



GATEHOUSE SCHOOL BEHAVIOUR MANAGEMENT POLICY

reviewed by Governors	November 2024
next review	November 2025

AIM

Our expectations of behaviour and code of conduct are based on **respect, accountability** and **concern** for others. We feel they promote a sense of community and collective responsibility within the school. In having a code of conduct we hope to ensure the health and safety of the children whilst providing a happy and stable environment for pupils and staff.

Gatehouse School aims to promote the highest possible levels of personal conduct and academic achievement. The guiding principles of respect, accountability and concern for others encourage the development of self-discipline, personal integrity and mutual tolerance whilst instilling the view that with opportunity comes responsibility. We adhere to Christian principles, but we are an inclusive community and welcome pupils from a wide variety of faiths, ethnic, and social backgrounds.

EYFS

This policy sets out the behavioural expectations for the whole school, including the EYFS. Whilst these are common principles and all children, wherever possible, are made aware of their actions and are encouraged to be responsible for them, there cannot be firm and rigid measures in place for very young children. Within the EYFS all children and all cases will be dealt with individually. At all times we look to recognise and praise good behaviour to reinforce expectations. Our priority at all times is to ensure that there is a happy and productive atmosphere in our Early Years department. When children begin in the Nursery, their parents / carers are given the Gatehouse Nursery School Booklet that sets out the Nursery Behaviour Policy. This is also displayed at the entrance to Nursery (see Nursery School Booklet).

Leadership and Management

At Gatehouse, all staff members are responsible for promoting positive behaviour. The headteacher has overall responsibility for behaviour and the Head of Pastoral care oversees aspects of behaviour throughout the school.

These are the guiding values for every child:

Respect	<i>Be honest - do not cover up the truth</i> <i>Respect others and their property – do not waste or damage things</i> <i>Care for the environment – keep the school tidy and follow the Eco Code</i> <i>Respect yourself – look smart at all times</i>
Accountability	<i>Work hard and try your best – do not waste your or others' time</i> <i>Listen to people – do not interrupt</i> <i>Be organised and on time for lessons</i>
Concern	<i>Be gentle – do not hurt anybody</i> <i>Be kind and helpful – do not hurt people's feelings</i> <i>Be thoughtful – treat others as you would like to be treated</i>

RECOGNITION OF POSITIVE BEHAVIOUR AT GATEHOUSE SCHOOL

- Positive achievement and behaviour are regularly praised by all staff at Gatehouse.
- Children are moved up the traffic light system (or similar styled system) in the classroom.
- House points are given to reward good effort, work, attitude and behaviour.
- At each Monday's assembly, all staff members commend two children for achievement, effort or kindness in the preceding week. All commendations are recorded so that everyone can see achievements.
- When Lower & Upper Junior children have received five commendations, they will receive a certificate.
- Within the EYFS teachers look to praise positive behaviour through the use of a range of appropriate strategies.
- Certificates are awarded for achievement in spelling, reading, times tables and all areas of the curriculum and for good behaviour.
- Outstanding work and effort is also recognised with a Recognition of Excellence postcard, which is presented individually to children by the Headteacher on Friday afternoons in the Headteacher's room.

EXPECTATIONS

- Promote the wellbeing of the individual and the school community.
- To encourage the development of personal independence and responsibility.
- To promote the creation of an atmosphere conducive to learning.
- Our school is opposed to discrimination on the grounds of gender, race, religion or sexual orientation. We believe that such discrimination is contrary to justice and equality and undermines respect and cooperation amongst individuals.
- This school is opposed to any form of open or concealed racism or racist behaviour. There will be a zero tolerance attitude towards any form of racist behaviour in any form.
- All pupils in the school have the right to be treated equally, regardless of ethnicity, religion or gender.

CODE OF CONDUCT

- All members of the school community are expected to respect others, as well as all school property.
- All pupils are expected to work hard, be polite and well behaved at all times.
- All children should be in clean full uniform at all times including games kit for games. All clothes should be clearly marked. No trainers should be worn (except for games), no make-up or nail varnish may be worn. No hair colouring is allowed.
- Bubble gum and chewing gum should not be brought into the school. Parents will be required to pay for any damage to clothing or equipment caused by gum.
- We do not allow jewellery in the school. Earrings are particularly dangerous for swimming and sport. The School cannot be held responsible for any loss or damage to any jewellery brought into school.
- Watches are acceptable but if watches have an alarm setting on them they should not operate during lesson times. Smart watches are not allowed and if worn in error, must be left at Reception at the start of the day and collected as they leave.
- Only Year 6 children are allowed mobile phones on the premises but these are to be dropped at Reception at the start of the day and collected as they leave.
- Electronic games, i-pods/i-pads and toys should not be brought to school and the school is not responsible for the loss or damage of any toys or games brought to school.
- All children must be in school by 8.50am. Late arrival of pupils is considered disruptive to the teaching and learning of other members of the class. The names of those who are late will be noted and will be followed up if a pattern is detected.

Banned items

- sweets
- electronic devices
- toys
- any item that could cause harm to themselves or others

If a child is suspected of having banned items on them, they and their belongings will not be searched by any member of staff. Children may be asked to empty their pocket or bag by a member of staff, if directed to do so by the Headteacher or Deputy head teacher. The incident will be recorded on CPOMS, including whether or not an item is found.

AT GATEHOUSE WE WILL NOT ACCEPT:

- Fighting, rough play fighting, or any other dangerous play activities.
- Threatening behaviour, fighting, bullying. Any incident of bullying should be reported to the Headteacher. Children who premeditate bullying incidents or are involved in incidents of group bullying or who seriously bully another child may be excluded and their parents will be asked to come in and discuss the situation.
- Any instrument which could be used as an offensive weapon is not allowed in the school. This includes tools, penknives or any other sharp or dangerous instrument. If these were used to frighten or intimidate other children, it would be considered bullying.
- Any form of racist activities or behaviour directed towards others, be they children or adults.
- Rudeness or bad manners to others be they children or adults.
- Deliberate disobedience, defiance of staff members or adults within school or on school outings.

- Abusive language anywhere within the school or on school outings.
- Repetitive hurtful name calling, referring to a person's religion, sexual orientation or disability.
- Vandalism or deliberate damage to equipment. Parents will be expected to make good any such damage caused.
- Any deliberate damage or misuse of safety equipment and/or the breaking of safety rules.
- Stealing or damaging other peoples' property.
- Telling lies.
- Leaving the premises without permission at any time during the day.
- Poor punctuality.
- Taunting through social websites or so-called cyberspace.
- Inappropriate messaging or use of google classroom and school emails.

HOW DO WE RESPOND TO UNACCEPTABLE BEHAVIOUR?

The majority of children successfully follow the school code of conduct.

- We encourage all pupils who behave in an unacceptable way to consider the effects of their actions and we hope that most problems can be resolved between the pupil and the member of staff.
- For minor offences such as shouting, talking in class, answering back and disrupting quiet reading time there will be a verbal agreement made with the child. If a child breaks the agreement, we will use an appropriate sanction.
- The member of staff should follow a set procedure. The pupil will be asked:
 - 1) what they have done.
 - 2) what needs to be done to put things right.
- The member of staff should tell the child what, if any, sanction will be used and see that it is carried out. In case of repeated poor behaviour, parents may be asked to come in and discuss the matter so we can work together and resolve and improve the issue.
- Corporal punishment is forbidden by law.

WHAT SANCTIONS ARE USED AT GATEHOUSE?

When children behave out of line from our code of conduct they must expect a reasonable response. They may be:

- reprimanded by the member of staff.
- moved down the traffic light system (or similar styled system) in the classroom
- asked to work away from other children, possibly another class.
- kept in at break time for reflection time, in a classroom supervised by a teacher.
- sent to the Head of Pastoral Care or Headteacher.
- excluded temporarily for a period between 1 and 5 days, after discussion with parents, if we feel their conduct warrants this rare response.

Behaviour logs

In EYFS and KS1 a home/school log may be used in agreement with the parents or carers to communicate positive and negative behaviours, allowing open daily communication with the home and school environments so that triggers and patterns of behaviour can be analysed and children's behaviour can be monitored closely. These would be used for an agreed period of time and reviewed and stopped when no longer deemed necessary.

In KS2 a child may be asked to go onto a daily behaviour log for a period of time in agreement with parents. This could be done after a serious breach of the code of conduct or due to frequent low level breaches. If this is deemed appropriate the Head of Pastoral Care will meet with the parents, the form teacher and the child to discuss the behaviours that need to be addressed. The child is then responsible for taking their log to their teachers at the end of each lesson who will sign it and add comments about their behaviour, both positive and negative. At the end of each day the child will meet with the Head of Pastoral Care and discuss their day. This offers a time of reflection for the child, and a time to discuss ways in which to improve their behaviour or seek additional help and guidance going forward. At the end of the week the behaviour log is reviewed and discussed with staff members and if significant improvements have been made, then the child will come off the behaviour log.

RECORDING INCIDENTS

The member of staff will record the unacceptable behaviour on the central school reporting system (CPOMS) which will be shared with the relevant staff. CPOMS is analysed half termly by the Head of Pastoral Care and the Designated Safeguarding Lead, to analyse patterns of behaviour. These records are held in line with our GDPR policy.

ARRANGEMENTS FOR EXCLUSION

Exclusion from School, in accordance with the School Terms and Conditions, set out in the Parent Contract, may be a temporary withdrawal for a fixed term or permanent exclusion. The Headteacher may, at their discretion and after investigation to establish the facts, require parents to remove a child or they may suspend a child from School for a serious or persistent breach of this Behaviour Management Policy; and, if they consider that the child's attendance, attitude and commitment to learning, progress or behaviour (including behaviour outside school) is seriously unsatisfactory and, in the reasonable opinion of the Headteacher, removal is in the School's best interests or those of the child or of other children.

Only the Chair of Governors and the Headteacher have the authority, after investigation and proper consideration, to exclude from School.

The following list is not exhaustive or exclusive but provides an indication of the sort of behaviour or offence that the School would consider serious enough to merit consideration of a temporary or permanent exclusion from School:-

- Drug abuse
- Alcohol and tobacco abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour
- Fighting
- Prejudice - based on discriminatory bullying
- Cyber bullying
- Sexual harassment
- Racist abuse
- Sexist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Any conduct that significantly harms the reputation of the School
- Bring weapons to school (eg knife)

Such incidents are recorded by the Headteacher or a designated member of the SLT.

Arrangements for Temporary Exclusion

1. A member of the Senior Leadership Team will provide to parents details of the breach of the School Rules or the particular incident and the basis for the decision to temporarily exclude.
2. In most instances it will be appropriate to hold a meeting with the pupil and parents concerned to provide an opportunity for the pupil and parents to comment on the allegation/offence and the evidence relating to it.
3. Depending on the nature of the offence, it may be necessary to temporarily suspend a pupil from School while the investigation is being carried out. Where appropriate the School will contact the Police or Social Services.
4. A formal letter to confirm the exclusion will follow within two school working days of the meeting and the subsequent decision to exclude, clearly stating:
 - The reasons for the exclusion
 - The date on which the excluded pupil is permitted to return to School
5. Temporary exclusion can be served in School or at home at the Headteacher's discretion and, depending on the circumstances and seriousness of the situation, usually range from one to five days' duration.
6. Work will be provided for the duration of any temporary exclusion.
7. Any pupil who has been temporarily excluded will be required to attend a re-entry interview with a senior member of staff on their return to School. Parents are welcome to attend this meeting where strategies for returning to normal school life, expectations for conduct and potential consequences for further breaches will be established and recorded.
8. Any pupil who has been temporarily excluded may, in rare circumstances, be withdrawn from school organised residential trips or school sporting fixtures. This will depend on the nature of the exclusion; if there has been more than one exclusion, or, if the severity of the initial action that prompted a temporary exclusion was serious enough for the school to feel that the pupil attending the trip would not be appropriate.

Arrangements for Permanent Exclusion

The decision to permanently exclude a pupil from School is a very serious one. It is only made after a thorough investigation has been undertaken, all the evidence has been considered and other options have been exhausted.

This extreme sanction may be applied after a serious breach of the School Rules or Code of Conduct.

It may also be considered as a last resort in response to a history of behaviour such that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the School. This may include:

- persistent unacceptable behaviour;
- an unsatisfactory attitude and commitment to learning or academic progress;
- a pattern of poor attendance.

The same process for temporary exclusion outlined in clauses 1-4 above will apply, with an additional formal meeting with the Headteacher.

The meeting will take place after the investigation has been completed; when pupils and parents have had an opportunity to meet or speak with senior staff, including those who conducted the investigation, to hear details of the allegation/offence and the pertinent evidence and there has been adequate opportunity for the pupil and parents to provide any further evidence that may have a bearing on the final decision.

The Headteacher's objective is to establish all the relevant facts to allow them to reach a fair decision based on the evidence collated and, having regard to the standard of proof, i.e. on the balance of probabilities, to determine whether the pupil has committed a serious breach of the School Rules. Where a pupil is at risk of permanent exclusion, the option of a voluntary managed move to another institution could be considered.

In reaching the decision to permanently exclude, the Headteacher will review the evidence available, including mitigating and aggravating factors relating to the incident, medical or SEN considerations, the academic, extracurricular and disciplinary record of the pupil concerned, representations of pastoral staff and a meeting with the pupils and his/her parents.

Parents should refer to the Schools Terms and Conditions, set out in the Parent Contract for details for the financial implications of exclusion.

Parents have the right to appeal a decision to exclude. The Headteacher can change an exclusion decision. Governors can meet either on site or remotely to discuss appeals. The school must inform the Local Authority of all exclusions. If a social worker is involved with the child, they too must be informed.

Pupil support

Additional support will be provided to support pupils who have, or may have, additional needs. Gatehouse School is aware that not all needs are immediately identifiable.

Child on child abuse

Measures are in place to prevent child on child abuse. Please refer to the child-on child abuse policy

Staff training

Termly training is held for staff on positive behaviour management. Weekly updates are held for specific incidents and cases.

Complaints Procedure

The School will act in a way which is fair in all circumstances when taking decisions to exclude a child. The review of disciplinary matters is governed by the Complaints Procedure. This is made available to parents on the School's website or on application to the School Secretary. If the parents request a review by the Complaints Panel, the pupil may be suspended from School until the decision to permanently exclude or remove has been set aside or upheld. While suspended, the pupil shall remain away from School and will have no right to enter School premises during that time without written permission from the Headteacher.

Exclusion for the Non-Payment of Fees.

This policy and procedure does not cover exclusions due to the non-payment of fees or supplemental charges, whereby, under the terms of the Parent Contract, a pupil may be excluded at any time when fees remain unpaid.

Behaviour Management Training and awareness

The children at Gatehouse School are regularly reminded of the school's guiding values and the high expectations of behaviour in the school. The school values and aims are displayed around the school and regularly referred to. At the start of each academic year whole school assemblies focus on the school values and explain the importance of our shared rules.

All staff have training to explain the behaviour management policy at the school and discuss strategies, expectations and our school rules and values. Teaching Assistance and Teachers have regular meetings to discuss behaviour of children and strategies to use to reinforce our high expectations of pupil behaviour. Staff who request it, or their line managers who feel staff would benefit from additional behaviour management, are given extra CPD to support their behaviour management skills.

GUIDELINES FOR PUPIL/STAFF INTERACTION

- 1: Staff members will not pick up a child unless the child is injured or distressed. (see Risk Assessment Policy and Positive Handling Policy)
- 2: Staff will treat pupils with dignity, building relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position.

- 3: No force will be used in any physical contact i.e. pulling or pushing. A distressed child who is being removed from a situation, may need to be carried or restrained where necessary for their safety and the safety of others (see Risk Assessment Policy and Positive Handling Policy).
- 4: Staff members will not lose their temper with children and will address them in a reasonable tone of voice, not resorting to shouting. Shouting would only be used to prevent imminent danger.

Policy Name	Behaviour Management Policy		
Status	Mandatory ISI Handbook part 3, ISSR 9 and ISSR 34(3)(a)	Governors Review	Spring 2023
	Review every 2 years	Next Review	Spring Term 2024

Gatehouse Playground Policy

Staff at Gatehouse School recognise the unique contribution playtime makes to the wellbeing of the children at our school. Providing a safe and supportive environment, the playground offers children opportunities for play, creativity, fun, socialising and enjoyment. We attach great importance to ensuring that break and lunchtimes at our school offer children experiences that contribute to their social, physical and emotional health. In particular, we recognise that increased levels of physical activity not only improve children’s health and fitness, but also have a large impact on ensuring positive behaviour and attitudes.

There are 3 sessions for breaks in the playground:

1st morning break - 10.25 to 10.50

2nd morning break - 10.55 to 11.20

Lunch break - 12.25 to 1.25

Aims

Through our playground activities we aim to promote:

- Physical activity
- Citizenship
- Inclusion
- Co-operation, consideration, sharing and fair play
- Self-esteem and confidence
- Language and listening skills

Outcomes

- Increased levels of participation in physical activity
- Improved health and fitness
- Improved behaviour and attitudes
- Higher levels of concentration in afternoon schoolwork
- Respect for each other including staff
- Fun and enjoyment

Staffing Organisation Morning and lunch breaks:

There is a duty rota for all staff.

Staff are positioned in designated areas around the playground to ensure that the area is safe at all times.

The supervising staff take a planned break before or after playtime begins, to ensure that they are on the playground for a prompt start.

Teaching staff come out onto the playground before the end of break in order to collect their classes.

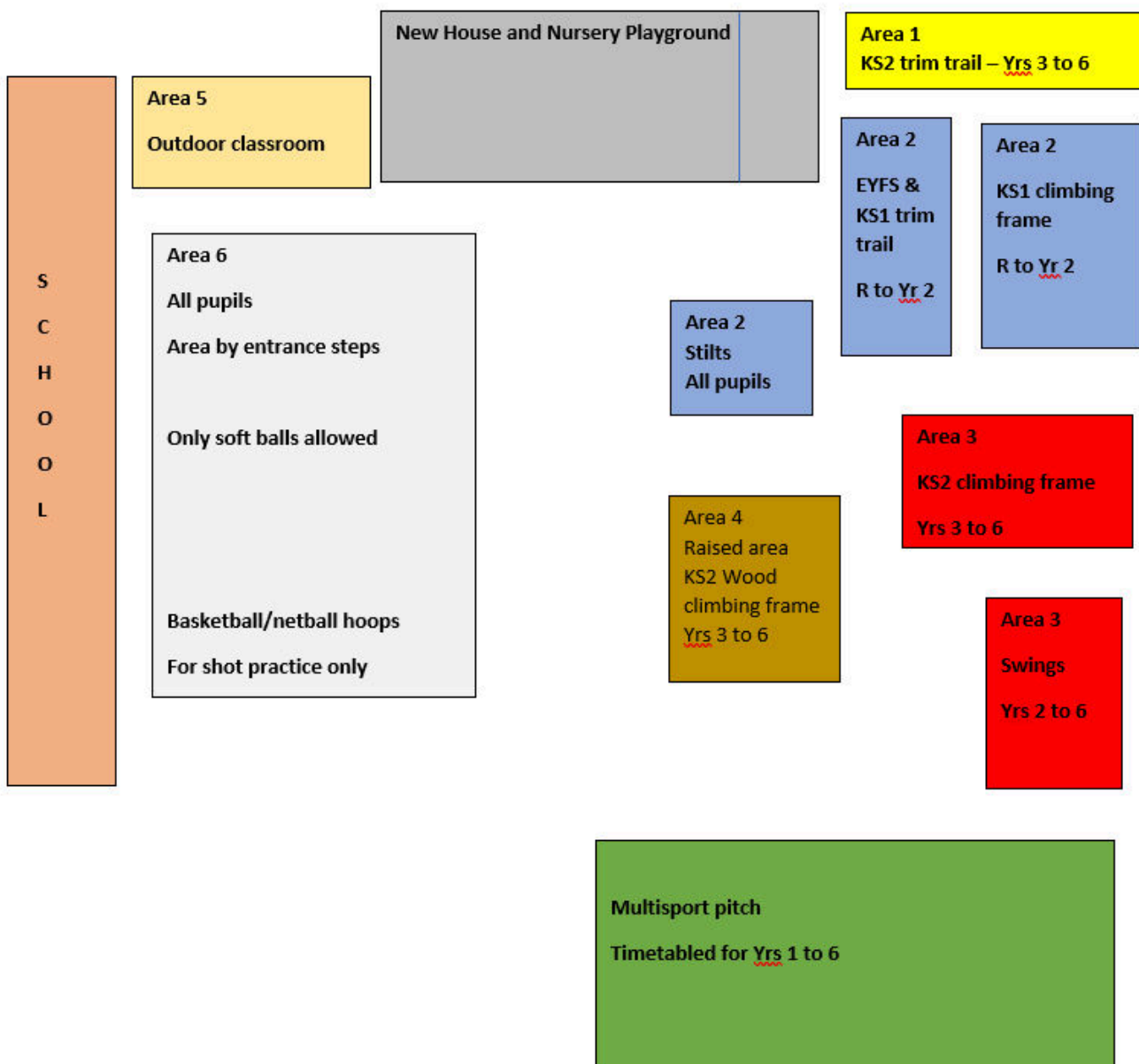
An identified member of staff rings a first bell at the end of play, waits for all the children to come off the equipment and once all the children are safely down and still, a second bell is rung and the children are directed to walk to their lines. A final bell is rung when the children must be silent and classes are then directed to go into the building led by the teaching staff. This system applies to both morning and lunch duties.

At least one member of staff on duty needs to stay in the playground until all the children have resumed their lessons.

Playground Areas and Staff responsibilities

- **AREA 1: KS2 Trim trail by the trees (Years 3 to 6) - by the trees**
- **AREA 2: stilts (all), EYFS & KS1 trim trail and climbing frame (R to Yr 2) - small slide**
- **AREA 3: KS2 climbing frame (Yrs 3 to 6), swings (Yr 2 to 6) - big slide**
- **AREA 4: Raised area wood climbing frame (Yrs 3 to 6)**
- **AREA 5: Outdoor classroom area, quiet space (all)**
- **AREA 6: Area by entrance steps**
- **AREA 7: Multisport pitch (Yrs 1 to 6 on a rota)**
- **Nursery playground (separated by barriers and gates)**

Playground Map



Each of the above areas need to have a member of staff allocated in order to deliver a high level of supervision. (Nursery will follow EYFS supervision guidelines)

AREAS

KS2 trim trail (Area 1)



Stilts - all pupils (area 2)

KS1 trim trail (Area 2)

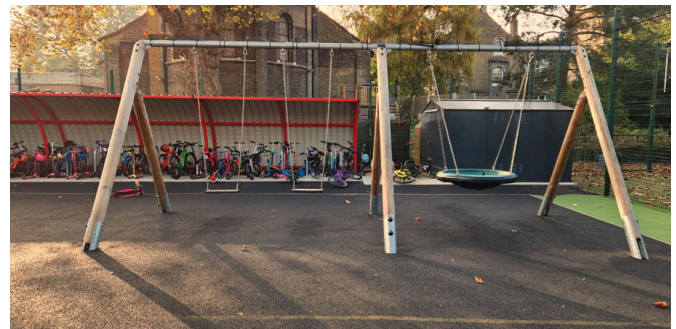


EYFS & KS1 climbing frame (Area 2)



KS2 climbing frame (Area 3)

Swings - Yrs 2 to 6 (Area 3)



Raised area (Area 4)

KS2 Wood climbing frame - Yrs 3 to 6 (Area 4)



Outdoor classroom (Area 5)



Area by entrance steps (Area 6)



Multisport pitch (Area 7)



The person in the outdoor classroom moves around and also oversees where they can see the ball area.

Children must ask to go to the toilet.

Supervising staff need to promote positive play by:

- Supervising multisport pitch to ensure fair play and listen out for unkind words and poor language
- Seeking out lonely or unhappy children and encouraging them to join an activity
- Encouraging all equipment to be used safely
- Reminding children not to do running or chasing games on any of the climbing equipment
- Reminding children not to jump off of the swings whilst in motion
- Checking that no hard balls are used in the playground except for use with the basketball nets - a limited number of netballs and basketballs in the playground, for practising shots in the basketball hoops.
- Reminding children not to be on the climbing equipment with food/drinks and both hands must be free (no holding of fruit boxes etc...)
- Checking on the equipment and stopping its use if it is wet
- Ensuring inclusion of all children in activities in which they wish to participate
- Intervening if they see a dispute

The schools Behaviour Policy is based on positive behaviour management and it is important that our children perceive the management of rules, rewards and sanctions to be fair and consistent. Children should be rewarded for behaving appropriately.

Positive consequences may include:

- Verbal praise

- A House Token
- Commendations
- Inform the Form Teacher of any positive behaviour

Negative consequences may include:

- Warning (rule reminder)
- 2nd warning (choices given)
- Loss of privilege
- Time out
- Staff on duty are responsible for dealing with negative behaviour in a fair and consistent manner. Any very serious incident may be passed on to the senior teacher on duty.
- Inform the Form Teacher of any negative behaviour when the children leave the playground.
- All incidents are recorded on CPOMS

At all times, children need to seek permission from staff if they wish to leave the playground to go into the school building or to use the toilets.

First aid.

Any playground accidents should be referred to the school nurse. Please see the First Aid policy. For small injuries, please use the playground first aid box situated by the steps to the first entrance.

DOs and DON'Ts for Staff on duty

DOs	DON'Ts
<ul style="list-style-type: none"> ▪ <i>Encourage being kind</i> ▪ <i>Praise good behaviour</i> ▪ <i>Walk around the playground unless allocated to specific equipment/pitch</i> ▪ <i>Listen out for poor language</i> ▪ <i>Stop children from playing with sticks</i> ▪ <i>Inform form teachers of any messages/problems/injuries</i> ▪ <i>Swap areas with other staff</i> ▪ <i>Be on time</i> 	<ul style="list-style-type: none"> ▪ <i>Chat to other members of staff also on duty</i> ▪ <i>Stay/Walk around with children for longer than a few minutes, encourage them to play with other children</i> ▪ <i>Use physical contact with children such as holding hands/carrying/having on knees/cuddles</i> ▪ <i>Drink hot drinks unless in a travel mug with the lid on</i> ▪ <i>Sit down on benches or walls unless for a specific agreed reason</i> ▪ <i>Be late</i> ▪ <i>Play on the equipment</i>

PLAYGROUND RULES

- ♥ BE KIND
- ♥ BE SAFE
- ♥ DON'T RUN OR CHASE ON ANY OF THE CLIMBING EQUIPMENT
- ♥ SIT ON THE SWINGS
- ♥ DON'T TWIST THE CHAINS OF THE SWINGS
- ♥ NO HARD BALLS IN THE PLAYGROUND EXCEPT FOR USE WITH THE BASKETBALL NETS
- ♥ NO FOOD OR DRINK ON THE EQUIPMENT
- ♥ BOTH HANDS MUST BE FREE TO CLIMB
- ♥ STAY OFF THE EQUIPMENT IF IT IS WET
- ♥ NO JUMPING OFF OF THE SWINGS WHILST IN MOTION
- ♥ BE A GOOD FRIEND
- ♥ HAVE FUN

