

# Gorse Hill Primary School



## Behaviour and Relationship Policy

|                                 |              |
|---------------------------------|--------------|
| Date of Policy                  | January 2023 |
| Ratified by Governors           |              |
| Signature of Chair of Governors |              |
| Reviewed                        |              |
| Date of next review             | January 2024 |

# Gorse Hill Primary School

## Behaviour and Relationship Policy

At Gorse Hill Primary School, we pride ourselves in 'working together to do our best'. Our policies and procedures reflect the inclusive ethos of our school and its mission statement and values. Gorse Hill Primary School is embarking on the journey to become a UNICEF Rights Respecting School and developing a Whole School Charter based on our school values and the UN convention of the rights of the child.

### **1 - INTENT**

**This policy aims to:**

- Provide a consistent approach to behaviour management based on an agreed set of values and positive relationships between staff, pupils and families.
- Outline expectations of pupil behaviour.
- Define what we consider to be undesired behaviour, including bullying.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour and relationships management.
- Outline our system of recognition of desired behaviours and our approach to dealing with undesired behaviours

### **2- Legislation and Statutory Requirements**

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

- [Behaviour in Schools 2022](#)
- [Searching, Screening and Confiscation in Schools 2022](#)
- [The Equality Act 2010](#)
- [Use of Reasonable Force Advice](#)
- [Supporting Children with Medical Conditions](#)
- [Keeping Children Safe in Education 2022](#)

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](#)

- [Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour](#)
- [DfE Guidance explaining that maintained schools should publish their Behaviour and Relationships policy](#)
- [Mental Health and Behaviour in Schools](#)
- [Suspension and Permanent Exclusion Guidance](#)

### **3- Implementation**

**The Behaviour and Relationship Policy is based on the following principles:**

- All behavior is a form of communication and reflects the emotions a child is experiencing. At Gorse Hill Primary School, we believe that children are able to develop the ability to self-regulate their emotions and behavior.
- Through integral relationship building, our goal is to teach pupils how to manage their emotions, develop self-control, to consider others' feelings, to consider consequences and to make thoughtful decisions to help them to grow up to become kind and responsible people who can enjoy successful relationships, better mental health and more meaningful lives. We use Zones of Regulation to facilitate this.
- As a Rights Respecting School, we are developing an agreed whole school charter, collaborated upon with the children based on the School Values, being at the heart of all practice.
- Behaviour Management is based on positive relational practice.
- At Gorse Hill Primary School, Golden Time is an integral part of our Behaviour Management, and is used to effectively manage desired behaviours.
- Where children have additional needs which impact on their behavior; school will make every effort to support them whilst maintaining the safety and well-being of other pupils and staff within the school. External support and advice will be sought where necessary.
- A whole school, positive approach to behaviour management including individual strategies where appropriate based on the school values.
- A balanced system of recognition of positive behaviours to support pupils in developing resilience, regulation, self-determination and responsibility for their own actions.
- Undesired and unsafe behaviours will be addressed through support systems involving reinforcement of desired behaviours and the teaching of self-regulation. In case of serious incidents of undesired behaviour, sanctions may be required. Plans for development of desired behaviours will be put in place in collaboration with parents/carers.

- All children have access to pastoral support, either with class staff or with the pastoral team where necessary (ELSA, Learning Mentor, Place2Be, Play Therapist).
- A collaborative approach between school, pupil and home to support a positive behaviour ethos.
- Early identification of specific issues which may impact on emotions and behaviour. At the beginning of each new academic year, we have TAC (Team Around the Child) Meetings, between the previous and new class teacher and the Learning Mentor, SENDCo and Head teacher to discuss any relevant issues that may affect pupils behaviour.
- High expectations of behaviour standards for all, in line with the school values.
- Teachers will plan and deliver lessons which challenge and motivate pupils to engage with their learning.

### **3- Roles and Responsibilities**

#### **3.1 The Governing Body**

The Governing Body of Gorse Hill Primary School is responsible for reviewing and approving the Behaviour and Relationships Policy.

The Governing Body will review this Behaviour and Relationship Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

#### **3.2 The Head Teacher**

The Headteacher is responsible for reviewing this Behaviour and Relationships Policy in conjunction with the Governing Body, giving due consideration to the key areas of being a UNICEF Rights Respecting School: wellbeing, participation, relationships and self-esteem. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with undesired behaviour, and will monitor how staff implement this policy to ensure recognition and sanctions are applied consistently. The Headteacher has a legal duty to ensure its Behaviour and Relationships Policy is available for parents on the school website and as a hard copy if required.

#### **3.3 Staff**

**Staff are responsible for:**

- Planning and delivering engaging lessons that stimulate and challenge pupils to learn is a key factor when reducing low-level behavior incidents. Teachers are encouraged to reflect, 'Is my lesson worth behaving for?'
- Implementing the Behaviour and Relationships Policy consistently in line with the school values.

- Developing class rules and class charters in line with the school values and the UN convention of the rights of the child.
- Modelling positive behaviours and relationships at all times.
- Providing a personalised approach to the specific emotional and behaviour needs of particular pupils.
- Recording behaviour and emotion incidents on CPOMs.
- Supervising and monitoring the behavior of all pupils in the classroom, the playground and around school.

The senior leadership team will support staff in promoting and recognising desired behaviours.

### 3.4 Parents/ Carers

**Parents are expected to:**

- Support their child in adhering to the 'Working Together in Partnership Agreement', based on the school values.
- Working closely with and supporting the school.
- Inform the school of any changes in circumstances that may affect their child's behaviour/emotions.
- Discuss any behaviour concerns with school staff promptly.

### 3.5 Pupils

The responsibilities of pupils are set out within the 'Behaviour and Discipline' section of the school diary and embodies the school ethos of, 'Working Together to do our Best'. (appendix 1)

## 4. Definitions

**Desired Behaviours** are defined in accordance with the school values as:

- Having belief in ourselves and others (showing resilience and determination).
- Showing support, respect and care for each other.
- Learning and living without limits (challenging ourselves and aiming for personal bests).

**Undesired behaviours** are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork.
- Poor attitude e.g. rudeness, answering back, defiance, refusal to accept a sanction.
- Breach of the Whole School rules/values.
- Failure to observe health and safety regulations.
- Children demonstrating undesired behaviours will be supported by reinforcement of positive behaviours and reminders of expectations.

**Serious undesired behaviours** are defined as:

- Repeated breaches of the Whole School Charter/Values.
- Any form of bullying.

- Sexual assault, which is any unwanted sexualised behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism.
- Theft.
- Fighting.
- Smoking/ vaping
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of prohibited items.

These may include: knives or weapons, stolen items, electronic devices, including games, laser pens, aerosols, drugs or 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)

## **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:

| Type of bullying          | Definition  |
|---------------------------|---|
| 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 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                   |
| Homophobic                | Bullying which relates to the sexuality of an individual  |
| Transgender               | Bullying which relates to the gender identity of an individual  |

## **5. Expectations of Pupil Behaviour and Relationships**

All pupils are expected to conduct themselves in accordance with the School Values.

### **Zones of Regulation**

At Gorse Hill Primary, children are taught to understand that their emotions are reflected in their behaviour. The Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people. Ultimately, children are taught how to regulate their emotions in order to make positive behaviour choices. The language of 'Zones of Regulation' and behaviour choices is central to behaviour management at Gorse Hill Primary School. It is also made clear that pupils will have the opportunity to amend and improve their choices with 'fresh starts' and a chance to make amends.

### **Positive Rewards**

- Dojos are awarded for good behaviour, good work, kind acts, good manners etc. Each class will determine the number of Dojos required to earn individual and class treats.
- Teacher awards - stickers, certificates, dojos.
- Lunchtime staff will award dojos to children that behave well at lunchtime in the hall and playground.
- Star of the Week certificate in Good News Assembly.

### **Additional Rewards**

- Verbal praise/positive language
- Sticker charts
- Marbles in a jar
- Children from different age groups/key stages helping in other classes
- Recognition on the 'Wall of Fame'
- Extra playtime
- Positive notes home
- Good work shared with a member of the SLT
- Trips/visits Etc.

### **Golden Time**

This whole school approach is used to manage low level, disruptive behaviour that interrupts learning and doesn't follow class/school rules. Between 2pm and 3pm on a Friday, children will participate in a chosen activity. If children fail to follow school/classroom rules, golden time will be removed in 5 minute increments depending on the severity of the incident.

Fresh start: All children begin with 60 minutes of golden time each week.

Verbal warning: Explicitly state which Whole School/Class rule is being broken and the consequences of continuing to do so.

5 minutes taken from golden time. Explain why this has happened and that they have lost 5 minutes of golden time. Remind them of the possible outcomes of their choices.

This loss of golden time must be recorded, using the Lost Golden Time Sheet.

### **Reflection Room**

Children who miss 15 minutes or more of their golden time in a week will be sent to a reflection room to reflect on their behaviour. They will spend their time missed here and return back to their chosen activity once they have missed the required time. Children will complete a reflection sheet which will be kept in the Golden Time Reflection File. If a child is in the Reflection room three times in a half-term, a meeting will be held with their parents to discuss the behaviours and next steps.

### **Consequences**

Alongside the golden time system there may be times when other consequences are considered. We want to be giving children an opportunity to improve their behaviour.

- Quiet word without interrupting the lesson
- Time out
- Loss/withdrawal of privileges
- Talk to parents
- Pupil discussion with SLT/Head teacher.
- Going on report (keep a behaviour log)
- Exclusion

### **Buddy Class**

- Our children who might be recognised and identified some extreme behaviour that have a higher level of disruption to learning and/or because of their impact on the safety of pupils and staff and these children will be sent to their buddy class and have an increased amount of golden time removed.
- Extreme behaviour is categorised as deliberately destructive, racist, bullying or physically aggressive behaviour.



- Children are given an independent task to complete in their buddy class (partner year group). The teacher in the buddy class may talk through the incident with the child, if there is an appropriate time which will not impact upon the learning of their own class.
- Upon return to their class, the teacher will talk through the incident with the child, and explain they will be missing some, if not all, of their Golden Time. Where necessary, a member of the SLT will be informed.

For serious incidents Parents/carers must be informed that day. This can be done informally after school or by a phone call. They should be told about the behaviour and what the consequences were. Teachers will record the incident CPOMs ensuring that the DSLs are notified on the system. If a child receives more than 3 logs within a half term, their parents will be asked to attend a Behaviour meeting with the class teacher and or a member of the SIT dependent on the seriousness of the incidents. This meeting will be used as an opportunity to discuss alternative strategies for supporting the child in their choices and behaviour. Again, the notes from this meeting must be reorded on cpoms.

Behaviour logs should be used to record children's inappropriate/unacceptable behaviour.

Children will have been given opportunities/chances using the golden time system to improve their behaviour (unless behaviour is serious) before placing a child's name in the behaviour log.

Pupils will be taught a range or 'Tools' to help them manage their RED Zone feelings, this may include a short time out to the Reflection Station to use one or more approaches.

The Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation and the STARS assessment helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

Parents will be kept informed of behaviour via letters, notes, cards, home to inform parents of good behaviour, speaking to parents at the end of the day and through Parents' Evenings.

## 6. Behaviour and relationships management

All school staff are responsible for establishing and maintaining positive behaviour and relationships within school. The school employs a consistent, whole school approach to raising self-esteem and promoting good behaviour, self-regulation and respect which is supported by all members of the school community (including visiting teachers and support staff) and which supports/is inclusive and mindful of equal opportunities. The school acknowledges its legal duties under the Equality Act 2010 and in respect of pupils with SEND. Children are supported to develop resilience and be responsible for their own actions and decisions, thus raising the self-esteem of each member of the school community. PSHE and Learning Circles are used to help school staff understand both the social and academic needs of the children. The standard of behaviour expected of all pupils is included in the school's 'Working Together in Partnership Agreement', which pupils, parents and teachers are asked to sign at the start of each academic year. Parents receive a copy of the school's Behaviour and Relationships Policy following their child's admission to the school and the induction process includes discussion of its key points.

### 6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- At all times, model calm regulated behaviour.
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the School Values, School Charter and their class charter.
- Develop positive relationships with pupils, which include:
  - Greeting pupils individually at the start of each day.
  - Modelling positive relationships and desired behaviours at all times.
  - Establishing clear routines including verbal and visual prompts and timetables.
  - Communicating expectations of behaviour in ways other than verbally.
  - Recognising and promoting desired behaviours.
  - Concluding the day positively and starting the next day afresh.
  - Having a plan for dealing with low-level disruption by highlighting desired behaviours.
  - Using positive reinforcement and recognising effort.
  - Using the language of the school values.
  - Teaching children about 'Zones of Regulation' as an integral part of classroom routines.

- Emotion Coaching in order to help children to connect their emotions to their actions.
- Scripted conversation to allow children to return quickly to their learning.
- Should behaviour fall below the expected standard, class staff will implement support plans.

## **6.2 Physical Intervention**

In some circumstances, staff may use physical restraint techniques to restrain a pupil to prevent them behaving in an unsafe way which may involve:-  
(Staff have been trained using 'Team Teach' techniques)

- Hurting themselves or others.
- Damaging property.
- Running away

Incidents of physical intervention must:

- Always be used as a last resort.
- De-escalation is preferable. Staff know our pupils well and spot signs and triggers and take action before a situation escalates.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents/ guardians.
- Only ever be used by members of staff who have up to date Team Teach Training.

## **7. Links to Additional Policies**

This policy has links with the following policies:

- Safeguarding Policy
- Equality and Diversity Policy
- Internet Safety Policy
- Disability, Discrimination Act Policy
- Child Protection Policy
- Anti-bullying Policy

## Behaviour and Discipline

At Gorse Hill Primary we are committed to creating a positive atmosphere where good behaviour is expected.

### Good behaviour is seen as:

- Being kind and helpful
- Respect for others, themselves, their belongings and school property
- Good manners
- Working hard to do their best
- Being honest and respectful
- Working in harmony with others
- Good/polite listening - looking at the teacher
- Being able to follow instructions and rules
- Children co-operating with teachers and each other
- Children being on task and engaged



**SEND (Special Education Needs and Disabilities)** - Children with identified needs will have a bespoke behaviour plan tailored to their individual needs.

### Rewards

- Stickers
- Dojos
- Head Teacher Award
- Teachers report good behaviour to parents
- Golden Time
- 100% Attendance Badges
- Attendance Bear
- Best class attendance trips

Golden Time

## Behaviour and Discipline

### Sanctions:

- Loss of Golden Time
- Loss of playtime
- Pupils sent to buddy class and a reflection sheet completed
- The child will be placed on school report

In extreme cases, fixed term exclusion will be considered.

### Golden Time

At Gorse Hill Primary we follow the 'Golden Time' Policy. This is a celebration of great behaviour. Pupils who do not lose any Golden Time over a half-term will be rewarded with a 'Golden Time Certificate'. Pupils who achieve 100% Golden Time over the year will receive a special reward.



### Anti-Bullying

We take bullying very seriously at Gorse Hill Primary and adopt a zero tolerance approach to all bullying behaviour and discrimination.

Behaviour will be classed as bullying if it is deliberately designed to distress or provoke. Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

At Gorse Hill Primary School we aim to teach all of our children excellent social behaviour as well as enabling them to achieve high standards in academic learning. We are committed to providing a caring, safe and supportive environment where all our pupils can develop and learn to their full potential.

### Safeguarding

Everyone within Gorse Hill Primary School has a responsibility for safeguarding and promoting the welfare of children and young people, and for ensuring they are protected from harm.

Gorse Hill Primary School is totally committed to safeguarding children and to a culture of vigilance.