



GATEHOUSE  
SCHOOL

# Behaviour Management Policy

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<b>0. Document Control.....</b>	<b>5</b>
<b>1. Aims.....</b>	<b>6</b>
<b>2. Legislation, Statutory Requirements and Statutory Guidance.....</b>	<b>6</b>
<b>3. Definitions.....</b>	<b>7</b>
3.1 Misbehaviour.....	7
3.2 Serious misbehaviour.....	7
3.3 Prohibited and banned items.....	8
<b>4. Bullying.....</b>	<b>9</b>
4.1 Definition.....	9
4.2 Gatehouse's Approach.....	9
<b>5. Roles and Responsibilities.....</b>	<b>10</b>
5.1 The Governing Board.....	10
5.2 The Headteacher.....	10
5.3 The Head of Pastoral Care.....	11
5.4 Staff.....	11
5.5 Parents and Carers.....	11
5.6 Pupils.....	12
<b>6. School Behaviour Curriculum.....</b>	<b>12</b>
6.1 Our Behaviour Curriculum.....	12
6.2 British Values and Behaviour.....	12
6.2 Champion Values.....	13
6.3 Pupil Voice and Agency.....	13
6.4 Mobile Phones and Devices.....	14
6.5 Playground Rules and Expectations.....	14
6.6 Movement around School.....	15
6.7 Positive Behaviour Systems.....	15
<b>7. Behaviour in the Early Years Foundation Stage (EYFS).....</b>	<b>15</b>
<b>7.1 Principles.....</b>	<b>15</b>
7.2 Behaviour in Nursery.....	16
7.3 Approach in EYFS.....	17
7.4 Partnership with Parents.....	17
7.5 Creating a Positive Environment.....	17
<b>8. Responding to Behaviour.....</b>	<b>18</b>
8.1 Classroom Management.....	18
8.2 Safeguarding.....	18
8.3 Responding to Good Behaviour (Align to our systems).....	18
8.4 Responding to Misbehaviour.....	19
8.5 Reasonable Force.....	19
8.6 Searching, Screening and Confiscation.....	19
8.7 Off-site Misbehaviour.....	20
8.8 Online Misbehaviour.....	20
8.9 Suspected Criminal Behaviour.....	20
8.10 Zero-tolerance Approach to Sexual Harassment and Violence.....	20
8.11 Malicious Allegations.....	20

<b>9. Serious Sanctions.....</b>	<b>21</b>
9.1 Reflection Time.....	21
9.2 Removal from Classrooms.....	21
9.3 Behaviour Logs.....	21
9.4 Suspension (Temporary Exclusion).....	21
9.5 Permanent Exclusion.....	21
9.6 Exclusion for Non-Payment of Fees.....	22
9.7 Behaviour Meriting Suspension or Exclusion.....	22
<b>10. Responding to misbehaviour from pupils with SEND.....</b>	<b>22</b>
10.1 Principles.....	22
10.2 Support Strategies.....	23
10.3 External Support.....	23
10.4 Graduated Approach.....	23
<b>11. Supporting Pupils Following a Sanction.....</b>	<b>24</b>
11.1 Principles of Reintegration.....	24
11.2 After Reflection Time or Removal from Class.....	24
11.3 After a Behaviour Log.....	24
11.4 After Temporary Exclusion.....	24
11.5 After Permanent Exclusion.....	24
<b>12. Pupil Transition.....</b>	<b>25</b>
12.1 Internal Transitions.....	25
12.2 Year 6 Transition to Secondary School.....	25
12.3 Induction for New Pupils.....	25
12.4 Whole-School Transition Routines.....	25
<b>13. Training and CPD.....</b>	<b>26</b>
13.1 Ongoing Training.....	26
13.2 Induction.....	26
13.3 Targeted Support.....	26
13.4 Specialist Training.....	26
13.5 Consistency and Review.....	26
<b>14. Monitoring Arrangements.....</b>	<b>27</b>
14.1 Monitoring Behaviour.....	27
14.2 Reporting.....	27
14.3 Policy Review.....	27
14.4 Accountability.....	27
<b>15. Links with Other Policies.....</b>	<b>28</b>
<b>Appendix 1: Playground Rules and Supervision.....</b>	<b>29</b>
Playground Timetable.....	29
Aims.....	29
Expected Outcomes.....	29
Staff Organisation and Supervision.....	30
End-of-Break Routine.....	30
Playground Areas and Staff Responsibilities.....	30
Playground Map.....	33

Promoting Positive Play.....	33
Behaviour Management.....	34
First Aid.....	34
Staff Conduct During Duty.....	34
Playground Rules for Pupils.....	35

## 0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
November 2025	All Sections	Full policy review, aligned to Champion Values, formatting.

# 1. Aims

At Gatehouse School, our Behaviour Policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring all pupils can learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that are lived out through the **Gatehouse Champion Values**.
- Provide a consistent and fair approach to behaviour management across all areas of school life.
- Define what we consider to be unacceptable behaviour, including bullying, racism, discrimination, and any behaviour that undermines our ethos or community.
- Promote the wellbeing of every pupil and encourage the development of independence, personal responsibility, and mutual respect.
- Foster a happy, stable and purposeful environment for both pupils and staff, where opportunity is balanced with responsibility.

Gatehouse School is rooted in Christian principles while being an inclusive community, welcoming children from all faiths, ethnicities, and social backgrounds. We believe that learning to treat others with respect, developing self-discipline, and working with integrity are essential to success both in school and beyond. Our **Champion Values — Courage, Hard Work, Accountability, Motivation, Perseverance, Independence, Optimism and Never Giving Up** — help pupils to put these principles into practice in their daily lives.

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## 2. Legislation, Statutory Requirements and Statutory Guidance.

This policy is based on legislation and advice from the Department for Education (DfE) and Independent School Standards, including:

- Behaviour in schools: Advice for headteachers and school staff (DfE, 2024)
- Searching, screening and confiscation: Advice for schools (DfE, 2022)
- Equality Act 2010
- Keeping Children Safe in Education (statutory guidance)
- Use of reasonable force in schools (DfE, 2013)
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: Advice for education settings working with children and young people

**As an independent school, this policy also complies with the requirements of the Education (Independent School Standards) Regulations 2014:**

- Paragraph 7: Duty to safeguard and promote the welfare of children.
- Paragraph 9: Requirement for a written behaviour policy.
- Paragraph 10: Requirement for an anti-bullying strategy.

**This policy should also be read alongside the following Gatehouse School documents:**

- Safeguarding and Child Protection Policy
- Anti-Bullying Strategy
- Positive Handling Policy
- Risk Assessment Policy
- Exclusions Policy

It is also consistent with the expectations of the ISI Handbook (Part 3) and the relevant ISSR regulations on pupil welfare.

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## 3. Definitions

At Gatehouse School, our standards of behaviour are rooted in our **Champion Values** —. These values guide how pupils learn, play, and interact every day, shaping a community built on respect, responsibility and kindness.

### 3.1 Misbehaviour

Misbehaviour is defined as behaviour that disrupts learning, shows a lack of respect for others, or does not meet our school's expectations. This includes:

- Disruption in lessons, assemblies, or during transitions around school
- Talking over others, answering back, or interrupting
- Poor attitude or lack of effort in classwork and homework
- Not following school routines, such as punctuality or organisation
- Incorrect uniform or failure to maintain a smart appearance
- Low-level rudeness, including unkind comments or failure to follow instructions

### 3.2 Serious misbehaviour

Serious misbehaviour is defined as behaviour that causes harm to others, damages trust, or significantly undermines the safety and ethos of the school. This includes:

- Repeated breaches of the school's Code of Conduct
- Any form of bullying, including prejudice-based bullying (racist, homophobic, biphobic, transphobic, sexist, or disability-related) and cyberbullying
- Fighting, physical assault, rough play, or threatening behaviour  
Sexual harassment or sexual violence, including inappropriate comments, unwanted touching, or sharing explicit content

- Use of abusive, discriminatory, or offensive language
- Deliberate disobedience or defiance towards staff or school rules
- Theft or deliberate damage to property
- Vandalism or misuse of safety equipment
- Persistent lateness or truancy
- Leaving the school premises without permission
- Inappropriate use of technology, including:
  - Sending or posting unkind, threatening, or discriminatory messages
  - Misuse of school platforms (e.g. Google Classroom, email, or online learning tools)
  - Sharing or creating harmful digital content (images, audio, video, AI-generated material)
  - Use of social media in a way that impacts the safety, reputation, or wellbeing of others in the school

### **3.3 Prohibited and banned items**

The following items are prohibited in school and, if found, may result in confiscation, sanction, or referral to the Headteacher:

#### **Prohibited by law (DfE guidance):**

- Knives or weapons
- Alcohol
- Illegal drugs or substances
- Stolen items
- Tobacco, cigarette papers, vapes and e-cigarettes
- Fireworks
- Pornographic or indecent images (including digital images, pseudo-images, and AI-generated explicit content)
- Any article likely to be used to commit an offence, cause injury, or damage property

#### **Banned at Gatehouse School:**

- Chewing gum and sweets
- Mobile phones (only Year 6 pupils may bring a phone, which must be handed in at Reception each morning)
- Smart watches and wearable devices with messaging/camera functions (must be handed in if brought in error)
- Tablets, laptops, portable gaming devices, and headphones/earbuds (unless specifically authorised for learning purposes)
- Jewellery (except a watch; earrings and decorative items are not permitted for safety reasons)

All prohibited and banned items will be dealt with in line with our sanctions, safeguarding, and confiscation procedures.

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## 4. Bullying

### 4.1 Definition

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

Bullying is:

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

Bullying can take many forms, including:

Type of Bullying	Definition	Examples
<b>Emotional</b>	Excluding, tormenting, or spreading rumours	Leaving someone out, rolling eyes, whispering
<b>Physical</b>	Hurting or threatening to hurt	Hitting, kicking, pushing, taking belongings
<b>Verbal</b>	Name-calling, sarcasm, teasing	Using hurtful language, insults
<b>Prejudice-based or discriminatory</b>	Targeting protected characteristics	Racist, faith-based, sexist, homophobic, biphobic, transphobic, or disability-related language/acts
<b>Sexual</b>	Unwanted conduct of a sexual nature	Inappropriate comments or language, sexualised gestures, unwanted or inappropriate physical contact, or misuse of technology to share unsuitable content (including AI-generated)
<b>Cyber-bullying</b>	Bullying that takes place online or through technology	Harmful messages, sharing images, misusing school platforms (e.g. Google Classroom, email), group chat exclusion, spreading rumours online

### 4.2 Gatehouse's Approach

At Gatehouse School, we have a **zero tolerance approach** to bullying, including cyberbullying and prejudice-based behaviour. We believe such conduct is contrary to justice, equality, and our Champion Values.

Our prevention and response measures include:

- Promoting respect and inclusion through the **school values and assemblies**.
- Educating pupils on online safety and digital citizenship.
- Ensuring all staff are trained to recognise, record and respond to bullying concerns.
- Recording all incidents on **CPOMS** for monitoring and follow-up.
- Encouraging pupils to report concerns to staff, knowing they will be taken seriously.
- Investigating all allegations promptly, fairly and consistently.
- Supporting both the victim and the perpetrator, with appropriate sanctions applied in line with this policy.
- Informing parents and carers of bullying incidents and working in partnership to address them.

Bullying that takes place **off-site** (e.g. on trips, on the journey to and from school, or online outside school hours) but impacts the safety or wellbeing of Gatehouse pupils will also be dealt with under this policy.

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## 5. Roles and Responsibilities

### 5.1 The Governing Board

The Governing Board is responsible for:

- Monitoring the effectiveness of this behaviour policy and holding the Headteacher to account for its implementation.
  - Governors will meet periodically with pupils, as part of the school's **Pupil Voice programme**, to discuss their experiences and views on behaviour, rewards, sanctions, and bullying.
  - These meetings include pupils from **Nursery to Year 6**, representing a range of **ages, abilities, and needs**, to ensure that feedback reflects the experiences of all children across the school community. Outcomes from these discussions are shared with the Headteacher and used to inform ongoing policy review and development.
- Reviewing this policy in line with statutory requirements and Independent School Standards.
- Ensuring that this policy reflects the values and ethos of Gatehouse School and that it safeguards pupils' welfare.

### 5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this policy.
- Ensuring that the school environment encourages positive behaviour and supports pupil wellbeing.
- Monitoring how staff implement the policy to ensure that rewards and sanctions are applied consistently and fairly.

- Providing induction and training so all staff understand the behaviour expectations, Code of Conduct, and school values.
- Ensuring that the policy is aligned with safeguarding procedures, and that sanctions and support work together to protect pupils.
- Reviewing behaviour data regularly (via CPOMS analysis) to ensure no groups of pupils are being disproportionately affected.

### **5.3 The Head of Pastoral Care**

The Head of Pastoral Care is responsible for:

- Overseeing behaviour systems across the school, including logs, commendations, sanctions, and interventions.
- Monitoring patterns of behaviour through CPOMS and reporting findings to the Headteacher and Governing Board.
- Meeting with pupils and parents where behaviour logs or intervention plans are required.
- Supporting staff in responding to behaviour incidents and providing targeted pastoral strategies.

### **5.4 Staff**

All staff at Gatehouse are responsible for:

- Creating a calm, safe and purposeful environment for pupils.
- Modelling the Champion Values.
- Establishing and maintaining clear boundaries of acceptable behaviour.
- Consistently implementing this policy through teaching, routines and interactions with pupils.
- Recording incidents promptly and accurately on CPOMS.
- Recognising and rewarding positive behaviour and achievement.  
Using fair, consistent and proportionate sanctions where behaviour falls below expectations.
- Treating pupils with dignity, using respectful and calm communication, and never resorting to shouting unless needed to prevent imminent danger.
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The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents. Behaviour updates will be shared with staff via briefings to support positive and supportive behaviour culture.

### **5.5 Parents and Carers**

Parents and carers are expected to:

- Support their child in following the school's Behaviour Policy and Code of Conduct.
- Reinforce positive behaviour at home.

- Keep the school informed of any changes in circumstances that may affect their child's behaviour or wellbeing.
- Work in partnership with the school when behaviour concerns arise.
- Raise any concerns directly with the school in a constructive and respectful manner.

## 5.6 Pupils

Pupils are expected to:

- Follow the school's Behaviour Policy and Code of Conduct.
- Treat others with respect and kindness, in line with our Champion values.
- Behave in a way that allows all pupils to learn in a safe and supportive environment.
- Wear the correct uniform and arrive punctually each day.
- Care for the school environment and property.
- Accept the consequences of their actions and take responsibility for their behaviour.

Pupils will be supported to understand these expectations through assemblies, class discussions, and reminders throughout the school day.

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# 6. School Behaviour Curriculum

## 6.1 Our Behaviour Curriculum

At Gatehouse School, we believe that excellent behaviour underpins effective learning. Our behaviour curriculum is designed to support pupils in developing our Champion Values, alongside the **fundamental British Values**.

Through explicit teaching in **assemblies, PSHE lessons and across the wider curriculum**, pupils are taught:

- The importance of rules and routines in creating a safe, fair and supportive environment.
- How to develop independence, responsibility and self-discipline.
- How to treat others with respect, kindness and fairness.
- How to contribute positively to the school and wider community.

## 6.2 British Values and Behaviour

Our behaviour curriculum actively promotes the **fundamental British Values** as defined by the DfE. These are taught through assemblies, PSHE, pupil leadership opportunities and classroom practice:

- **Democracy** – Pupils take part in decision-making processes, such as voting for School Council representatives and contributing to class charters. They learn to respect the views of others, even when they differ from their own.

- **Rule of Law** – Pupils learn that rules exist to protect everyone’s safety and fairness. The school’s **Code of Conduct** is linked directly to this principle, and assemblies frequently reinforce the importance of consequences for actions.
- **Individual Liberty** – Pupils are encouraged to make informed choices about their behaviour and learning. They are taught that with freedom comes responsibility. Opportunities in PSHE emphasise developing resilience, independence and self-regulation.
- **Mutual Respect** – Respect is one of our guiding values and is modelled by staff at all times. Assemblies and circle times teach pupils to value diversity, listen to others, and appreciate different opinions.
- **Tolerance of those with different faiths and beliefs** – As an inclusive Christian school, we welcome pupils from a variety of backgrounds. PSHE, RE and assemblies explore different cultures and religions, promoting empathy, understanding and positive relationships.

These values are woven through the **behaviour curriculum** so that pupils not only understand expectations but see how they connect to life in modern Britain.

## 6.2 Champion Values

At Gatehouse, pupils are expected to live out the **Champion Values**, which underpin our behaviour curriculum and support pupils in becoming responsible, resilient and respectful learners:

- **Courage** – to make the right choices, even when it feels difficult.
- **Hard Work** – to give your best effort and use your time productively.
- **Ambition** – to take responsibility for your actions and learning.
- **Motivation** – to approach tasks positively and stay focused.
- **Perseverance** – to keep trying, even when learning or behaviour feels challenging.
- **Inspirational** – to organise yourself and make good decisions for others to follow.
- **Optimism** – to be kind, supportive, and look for the positives in yourself and others.
- **Never Give Up** – to show resilience and determination in all areas of school life.

These values are explicitly taught and reinforced through:

- **Assemblies** (themes linked to Champion Values and British Values).
- **PSHE lessons** (opportunities to practise skills like respect, resilience, and responsibility).
- **Classroom discussions** (linking behaviour to values in everyday routines).
- **Recognition systems** (commendations, house points, certificates and postcards) which celebrate pupils who consistently demonstrate Champion Values.

## 6.3 Pupil Voice and Agency

At Gatehouse School, pupil voice is central to our approach to behaviour, learning and community life. We believe that when pupils are genuinely listened to, they feel valued, grow in confidence and take ownership of their education and conduct.

Pupil voice is embedded across the curriculum, assemblies and PSHE lessons, ensuring that children play an active role in shaping their learning experiences and the expectations that guide behaviour. Their ideas, feedback and perspectives influence whole-school initiatives and day-to-day routines.

In addition to our Pupil Leadership Team (PLT), Deputy PLT and Year 6 Ambassador roles, pupil focus groups explore key areas of school life such as teaching and learning, wellbeing, inclusion and the environment. These groups meet regularly to reflect on what is working well, identify areas for improvement and share their suggestions with staff.

Through these opportunities, pupils develop a strong sense of agency and responsibility. They contribute to refining our Behaviour Policy, reviewing playground and classroom expectations, and suggesting positive recognition systems. This shared responsibility reinforces our Champion Values and supports a culture of respect, accountability and mutual trust across the school.

## **6.4 Mobile Phones and Devices**

Only Year 6 pupils are permitted to bring a mobile phone to school. These must be handed in at Reception each morning and collected at the end of the day.

- Smart watches, wearable devices with messaging or camera functions, tablets, gaming devices, and headphones/earbuds are not permitted in school.
- If a pupil is found to be using or in possession of a phone or any unauthorised device during the school day, it will be confiscated and a follow-up conversation will take place with parents.
- Pupils are taught about safe and responsible technology use through the computing and PSHE curriculum.

## **6.5 Playground Rules and Expectations**

**See Appendix 1 for Playground Rules and Supervision**

Break and lunch times are fully supervised by staff on a duty rota. Staff are positioned across designated areas of the playground to ensure children are safe, included and supported in their play. Supervising staff are expected to circulate actively, encourage positive play, and remind pupils of the playground rules where necessary (e.g. safe use of equipment, including others, and playing fairly).

Where behaviour falls below expectations, staff will use consistent playground sanctions, including:

- A rule reminder or verbal warning
- A second warning with clear choices given
- Loss of privilege or removal from equipment
- Time out in a quiet supervised area

Serious incidents are logged on CPOMS.

## 6.6 Movement around School

- Pupils are expected to move calmly and safely around the school at all times.
- **Silent corridors** are in place to ensure that transitions are quiet and orderly and do not disrupt learning.
- Pupils should walk on the left-hand side, keep hands and feet to themselves, and follow staff instructions promptly.
- This routine promotes respect for others' learning and contributes to a calm, purposeful school environment.
- **Silent Corridor Monitors:** Pupils wearing a sash act as role models, helping to maintain calm and orderly movement. They observe corridor behaviour and report back to the **Senior Leadership Team (SLT)** and teachers, ensuring expectations are consistently reinforced.

## 6.7 Positive Behaviour Systems

Gatehouse School encourages positive behaviour through a range of behaviour recognition tools:

- **Traffic light systems** (or similar) in classrooms to guide behaviour choices.
  - **House points** to reward good effort, work, attitude, and conduct.
  - **Commendations** in weekly assemblies, with certificates awarded after five commendations.
  - **Certificates** for achievements in reading, spelling, times tables, and positive behaviour.
  - **Head Teacher Certificates and Awards** for demonstration of Gatehouse Champion qualities.
  - **Recognition of Excellence Postcards**, presented by the Headteacher.
  - Frequent use of **verbal praise** and communication with parents to share successes.
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# 7. Behaviour in the Early Years Foundation Stage (EYFS)

## 7.1 Principles

The Behaviour Policy applies to the whole school, including the Early Years Foundation Stage (EYFS). However, we recognise that very young children are at an early stage of social and emotional development. Behaviour management in the EYFS therefore requires a flexible, age-appropriate approach, supporting children as they learn key social, emotional, and communication skills.

At this stage, children are learning to:

- Enjoy their time in the Nursery, feel happy, safe, and secure
- Build positive relationships with peers and adults

- Become confident communicators, able to relay wishes, feelings, and understanding
  - Develop awareness and respect for others
  - Share, take turns, and begin to resolve conflicts
  - Express emotions appropriately
  - Develop self-control and independence
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## 7.2 Behaviour in Nursery

This policy aims to set out basic behaviour guidelines to ensure the Nursery is a happy and productive environment for all children. As with the rest of the school, Nursery follows the Gatehouse Champion values to support positive behaviour choices.

### Nursery CHAMPION Values

**C Courage** - Try new things, investigate, have a go

**H Hard Work** - Listen carefully, explore and try new things

**A Accountability** - Make good choices and tell the truth

**M Motivation** - Be excited to join in try new activities

**P Perseverance** - Remember 'You can do it'

**I Independence** - Be happy at school and try doing things by yourself

**O Optimism** - Enjoy your time at school remember you are at Gatehouse Greathouse

**N Never Giving Up** - Celebrate all that we do at Gatehouse

### Responding to Unacceptable Behaviour

- Staff focus on recognising and positively praising good behaviour to reinforce expectations and maintain a happy, purposeful atmosphere.
- Children are made aware of their actions, positive or negative, and are encouraged to take responsibility for their choices
- Staff treat children with dignity, build relationships rooted in mutual respect, and maintain professional boundaries.
- Biting, while unacceptable, may occur occasionally; parents of all children involved are contacted to discuss incidents with the Head of Nursery.
- Responses to challenging behaviour are tailored to the individual and may include:
  - A verbal reprimand to make the child aware that their behaviour is unacceptable
  - Loss of a short period of free time/playtime
  - Use of an emotions area for reflection and support by an adult
  - Encouragement and support from an adult to apologise and rebuild relationships



- Temporary withdrawal from the class environment if behaviour disrupts others
- Parents are informed of any unacceptable behaviour and invited to discuss it with staff.
- Corporal punishment is strictly forbidden by law.

The overall aim is for children to be happy and safe, and to experience a stimulating and challenging programme of learning and development, providing positive experiences as they begin their journey through Gatehouse School.

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### 7.3 Approach in EYFS

**Individual responses:** Behaviour is managed on a case-by-case basis. Children are supported to understand their actions and encouraged to make positive choices.

**Positive reinforcement:** Staff focus on recognising and praising good behaviour using verbal encouragement, stickers, and celebrations in class.

**Clear expectations:** Simple, consistent guidelines such as *be kind*, *gentle hands*, and *take care of our things* are reinforced through routines, modelling, and repetition.

**Modelling:** Adults demonstrate respectful, kind, and safe behaviour at all times, encouraging children to follow their example.

**Intervention:** Where children struggle, staff support them to remain calm, express themselves safely, and rebuild friendships.

**The Key Person is the Form Teacher at Gatehouse:** Each child is assigned a key person who ensures their learning and care meet individual needs. The key person engages with parents to support development at home and connects families with additional support if needed. The Form Teacher has overall responsibility for the class and is supported by a Teaching Assistant.

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### 7.4 Partnership with Parents

Parents are provided with the Gatehouse Nursery School Booklet, including the EYFS Behaviour Policy, to ensure consistency between home and school. Parents are invited to formal meetings in the Autumn and Summer terms to discuss their child's progress. Children's development is monitored through the Early Learning Development Report (ELDR), which identifies interests and targets for future growth. Additional support is provided as needed in consultation with parents and the SENDCo.

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### 7.5 Creating a Positive Environment

The EYFS team prioritises a happy, safe, and productive atmosphere, which includes:

- A welcoming, inviting and purposeful environment
  - Opportunities for child-initiated and adult-led activities
  - Circle times and stories promoting kindness, sharing, and communication about who to ask for help
  - Early introduction to the Gatehouse Champion Values
  - Encouraging responsible, autonomous learning, cooperative play, respect for the Nursery environment, and pride in achievements
- 

## 8. Responding to Behaviour

### 8.1 Classroom Management

Teachers and support staff set the tone for positive behaviour through:

- Establishing clear routines at the start and end of lessons.
- Greeting pupils positively and consistently.
- Creating stimulating, well-organised classrooms that encourage engagement.
- Displaying and reinforcing the **Behaviour Policy and Code of Conduct**.
- Using the **traffic light system** (or equivalent) to support behaviour choices.
- Using positive reinforcement and restorative conversations.
- Planning for low-level disruption by having clear, fair responses.

### 8.2 Safeguarding

Changes in behaviour may indicate a pupil is in need of help or protection.

- All staff are trained to recognise safeguarding indicators.
- Where misbehaviour may be linked to harm or unmet needs, staff will follow the **Child Protection and Safeguarding Policy**.
- This may involve referral to the Designated Safeguarding Lead (DSL), early help, or children's social care.

### 8.3 Responding to Good Behaviour (Align to our systems)

Positive behaviour is recognised and rewarded consistently. At Gatehouse, staff use:

- Verbal praise and recognition.
- Moving pupils up the **traffic light system**.
- **House points** for effort, work, attitude and behaviour.
- **Weekly commendations** in assemblies, with certificates after five commendations.
- **Certificates** for achievements across the curriculum and for positive behaviour.
- **Recognition of Excellence postcards** presented personally by the Headteacher.
- Communication of achievements to parents and carers.

## 8.4 Responding to Misbehaviour

When behaviour falls short of expectations, staff respond in a calm, consistent and fair manner.

- Pupils are encouraged to reflect on their behaviour by asking:
  - *Have you made a good choice?*
  - *What could we do to make it better?*
  - *What needs to be done to put things right?*
- For minor issues (talking out of turn, answering back, disrupting quiet time): verbal reminders and clear warnings are given.
- If behaviour continues, staff may use sanctions including:
  - Moving down the **traffic light system**
  - Reflection time, which may be during break or lunch
  - Working separately from peers or in another class
  - Loss of privileges
  - Referral to the Head of Pastoral Care or Headteacher
  - Daily behaviour logs for persistent issues (KS2) or home/school logs (EYFS/KS1)
- Parents will be contacted where behaviour is persistent or serious.
- Serious breaches may result in temporary or permanent exclusion (see Section 9).

## 8.5 Reasonable Force

All staff have the legal power to use reasonable force to prevent pupils from:

- Causing dangerous disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

At Gatehouse:

- Force is always a last resort, applied with minimum strength and for the shortest possible time.
- Physical restraint may be used only when necessary for safety (see **Positive Handling Policy**).
- All incidents are recorded and reported to parents.
- Staff treat pupils with dignity, maintaining safety and respect at all times.

## 8.6 Searching, Screening and Confiscation

- Searching is conducted in line with DfE guidance (*Searching, screening and confiscation: 2022*).
- Pupils may be asked to empty pockets or bags by a member of staff, only if directed by the Headteacher or Deputy Headteacher.
- Staff will not physically search pupils.

- Any prohibited or banned items (see Section 3.3) will be confiscated.
- All incidents are recorded on CPOMS.

## **8.7 Off-site Misbehaviour**

Sanctions may be applied when pupils misbehave off-site if they are:

- Taking part in a school trip or activity
- Travelling to or from school
- Wearing school uniform
- Identifiable as Gatehouse pupils

Sanctions may also apply to behaviour outside school if it threatens another pupil, affects the school's reputation, or disrupts the orderly running of the school.

## **8.8 Online Misbehaviour**

Pupils may face sanctions for misbehaviour online, including:

- Bullying or harassment
- Sharing inappropriate content or images (including AI-generated content)
- Misuse of school platforms such as Google Classroom or school email
- Online behaviour that threatens another pupil or damages the school's reputation

## **8.9 Suspected Criminal Behaviour**

Where a pupil's behaviour may amount to a criminal offence:

- The Headteacher or SLT member will decide whether to contact the police.
- Relevant evidence will be preserved where appropriate.
- A safeguarding referral may be made to children's social care alongside any police report.

## **8.10 Zero-tolerance Approach to Sexual Harassment and Violence**

- All incidents of sexual harassment or sexual violence will be dealt with seriously and never ignored.
- Pupils are encouraged to report anything that makes them feel uncomfortable.
- Responses will be proportionate, considered and supportive, with safeguarding measures put in place.

## **8.11 Malicious Allegations**

- If a pupil makes a deliberately false allegation against a member of staff or another pupil, disciplinary action will be taken.
  - Where an allegation is unsubstantiated but may indicate a pupil is in need of support, pastoral or safeguarding referrals will be made.
-

## 9. Serious Sanctions

### 9.1 Reflection Time

- Pupils may be required to remain in during break or lunch for **reflection time**, supervised by a member of staff.
- Reflection time gives pupils the chance to consider their actions, restore relationships, and plan how to improve their behaviour.

### 9.2 Removal from Classrooms

- Pupils may be removed from the classroom where behaviour is disruptive or unsafe.
- Removed pupils will continue their learning in a supervised setting.
- Removal is a short-term measure and pupils will be reintegrated as soon as possible.
- Persistent or serious cases will be referred to the Head of Pastoral Care or Headteacher.

### 9.3 Behaviour Logs

- **EYFS and KS1:** home/school behaviour logs may be used for agreed periods to track behaviour and encourage consistency between school and home.
- **KS2:** pupils may be placed on a daily behaviour log for persistent issues or following a serious breach. These are monitored by the Head of Pastoral Care, with parental involvement and weekly review.

### 9.4 Suspension (Temporary Exclusion)

- The Headteacher may suspend a pupil for a fixed period (1–5 days) for serious breaches of the Behaviour Policy.
- Parents will be informed in writing of the reason and duration of the suspension.
- Work will be provided for the period of suspension.
- A re-entry meeting with a senior member of staff will take place before the pupil returns to school, involving the pupil and their parents.
- A suspended pupil may be withdrawn from a school trip or sporting fixture if deemed inappropriate for them to attend.

### 9.5 Permanent Exclusion

- Permanent exclusion is only used as a last resort after serious breaches of the Behaviour Policy or where persistent misbehaviour significantly harms the education or welfare of others.
- The Headteacher will make the decision following a full investigation, considering all evidence and any mitigating factors (including SEND).
- Parents will be invited to a meeting to discuss the decision and have the right to appeal to the Governing Board.
- Parents may request a review of the decision to permanently exclude their child through the school's Complaints Procedure. This will be heard by a Complaints

Panel, which has the authority to review the Headteacher's decision and consider whether due process was followed. The decision of the Panel is final within the school's procedures.

- The school will notify the Local Authority of all permanent exclusions, in line with statutory requirements.
- A managed move to another setting may be considered as an alternative where appropriate.
- The Governing Board will be informed of all exclusions and may be involved in reviews as required.

## **9.6 Exclusion for Non-Payment of Fees**

Exclusions may also occur in cases of non-payment of school fees. Such exclusions are not disciplinary in nature and are managed separately under the School's Terms and Conditions. This Behaviour Policy does not cover exclusions due to non-payment of fees.

## **9.7 Behaviour Meriting Suspension or Exclusion**

Examples include (but are not limited to):

- Drug, alcohol or tobacco use
  - Theft
  - Bullying, including prejudice-based bullying and cyberbullying
  - Fighting, physical assault or threatening behaviour
  - Sexual harassment or sexual misconduct
  - Racist, sexist, homophobic or other discriminatory abuse
  - Vandalism or deliberate damage to property
  - Persistent disruptive behaviour
  - Bringing prohibited or dangerous items into school (e.g. knives, weapons, fireworks, vapes)
  - Any conduct that significantly harms the reputation of the school
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# **10. Responding to misbehaviour from pupils with SEND**

Gatehouse School is committed to meeting the needs of all pupils, including those with **Special Educational Needs and Disabilities (SEND)**.

## **10.1 Principles**

- We recognise that some types of misbehaviour may be the result of underlying needs or difficulties.
- We will never discriminate against pupils with SEND when applying this Behaviour Policy.

- Staff are trained to consider whether misbehaviour may be linked to a pupil's SEND, safeguarding or wellbeing needs.
- Reasonable adjustments will always be made to ensure fairness, in line with the Equality Act 2010.

## 10.2 Support Strategies

- **Behaviour Logs:** In EYFS/KS1, a home–school log may be used in partnership with parents to support consistency and identify triggers. In KS2, daily logs may be used to provide close monitoring, feedback, and reflection time with the Head of Pastoral Care.
- **Pastoral Meetings:** The Head of Pastoral Care works with pupils, parents, and staff to identify strategies that reduce difficulties and encourage success.
- **Small-step targets:** Pupils with SEND may be supported with individual behaviour targets or strategies as part of an Individual Education Plan (IEP) or SEN Support Plan.
- **Reasonable adjustments:** Teachers may adapt routines, seating plans, instructions, or expectations to ensure pupils with SEND can access learning and succeed in behaviour expectations.
- **Safeguarding checks:** Staff will always consider whether misbehaviour may indicate an unmet need, safeguarding issue, or requirement for early help.

## 10.3 External Support

- Where appropriate, the school may seek advice from external professionals, such as Educational Psychologists, Speech and Language Therapists, or specialist behaviour services.
- Parents will always be included in discussions where additional support is being sought.

## 10.4 Graduated Approach

Gatehouse School follows a graduated approach to supporting behaviour and SEND:

1. **Identify** – recognising triggers or difficulties.
2. **Assess** – considering pupil needs, including SEN, social/emotional, or safeguarding.
3. **Plan** – agreeing reasonable adjustments and strategies with staff and parents.
4. **Do** – putting strategies into place in classrooms, playgrounds and routines.
5. **Review** – monitoring progress through logs, CPOMS, and staff discussions.

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# 11. Supporting Pupils Following a Sanction

At Gatehouse School, sanctions are not only consequences but also opportunities for growth and reflection. Our aim is always to help pupils reintegrate successfully into learning and community life.

## 11.1 Principles of Reintegration

- Pupils are encouraged to understand the impact of their behaviour and to take responsibility for their actions.
- Staff support pupils in making better choices in the future, using restorative conversations and goal setting.
- We focus on repairing relationships with staff and peers, so that pupils can return to a positive place in the community.

## 11.2 After Reflection Time or Removal from Class

- Pupils will have a short conversation with their teacher or a senior staff member about what went wrong and how to put it right.
- Strategies for improvement are agreed with the pupil, and successes are praised.

## 11.3 After a Behaviour Log

- Pupils on behaviour logs meet frequently with the **Head of Pastoral Care** for guided reflection.
- At the end of each week, progress is reviewed with staff and parents.
- If improvements are made, the pupil is supported to return to normal routines with recognition of their effort.

## 11.4 After Temporary Exclusion

- A **re-entry meeting** with the Headteacher or a senior staff member is required.
- This meeting involves the pupil and parents, setting clear expectations for behaviour moving forward.
- Strategies for support are agreed (e.g. mentoring, behaviour targets, pastoral check-ins).
- Where appropriate, the pupil may also receive additional support from staff trained in pastoral care or learning support.
- Behaviour logs may also be used as a support measure following exclusion or as part of reintegration.

## 11.5 After Permanent Exclusion

- If a managed move or alternative provision is agreed, the school will work with the new setting, the pupil and their family to support transition.
  - Relevant information, including safeguarding and SEND records, will be shared in line with data protection laws.
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## 12. Pupil Transition

Gatehouse School recognises that points of transition are key moments for reinforcing expectations and supporting pupils in adapting to new routines. We ensure that all pupils are prepared for the next stage of their learning journey, both academically and socially.

### 12.1 Internal Transitions

- **EYFS to KS1:** Expectations are gradually raised in line with children's maturity. Staff use age-appropriate language and strategies to ensure a smooth shift from play-based routines to more structured learning.
- **KS1 to KS2:** Pupils are supported in developing greater independence and accountability. Behaviour expectations are clearly explained, with emphasis on self-discipline, organisation and respectful conduct.
- **Within year groups:** Teachers hold handover meetings to share information about pupils' strengths, needs and behaviour strategies.

### 12.2 Year 6 Transition to Secondary School

- Year 6 pupils are given additional responsibilities (e.g. leadership, buddying younger pupils) to help them prepare for secondary expectations.
- Pupils learn about secondary routines, independence, and self-management through PSHE, assemblies, and form time discussions.
- Staff liaise with receiving schools to provide a full picture of pupils' academic progress, behaviour, and pastoral needs.
- Where pupils require additional support (e.g. SEND, emotional regulation), a tailored transition plan will be created with parents and the secondary school.

### 12.3 Induction for New Pupils

- All new pupils and families are introduced to the school's Behaviour Policy, Code of Conduct and values.
- Form teachers and buddies support new pupils in learning routines and settling into school life.
- Parents are provided with information about how behaviour is managed, so that home and school can work in partnership.

### 12.4 Whole-School Transition Routines

- At the start of every academic year, assemblies focus on the **Gatehouse Champion values** and the importance of behaviour expectations.
  - Visual reminders of behaviour expectations and routines are displayed around the school.
  - Staff regularly revisit these expectations throughout the year in PSHE, assemblies, and class discussions.
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## 13. Training and CPD

### 13.1 Ongoing Training

- All staff receive regular training on the implementation of this Behaviour Policy.
- **Termly CPD sessions** are provided on positive behaviour management strategies, including de-escalation techniques, restorative conversations and consistent use of sanctions and rewards.
- **Weekly staff meetings** include updates on individual cases, sharing good practice and discussing consistent approaches across the school.

### 13.2 Induction

- All new staff, including teaching assistants and support staff, receive induction training on the school's Behaviour Policy, Code of Conduct and safeguarding expectations
- Induction includes practical guidance on classroom management, use of the traffic light system, use of CPOMS, and playground supervision.

### 13.3 Targeted Support

- Staff who request additional support, or who are identified by their line manager as needing further development, will be offered **individual CPD** or coaching. This may include observation, mentoring, or external training where appropriate.

### 13.4 Specialist Training

- Training is provided where necessary on:
  - Supporting pupils with SEND and behaviour needs
  - Recognising and responding to child-on-child abuse
  - Managing challenging behaviour safely (see **Positive Handling Policy**)
  - Online safety and cyberbullying
- The Designated Safeguarding Lead (DSL) and Head of Pastoral Care ensure that training is aligned with safeguarding requirements and updated in line with national guidance.

### 13.5 Consistency and Review

- Senior staff monitor the implementation of the Behaviour Policy to ensure consistency across the school.
  - Staff feedback is used to review training needs.
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## 14. Monitoring Arrangements

### 14.1 Monitoring Behaviour

- All behaviour incidents are recorded on **CPOMS**, the school's central reporting system.
- Entries include details of the incident, the action taken, and any follow-up required.
- Records are reviewed **half-termly** by the Head of Pastoral Care and the Designated Safeguarding Lead (DSL) to identify patterns or recurring concerns.
- Particular attention is paid to groups of pupils (e.g. SEND, by gender or ethnicity) to ensure that sanctions and support are applied fairly and proportionately.

### 14.2 Reporting

- The Head of Pastoral Care provides updates on behaviour trends to the Headteacher and Senior Leadership Team.
- Governors receive reports on behaviour, exclusions and support measures through the termly Headteacher's report.
- The Headteacher ensures that any serious incidents, exclusions or safeguarding matters are reported promptly to governors.

### 14.3 Policy Review

- This Behaviour Policy is reviewed **annually** by the Senior Leadership Team and **formally by governors every two years** in line with Independent School Standards.
- The review considers:
  - Data from CPOMS
  - Staff feedback
  - Pupil and parent voice
  - Updates to statutory guidance
- Any significant changes are communicated to staff, parents and pupils.

### 14.4 Accountability

- Governors are responsible for holding the Headteacher to account for the effective implementation of this policy.
- Monitoring arrangements ensure that the Behaviour Policy remains consistent, fair and aligned with Gatehouse School's Champion Values.

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## 15. Links with Other Policies

This Behaviour Policy should be read alongside the following Gatehouse School policies and procedures:

- **Safeguarding and Child Protection Policy** – ensures behaviour management is linked to pupil welfare and safeguarding duties.
- **Anti-Bullying Policy and Child-on-Child Abuse Policy** – sets out the school's zero-tolerance approach to bullying and abuse.
- **Positive Handling Policy** – details the safe and proportionate use of physical intervention when required for safety.
- **Risk Assessment Policy** – explains how behaviour and supervision risks are identified and managed.
- **Exclusion Policy** – outlines the process for temporary and permanent exclusions, including parental rights of appeal.
- **Complaints Procedure** – ensures parents have the right to raise concerns and appeal decisions fairly.
- **SEND Policy** – details how pupils with additional needs are supported to meet behaviour expectations.
- **Online Safety Policy** – provides guidance on safe and responsible use of technology, including the prevention of cyberbullying.

Together, these policies form a coherent framework for promoting positive behaviour, safeguarding pupils, and ensuring that Gatehouse School remains a safe, inclusive and respectful community.

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# Appendix 1: Playground Rules and Supervision

At Gatehouse School, staff recognise the unique contribution playtime makes to the wellbeing of every child. The playground provides a safe and supportive environment where pupils can play, socialise, be creative, and enjoy time outdoors. Playtime is valued as an integral part of each school day, supporting children's physical health, emotional wellbeing and social development.

We recognise that:

- Increased levels of physical activity improve both health and concentration.
- Positive play promotes cooperation, resilience, and inclusion.
- Breaktimes support our school's ethos and **Champion Values** of kindness, respect, and perseverance.

## Playground Timetable

Session	Time	Year Groups
1st Morning Break	9:55am – 10:20am	Reception, Year 1, Year 2
2nd Morning Break	10:25am – 10:50am	Year 3, Year 4, Year 5, Year 6
1st Lunch Break	11:55am – 12:20pm	Year 3, Year 4, Year 5, Year 6
2nd Lunch Break	12:20pm – 1:25pm	Reception, Year 1, Year 2

## Aims

Through playground activities, Gatehouse School aims to promote:

- **Physical activity** and healthy lifestyles
- **Citizenship** and teamwork
- **Inclusion**, cooperation, and fair play
- **Confidence** and self-esteem
- **Communication**, language and listening skills

## Expected Outcomes

- Increased participation in physical activity
- Improved health and fitness
- Positive attitudes and behaviour
- Better focus and concentration in lessons
- Respectful relationships between pupils and staff
- Enjoyment and fun

## Staff Organisation and Supervision

- A **duty rota** is in place for all morning and lunchtime breaks.
- Staff are positioned strategically around designated areas to ensure visibility and safety.
- Duty staff take their personal breaks before or after playground duty to ensure punctuality.
- Teaching staff collect classes promptly at the end of break.

### End-of-Break Routine:




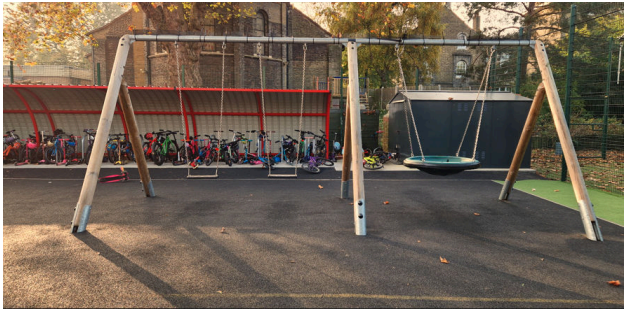

1. The first bell signals the end of play.
2. Children come down safely from all equipment.
3. When all are still, a second bell signals children to walk to their lines.
4. A final bell indicates silence before classes return to lessons led by teachers.
5. One member of staff remains outside until all pupils are safely back indoors.




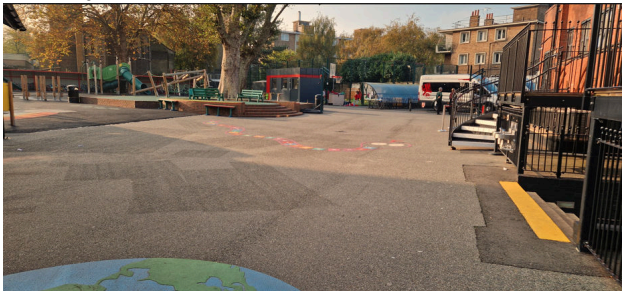
## Playground Areas and Staff Responsibilities

Each of the following areas must have a supervising member of staff, including use of the Astro using a rota system. The Nursery playground follows EYFS supervision ratios.

Area	Location / Equipment	Year Groups
Area 1	KS2 Trim Trail (by the trees) 	Years 3 – 6
Area 2	Stilts, EYFS & KS1 Trim Trail and Climbing Frame 	Reception – Year 2



	 	<p>All Pupils</p> <p>Year 1 - 2</p>
Area 3	<p>KS2 Climbing Frame and Big Slide; Swings</p>  	<p>Year 2 – 6</p> <p>Year 2 – 6</p>
Area 4	<p>Raised Area Wooden Frame; Rope Tunnel</p> 	<p>All pupils</p>

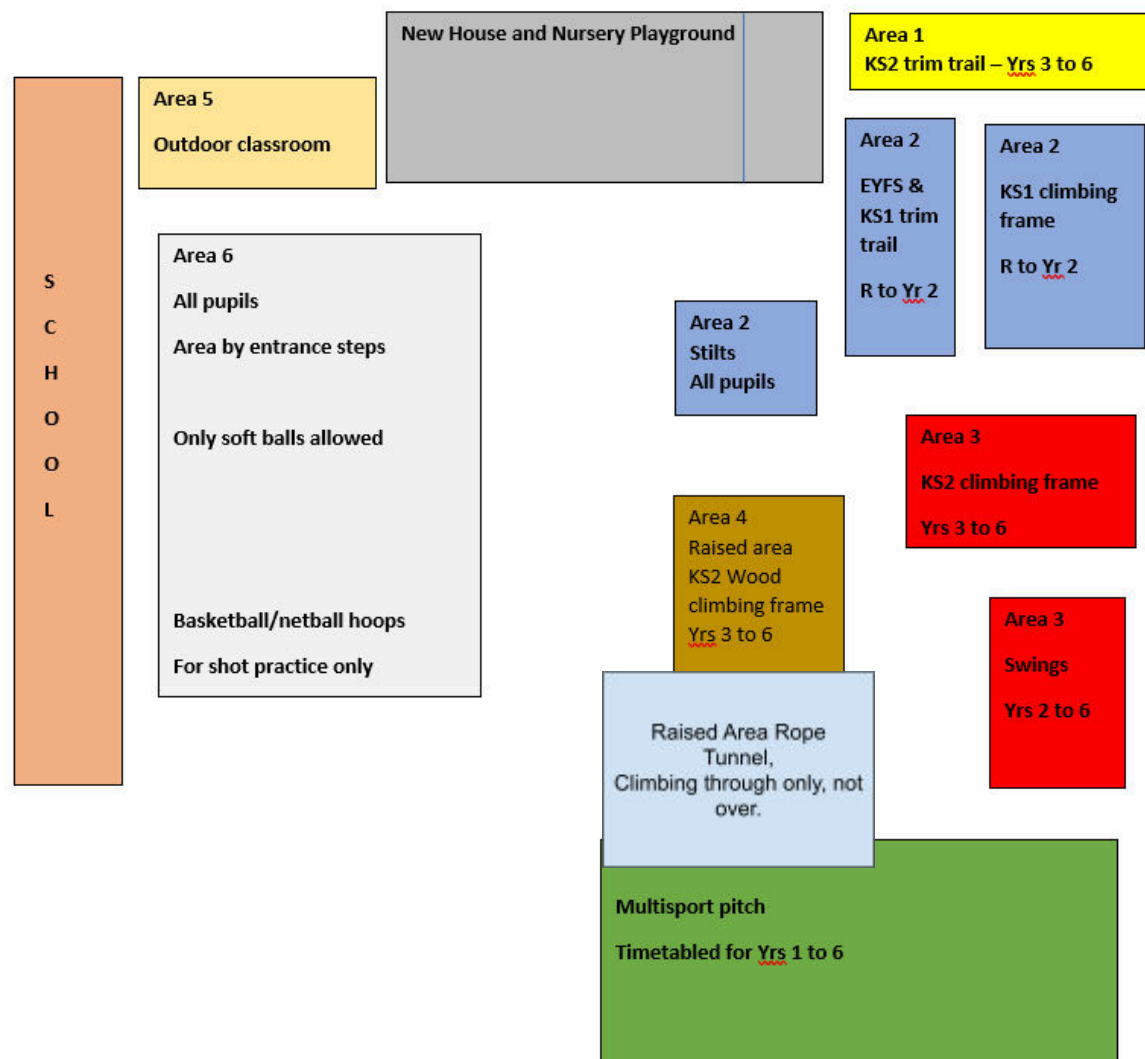
	 	<p>Years 3 - 6</p> <p>EYFS - Y2</p>
Area 5	<p>Outdoor Classroom (quiet area)</p> 	<p>All pupils</p>
Area 6	<p>Area by Entrance Steps</p> 	<p>All pupils</p>
Area 7	<p>Multisport Pitch (rota basis)</p>	<p>Years 1 – 6</p>
Nursery	<p>Nursery Playground</p>	<p>EYFS</p>

The staff member in **Area 5 (Outdoor Classroom)** oversees quiet play and maintains sight of the ball area where possible.

Children must ask permission to use the toilet or to leave the playground.



## Playground Map



## Promoting Positive Play

Supervising staff should actively:

- Encourage fair play and inclusion for all pupils.
- Support lonely or upset children to join activities.
- Supervise the multisport pitch to ensure turn-taking and good language.
- Ensure equipment is used safely and appropriately.
- Prevent running or chasing on climbing equipment.
- Stop children jumping off swings in motion.
- Restrict hard balls—only **basketballs/netballs** for hoop use are permitted.
- Prohibit food or drink on equipment; both hands must be free to climb.
- Cease use of any equipment that is **wet or unsafe**.
- Intervene early to resolve disputes calmly and fairly.

Staff should ensure that all children, including those with **SEND or additional needs**, are supported to take part in playground activities safely and confidently.

Any pupil with a **risk assessment or support plan** should have their needs taken into account when supervising and allocating play areas.

## Behaviour Management

Playground behaviour follows the **Gatehouse School Behaviour Policy**, which is based on positive reinforcement and consistency. Children should perceive rules, rewards, and sanctions as fair and transparent.

### Positive Consequences

- Verbal praise
- House tokens
- Commendations
- Informing the Form Teacher of positive behaviour

### Negative Consequences

- 1st Warning – Rule reminder
- 2nd Warning – Choice and reflection
- Loss of privilege or time out
- Referral to the senior teacher on duty for serious incidents

Playground behaviour should also reflect the school's commitment to kindness and respect, as outlined in the **Anti-Bullying Policy**.

All incidents of unkindness, exclusion, or repeated poor behaviour must be reported on **CPOMS** and, where appropriate, discussed with the Form Teacher or SLT.

## First Aid

- Playground accidents must be referred to the **School Nurse** (see *First Aid Policy*).
- Minor injuries can be treated using the **Playground First Aid Box** located by the steps near the first entrance.
- All first aid administered should be reported to the Nurse or recorded as per school procedure.

## Staff Conduct During Duty

At the start of each duty, staff should carry out a brief **visual safety check** of their allocated area.

Any damaged, unsafe, or wet equipment must not be used and should be reported immediately to the **Premises Team** or a **member of SLT**.

Duty staff have a **safeguarding responsibility** to maintain full visibility of pupils and remain attentive throughout their supervision.

Personal mobile phones or electronic devices must **not** be used while on duty, and staff should stay within their designated supervision zones.

DOs	DON'Ts
Encourage kindness and inclusivity	Chat socially with other staff on duty
Praise good behaviour	Walk around with children for extended periods – encourage independence
Be punctual for duty	Use physical contact (e.g., carrying, cuddling, lap-sitting)
Move around unless allocated to fixed equipment/pitch	Bring hot drinks into the playground
Listen for poor language and intervene	Sit on benches/walls unless for agreed supervision
Stop unsafe play (sticks, roughness, unsafe climbing)	Be late or leave early
Pass messages or concerns to Form Teachers	Play on equipment or engage in children's games

## Playground Rules for Pupils

These are the rules we ask all pupils to follow while in the playground. These rules are designed to keep everyone **safe, happy, and included**, and should be **referred to by staff when talking with pupils about behaviour**.

Staff are encouraged to use these shared rules as a common reference point when praising positive play or addressing unsafe or unkind actions, ensuring consistency and fairness across the school.

1. **Be kind** and include others.
2. **Be safe** and use equipment properly.
3. No running or chasing on climbing frames.
4. Sit properly on swings – do not twist or jump off.
5. Only basketballs/netballs are allowed for hoop play.
6. No food or drink on equipment; both hands must be free.
7. Stay off wet equipment.
8. Follow staff instructions the first time.
9. Be a good friend.
10. **Have fun!**