who give out these certificates weekly in their assembly to celebrate the child's outstanding behaviour. These are encouraged to be taken home to be shared with their family.

Celebration Assembly

Each week KS1 and KS2 gather together for weekly 'Celebration Assemblies'. Two children from each class are nominated, usually by their class teacher, to receive a Celebration Certificate. The children are applauded and at the end of the day they take their certificates home to share their achievement with their families. This helps us to celebrate individual progress and attainment and to reinforce ritualistically that we are a school that celebrates achievement.

What kind of behaviour is not acceptable?

1. Ridicule, name calling or verbal abuse of any kind but especially sexist, racist, homophobic, religious or ability/disability name-calling
2. Deliberate acts of aggression
3. Bullying (threatening, picking on, excluding or intimidating another person)
4. Stealing or destroying property
5. Swearing or using offensive and insulting language
6. Leaving the school building, learning area or grounds without permission
7. Stopping others from learning or interfering with others' learning
8. Refusing to follow a reasonable instruction
9. Arriving late or missing school without a good reason
10. Telling lies or being untruthful

Serious misbehaviour is defined as:

1. Repeated breaches of the school rules
2. Any form of bullying
3. Sexual violence, or sexual assault (intentional sexual touching without consent)
4. Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
5. Vandalism
6. Theft
7. Fighting
8. Smoking
9. Racist, sexist, homophobic or discriminatory behaviour
10. Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We monitor children's behaviour to identify any patterns in order to help identify the reason for the behaviour and possible solutions.

Solutions can be:

- Additional PSHE / Assemblies
- Supporting the child in managing their behaviour through either 1:1 or group support / education (Teacher, Teaching Assistant, Learning Mentor)
- Providing alternative provision to support the child
- Holding Team Around the Child/ Family meetings to support partnership in improving behaviour
- Working with outside agencies
- Seeking support and guidance from Summerhouse Pupil Referral Unit.

What kind of sanctions do we use at Goodrich?

When necessary we use the following sanctions:

- Verbal reprimand and request for or reminder of appropriate behaviour
- Withdraw from a group or the room for reflection for a few minutes
- Withdrawal from the class for a longer period of time
- Referral to another member of staff or to a senior member of staff
- Writing a letter of apology or making restoration (putting things right)
- Loss of playtime/ lunchtime
- Asking the child to make up for wasted time (e.g. finishing learning at playtime or at home)
- Letter or phone call to parent or carer
- Internal exclusion
- Formal fixed term exclusion

Red and Yellow Slips

Red and yellow slips are used by all members of staff who work directly with children, to identify disruptive behaviours. We have developed a list of behaviours which we have categorised to define degrees of seriousness. Adults can refer to this list to ascertain the agreed course of action to take in response. Most behaviour issues will be managed by Classroom Teachers. More serious behaviour will be managed by, in order: Phase Leaders; Deputy Head Teacher; Head Teacher using our Behaviour Escalation Ladder.

Yellow slips are used to record moderate behavioural issues and red slips are used to record serious behavioural issues. When the slips are completed and the behaviour has been addressed by the correct adult, the slips are sent to the Phase Leader. The Phase Leader monitors the quantity and regularity of slips being issued to individual children. This collection and analysis of this data allows us to identify patterns of behaviour. This may lead to specific informed interventions, meetings with parents or to the identification of training needs within our staff team.

This system has been designed to help us to identify children who are regularly displaying behaviours which inhibit their learning. We believe that by monitoring children and tracking their progress that we will become more effective at improving behaviour for learning across the school.

Exclusion

Very rarely it may be necessary to exclude a child.

Exclusion from school may be:

- a. For a lunchtime only
- b. For a fixed period (e.g. 3 days)
- c. For an indefinite period
- d. Permanent (although this has not had to be used)

Parents are always notified of the reason for the length of an exclusion and have the right to appeal against an exclusion to the Governing Body.

The Head Teacher is responsible for decisions regarding exclusion from school. For children with identified specific needs, the Head Teacher will make reasonable adjustments when considering an exclusion.

A child who has been excluded for a period will be brought into school by their parent/carer to attend a return from exclusion meeting with a member of the Senior Leadership Team. The child will then be permitted to re-join the class.

Physical restraint

We only use physical restraint if it is necessary to hold children to stop them hurting themselves or others. We have a de-escalation and physical restraint policy, please ask for or email the school office if you would like a copy.

What if your child's behaviour causes serious concern?

Children at Goodrich behave well and relationships are good. However we do recognise that for some children good behaviour is a problem and impacts on their own and others learning, safety and well-being. For these children we may need to adopt a specific course of action to help the child learn how to behave appropriately.

This may include:

- Full involvement of the family in order that they are fully aware of the nature of the concern and are enabled to support the school
- Referral to internal or external support as appropriate
- Focussed support in school
- Assessment by an Education Psychologist
- Referral to child and adolescent mental health services (CAMHS) or other external; professionals
- Referral to Summerhouse Pupil Referral Unit

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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 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.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Safeguarding

Goodrich recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Anti-bullying statement, procedures and reporting

Our commitment

We are committed to providing a caring, friendly and safe environment for all of our children and adults so that they can learn, play and communicate in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable in our school. If bullying behaviour does occur all children and adults should be able to tell and know that all incidents will be dealt with promptly and effectively. We believe that ignoring bullying is wrong and must be challenged.

As part of our rights and responsibilities in Goodrich everyone who witnesses or knows about a bullying incident has a duty to intervene, to get help and to report it.

Defining

At Goodrich we define bullying 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
- Causes the victim(s) long lasting fear, anxiety or harm to another person or group of people and/or makes them feel unhappy, embarrassed or insecure about themselves.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

What kind of behaviour is not bullying?

- Occasional loss of temper
- Hurting by accident
- Teasing or having a joke which is received in good spirit
- Falling in and out with friends
- Minor disagreements
- Not being friends with someone, not inviting someone to your party
- A disagreement or fight between two people of equal strength or qualities

What kind of behaviour constitutes bullying behaviour?

- Hitting, kicking, pushing, threatening
- Nudging, whispering, sniggering, facial expressions, gestures
- Making someone do something they don't want to do
- Preventing someone from doing something they want to do
- Putting someone down (belittling or embarrassing or humiliating)
- Being domineering or controlling (bossy)
- Forcing someone to be your friend – making it uncomfortable or risky for them if they are not
- Making fun of someone's race, ethnic origin, faith, culture, religion, name, appearance, accent or family
- Making sexist or sexually abusive comments
- Using homophobic language as insults, putting people down on the basis of sexuality of family members
- Online or cyber bullying e.g. posting offensive messages on websites or chat rooms, sending offensive text messages or emails or bullying the victims via their mobile phones
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs

Recognising

We recognise that when bullying takes place some or all of the following features may be present:

- It is constant, frequent or repetitive
- It is deliberate
- It is often accompanied by a threat not to tell
- It is not always obvious who the bully is or might be
- It can be a group of people, sometimes led by a bully
- It is often focused on individual differences (skin colour, size, ability, home circumstances)
- It can be emotional or psychological (for example whispering about someone, excluding them from a group, staring and laughing)
- It is often subtle and not easily detected by adults who could respond
- The bully is usually seen to be more powerful or empowered than the receiver (either by being stronger or bigger or older or cleverer or by belonging to a majority group)

Above all, at Goodrich we define bullying by how a person who is bullied feels, rather than what a bully does.

In our school the person who feels bullied will be called '*the receiver*' and the person who is bullying will be called '*the perpetrator*'.

Children are encouraged to 'support and report' – if you know someone has been bullied support them, but also report the incident or knowledge to an adult.

Taking action

We will ensure that all incidents are dealt with fairly and consistently.

In all incidents of bullying we will:

- Gather as much information as possible straight away from the receiver and any possible witnesses
- Report the incident to the class teacher(s), Phase Leader, Deputy Head Teacher / Head Teacher
- Ensure that an investigation begins within two working days
- Record exactly what has happened and make careful notes on each stage of the investigation
- Use a proforma for recording incidents
- Make sure that all teaching and support staff know about the incident in order for them to be vigilant and responsive
- Contact parents of the bully and the receiver in order to enlist their support
- Explain the consequences of the incident(s) to all parties concerned

Responding

In all cases of bullying behaviour we will:

- Show that there is a united response, this is one of strong disapproval
- Reinforce our belief that behaviour is learned and can be changed and help the bully to change their behaviour
- Implement strategies to help this change
- Involve the bully in the solution, using the principles of restorative justice (how can they help/what can they do?)

Bullying is not tolerated at Goodrich and if a child or adult refuses to acknowledge their behaviour as bullying or refuses to realise the necessity to change that behaviour then appropriate sanctions will be enforced.

Zero-tolerance approach to sexual harassment and sexual violence

Goodrich will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Our response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- Loss of playtime/lunchtime
- A period of internal exclusion (length dependent on incident)
- Moving class
- Fixed-term (length dependent on incident) or permanent exclusion

The response to each incident will be proportionate. For example, a 'lower-level' incident such as a sexist comment would be addressed through education, our curriculum and the way we promote respect.

Goodrich will also balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s) and consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

The use exclusion from school will only happen in the most severe cases, for example if the police recommend to us to exclude a pupil after an incident of sexual assault. If this happens and the pupil remains in school, we will put mitigations in place to protect other pupils, such as keeping that child in isolation.

Goodrich has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public

- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Pupil transition

To ensure a smooth transition to the next academic year, pupils have transition session with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

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

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

We are very proud of behaviour at our school and this policy serves to keep all members of our school community safe and free from harm.

If at any time you have any comments or concerns regarding behaviour at Goodrich, please contact our school office who can guide you to the best person to help you.

Appendix 1:

Governors' written statement of behaviour principles

We, the Governing body of Goodrich Community Primary School, believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included. We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.

It is important to us that:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

We will create a culture in which empathy, respect, trust, courage and gratitude are explicitly and implicitly taught within our school community in which every voice is valued and everyone is empowered to be the best that they can be.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.