GISBURN ROAD C.P. SCHOOL

BARNOLDSWICK

RELATIONSHIPS & BEHAVIOUR POLICY

REVIEWED SEPTEMBER 2026

REVIEW DATE: SEPTEMBER 2027

'Catch children being good'

At Gisburn Road, we believe that all behaviour is communication. Therefore, we have changed our 'Behaviour' policy to a 'Relationships' policy. Relationships and communication are key.

Our Vision and values for our school

'Where family and learning unite'

At the heart of our school is our community. Our warm family ethos drives our vision and values which are at the core of all we do.

Aims:

- To provide the highest standard of teaching and learning
- To cultivate a love of learning through our engaging and memorable curriculum that is inclusive to all
- To walk hand in hand with families along their child's learning journey
- To have ambition for ourselves and each other and to celebrate success
- Value everyone and their individuality
- Teach children to have respect for themselves, each other, adults, their family and the wider community
- Foster positive attitudes and good relationships
- To nurture spiritual, moral and social development ensuring each child grows their sense of self
- To keep themselves and each other safe
- To create a culture of positive mental health and wellbeing to equip and prepare our children for the wider world

Respect, Kindness, Perseverance, Honesty, Appreciation

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos of our school and with the PSHE curriculum because we feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community.

Associated Policies - Anti-Bullying Policy, Lunchtime Policy, and Child Protection and Safeguarding Policy

Aim of this policy:
This policy sets out the high expectations of positive relationships and behaviour at Gisburn Road Community Primary School. As a caring community, we aim to create an environment which encourages and reinforces good relationships, effective communication and fosters positive attitudes.

Purpose:

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Demonstrates that a 'one-size policy' does not fit all children
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

RELATIONSHIPS

Positive Attitudes and Good Relationships between PUPILS:	• We actively encourage children to live our school values: *Kindness, persevere, trust, honesty, respect*, and provide many opportunities to re-enforce this message, for e.g. through daily conversations, assemblies, our curriculum and other strategies. • Playground buddy stops • Play leaders encourage and model positive play • Seeds and Gardeners: To foster caring relationships between our Year 6 and Reception children • Children are expected to be kind to each other • Positive interactions within learning – children feel comfortable to 'have a go' • Buddy support for learning • Support each other during performance • Show respect by listening to each other • House Teams: To foster a sense of collective responsibility • Monitors/Jobs: To encourage children to take responsibility for others and school resources.
Positive Attitudes and Good Relationships between STAFF and PUPILS	Good pupil behaviour is based on good relationships between children and staff. **Mutual respect, Kindness and empathy** are key. Staff will get to know the children and model the sort of behaviour they are encouraging from the children. At Gisburn Road we expect all staff to be warm, friendly and polite, and use their sense of humour when appropriate.

	Staff Responsibilities ALL staff will: • Take time to welcome children at the start of the day • Role model good behaviour and positive relationships • Create a positive climate with realistic expectations • Emphasise the importance of values and being valued and recognise these • Provide an inspiring, effective teaching and learning environment • Encourage positive relationships based on kindness, empathy and respect • Ensure fair treatment for all regardless of ability, age, sex, race faith or preconceptions • Always redirect children by referring to our values and our 'Golden steps to success'. • Show appreciation of the efforts and contributions of everyone **All** staff are responsible for modelling positive attitudes and good relationships. **Child responsibilities:** **Golden Steps to Success** **I will always use good manners** **I will always be kind** **I will show respect to everyone** **I will look after all equipment** **I will always keep myself safe**
Positive Attitudes and Good Relationships between STAFF and PARENTS	At Gisburn Road, we know that managing children's behaviour is more effective when staff and parents work together. We welcome all communication between staff and parents so that relationships can be built quickly and effectively. Staff will

	welcome parents with a positive attitude and treat ALL parents with respect. Our SENDco, Learning Mentor and Family Support Worker can arrange additional support for families whose children are having difficulties with behaviour. The support takes many forms, and can include work with the child and/or work with the parents. Again, the relationships between staff and parents need to be based on **mutual respect**. This means that staff **listen** to parents' concerns and take appropriate **action** to address those concerns. Parents, equally, behave respectfully to staff, even if the parent is upset. Staff model positive attitudes and professionalism.

Reconciliation and restorative approach

It is really important that when relationships break down between children, parents or staff we try to repair and restore them. Within a restorative approach, a caring attitude, good relationships, mutual respect and a sense of belonging are all key ingredients. It acknowledges that conflict and inappropriate/unacceptable behaviours do happen, but rather than seek blame and dispense punishment it aims to repair harm by finding acceptable ways to repair the harm so that more positive relationships can be restored.

What is a restorative approach?

A restorative approach seeks to teach children the necessary skills to self-regulate their behaviour. Emphasis is placed on affecting real change above blame and punishment.
That said, we do believe that children should be taught to take responsibility for their own actions and behaviour, and we do believe that there needs to be proportionate and reasonable consequences for certain types of behaviour. However, it is important to try and teach children the impact of their behaviour on others and to help them understand how to put things right. Using the restorative approach, staff should always look for the positives and actively encourage and reward children for behaving in the way we expect. When challenging negative behaviour, staff should always remind children of our expectations and encourage them to behave well.

Restorative question prompts for children reflecting on 'poor choice' behaviour	• What choice did you make that caused a problem? • What were you thinking at the time? • How did you feel at the time? (visual emotion cards should be used to support this discussion)

	• What have you thought about since? • How do you feel now? • Who was affected by my actions? • In what way have they been affected? • How can you make it right? • What will you try to do differently next time?
Restorative question prompts to help children who have been affected by 'poor choice' behaviour	• How are you feeling right now? • How did you feel when…. happened? • What did you think when you realised what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

Well-structured lessons and a broad and balanced curriculum
The importance of an appropriate and engaging curriculum plays an important role in promoting positive behaviour. Teachers make use of the Lancashire Planning support materials. Teachers plan lessons carefully with adaptations to ensure that the needs of all children are well supported. The importance of developing children's social, emotional, spiritual and cultural awareness are seen as crucial in promoting positive behaviour, tolerance of others and self-discipline. This is taught as part of the weekly timetable.

Well-structured lunchtimes and playtimes
As children are given less structure at playtimes and lunchtimes than in lesson times, good organisation and high quality supervision is essential. Welfare assistants and teaching assistants supervise the children at these times.

At the end of lunchtimes and playtimes, the children are collected by their class teacher and taken into their classrooms. We ask that teachers and staff are always prompt to avoid children lining up for unnecessary periods of time.

Positive playtimes
We have a wide range of structured games and activities for children to play both on the playground and in the indoor 'Quiet club'. We have taken the model suggested by Jenny Mosley (Jenny Mosley is a key UK Education conference speaker and holds a wealth of experience with a background of teaching, consulting and working in all types of schools in the UK and overseas) and we operate a zoned approach offering areas for different activities, such as areas for:

- Clapping games
- Traditional games
- Chasing games
- Skipping games
- Song, dance and music

- Make believe/role play
- Quiet activities
- Ball games
- Crafting and colouring
- Craze of the week

Our playground trim trails and ground markings offer a variety of physical activity for enjoyment.

Organised games such as football, basketball and netball will take place under strict guidelines on the MUGA (multi-use games area). Children wanting to take part in the team games must follow the rules and abide by the referee's decisions. If a child has been given two yellow cards for not following the rules or behaving inappropriately, they will have a red card and a ban from the MUGA for a short period of time. This will be decided by the staff and will be communicated to parents.

Mobile Phone-Free Environment

Gisburn Road Community Primary School is a **mobile phone-free environment**. This means that pupils' access to mobile phones and smart watches is restricted throughout the school day to protect children's wellbeing, support their learning, and keep them safe.

Rules for pupils:

- **Nursery to Year 4:** Children should not bring mobile phones or smart watches to school
- **Year 5 and Year 6:** Children may bring a mobile phone or smart watch to school **only** for safety reasons when walking to and from school alone. However:
    - Phones and smart watches must be **switched off** before entering the school premises
    - They must be **handed in to the class teacher** on entry to class
    - They will be kept in a **secured box** until home time
    - Pupils **cannot access** their phones or smart watches during:
        - Lessons
        - Breaktimes
        - Lunchtimes
        - Any other time during the school day

Consequences for misuse:

If a child is found using a mobile phone or smart watch during the school day, or fails to hand it in:

- The device will be confiscated immediately
- It will be stored securely in the school office
- Parents will be contacted and asked to collect the device
- Repeated incidents may result in the child losing the privilege of bringing a phone to school

Exceptions:

In exceptional circumstances (for example, a child with a medical condition who needs a device for health monitoring), parents should contact the Headteacher to discuss individual arrangements.

Staff responsibilities:

All staff are responsible for:

- Modelling appropriate use of mobile phones (staff should not use personal phones in front of children during the school day)

- Enforcing this policy consistently
- Confiscating devices when necessary
- Recording incidents on CPOMS

Expectations and Rules

Everyone in our school has the right to:

- To learn
- To feel happy and safe
- To be treated with respect
- To be allowed to make mistakes

We believe that children need to know and understand the types of behaviour we expect to see at Gisburn Road so that they know how to behave. At Gisburn Road CP School we have adopted 'Golden Steps to Success' because they are simple, child friendly and re-enforce our vision and values. These Golden Steps are clearly visible in every classroom and in prominent positions around the school. Staff must make regular reference to these Golden Steps and the values to encourage children to behave in a positive way.

'Golden Steps to Success'

Our Golden Steps to Success focus on RELATIONSHIPS and our school values:

I will always use good manners

I will always be kind

I will show respect to everyone

I will look after all equipment

I will always keep myself safe

School assemblies regularly focus on our Golden Steps to Success and values, discussing ways in which we can put them in to daily practice. Our weekly awards assembly will celebrate success.

Our class charters focus on behaviour for learning and growth mindset. At the start of the school year, classes will negotiate and agree a number of additional rules as part of a class charter or code of conduct, in order to promote a positive and safe learning environment. Children will sign up to the class charter at the start of the year. These will be **clearly displayed** in the classroom and referred to regularly.

The Golden Steps to Success have been adapted for the Playground and Dining Hall, so that children have clear expectations all around school.

Our Lunchtime Golden rules are:

Rules for lunchtime play:

- We are gentle when we play
- We are kind and helpful towards others
- We respect everyone's games
- We look after the playground
- We listen to and keep the playground safety rules
- We are honest with everyone

Rules for in the dining hall:

- We line up calmly – *we don't push in*
- We walk carefully – *we don't run*
- We speak quietly – *we don't shout*
- We keep our table clean – *we don't make a mess*
- We are polite to everyone
- We use good table manners

Use of Facilities

At Gisburn Road Community Primary School, we are committed to safeguarding all children and ensuring their dignity, privacy, and safety.

Facilities based on biological sex:

Children must use toilets, changing rooms, and any residential accommodation (such as during school trips) that are designated for their biological sex. This requirement applies to all children, with no exceptions.

For PE classes and sports activities that are designated for a specific sex, children must participate according to their biological sex.

These requirements are in place to:

- Protect the privacy and dignity of all children
- Ensure the safety and wellbeing of all children
- Comply with our legal duties under Keeping Children Safe in Education 2026

Recording biological sex:

The school is legally required to record a child's biological sex accurately in all school records, including:

Admissions records

Medical records

Data management systems

Census returns

Celebrating children's success

At Gisburn Road we love to 'catch children being good' and celebrate success and achievement. Our school has a clear system of rewards which are used to encourage positive relationships and good behaviour. Staff must make clear reference to the Golden Steps to Success, our school values, characteristics or academic achievement when rewarding children.

Rewards and Dojos

Pre-School:

- Staff will reward children with positive talk to explain what they have done so well
- Staff will refer to the characteristic the child has used e.g. perseverance, patience
- Stickers
- A dip in the treasure box on a daily basis for a child that has 'shone'.

Year R-6:

- Staff in Years R-6 will reward children with **Dojo** points which will be logged on the Class Dojo.
- Children should aim to 'reach for the star' every lesson where they will achieve 5 extra dojo points.
- For a child that is doing exceptionally well, staff should send home a 'well done' post card or a positive text message / phone call to parents.
- We celebrate and reward acts of kindness shown by the children
- Proud moment – children share their work with a member of SLT
- Celebrate personal achievements (gained outside of school) with friends by a 'show & tell' every Friday in class
- Each week, 3 children in each class with the highest number of dojos will win a dip in the prize box.
- Children will automatically receive 10 dojos per day for consistent positive behaviour.

Gisburn Road Achievement keyring for individual reward
When joining school, all children will receive a Gisburn Road Achievement keyring to collect achievement charms. When a child reaches a dojo milestone of 500, 1000, 1500 and 2000 dojos they will receive a charm. Charms will also be received for Star of the Week, Sports Star and Headteacher Award.
These can be added to their Gisburn Road keyring and proudly displayed on their school bag.

Team reward
Children from Rec-Y6 will be placed into one of four house teams:

CHESTNUT
ELM
SYCAMORE
OAK

Dojo's will be linked to house teams. House team winners (the house with the most dojo points) will be announced each Tuesday at a key stage assembly. The winning house each week wins a trophy – with team colours. Aim: Houses compete to achieve the most dojo's over a term. The winning team get to wear non-uniform for a day at the end of the term and enjoy a treat during an extra playtime. This encourages children to work as part of team, not only for individual reward.

Lunchtime
Welfare assistants can award dojos to children and will hand these over to the class teachers at the end of lunchtime. No more than 2 dojos to be given at any time. Dojos can be given for following the lunchtime golden rules.

Star of the Week
Each week, we give **STAR OF THE WEEK** to a child in each class (Nursery-Y6) who has shone out in some way. This will not be linked to dojos necessarily – but is awarded for really impressing staff for: good behaviour for learning e.g demonstrating a growth mindset, following our Golden steps to success or school or demonstrating our school values. Children will receive a certificate and a charm for their Gisburn Road Keyring. Their photo will be displayed for the week on the Star of the week board in the hall.

Special Educational Needs
We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. This is to ensure that ALL children have a sense of achievement and a positive approach to experiencing and managing relationships based around communication and behaviour. A personalized approach may be, for example, a sticker chart reward system, an individualised 3 step target plan, recognition of positive behaviour on a more frequent basis e.g. per activity, lesson, morning/afternoon, day. Children will have ownership of their plan and be clear about how they can achieve.
The support of outside agencies will also be sought where appropriate, in particular the District 13 Inclusion Hub, Behaviour Support Service or Educational Psychologist.

See also our 'Behaviour and Safeguarding' section for how we consider safeguarding concerns when dealing with behaviour.

Consequences
To help children understand that there are boundaries and to help them take responsibility for their actions, we believe it is important to put consequences in place. The aim of these consequences is to encourage children to change their behaviour and follow our expectations and mission statement once again. It is important that staff refer to our Golden Steps to Success and school values when dealing with inappropriate behaviour, and to emphasise the fact that children are making the wrong choices. Restorative conversation is important once a consequence has been issued.

Reflection Room
Each lunchtime the Reflection Room will be open and run by a senior leader. The idea is to give children time to reflect and time to have a restorative conversation, if needed, with a senior leader.

Inappropriate behaviour
We acknowledge that inappropriate behaviour can take many forms; from relatively minor incidents to more serious incidents.

Minor incidents

Examples of minor incidents include;

- Shouting out / swinging on chairs / causing a disruption/distraction in class or assembly
- Not lining up quietly or in a prompt manner
- Running inside (ie, along the corridors/ in classrooms or dining hall)
- Not looking after equipment
- Making fun of/teasing others
- Misuse of toilet/cloakroom areas
- Answering back/ speaking rudely

Serious Incidents

Five types of behaviour we class as serious are:

a. causing deliberate physical harm to self/others/property.
b. using foul, abusive or derogatory language
c. ignoring members of staff/point blank refusal to follow a reasonable instruction
d. **persistent low-level behaviour** (ie; regularly having time out at play time, regularly being moved away from friends and peers, regularly in the Reflection room at lunchtime).
e. causing excessive disruption to lessons or other activities in school.

This includes misogynistic or misandrist behaviour.

Misogyny and Misandry
At Gisburn Road Community Primary School, we are committed to creating an environment where all children and adults are treated with respect and dignity, regardless of their sex.

Our commitment:
We will not tolerate:

- **Misogyny** – prejudice, contempt, or discrimination against girls and women
- **Misandry** – prejudice, contempt, or discrimination against boys and men
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Examples of unacceptable behaviour include:

- Making derogatory comments about someone based on their sex
- Using sexist language or "jokes"
- Excluding someone from activities based on their sex (except where this is lawful, such as in single-sex sports)
- Making assumptions about someone's abilities, interests, or behaviour based on their sex
- Sexual harassment or unwanted sexual attention
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Our response:
We will:

- Challenge all forms of sex-based discrimination and prejudice
- Educate children about equality, respect, and healthy relationships
- Take action against any child or adult who displays misogynistic or misandrist behaviour
- Follow our behaviour pathway and safeguarding procedures as appropriate
- Provide support to any child or adult who has been affected

Education and prevention:
Through our PSHE curriculum and school ethos, we will teach children:

- To respect people of all sexes
- That everyone has equal value and deserves to be treated with dignity
- To challenge stereotypes and prejudice
- About healthy, respectful relationships

As a general rule, we adopt a behaviour pathway to challenge inappropriate behaviour. However, the steps should **not** be viewed as a list that must be followed sequentially in all circumstances. Instead, staff must use their own discretion, depending on a range of factors, such as, the age of the child, the context, the intention to cause harm/offence.

Behaviour and Safeguarding
At Gisburn Road, we recognise that changes in behaviour or persistent behavioural issues may indicate that a child is experiencing safeguarding concerns, including abuse, neglect, or exploitation.
All staff must be alert to the possibility that challenging behaviour may be a sign of:

- Unmet special educational needs
- Mental health difficulties
- Safeguarding concerns (including abuse, neglect, exploitation, or harmful experiences)

When dealing with behavioural incidents, staff will:

- Consider whether safeguarding concerns may be a cause of the behaviour
- Report any concerns to the Designated Safeguarding Lead immediately
- Prioritise the child's safety and wellbeing
- Follow our Child Protection and Safeguarding Policy

We will not issue automatic or heavily punitive sanctions without first understanding the context and considering whether safeguarding support is needed.

BEHAVIOUR PATHWAY ACTIONS

(For Minor Behavioural Incidents)

1. SUBTLE HINTS	Eg praise the children close-by who are following expectations, simply move closer to the child not following the expectation, give 'the look'. These strategies are to be used by all staff as the first step; encouraging children to follow our expectations (ie Golden steps to success / class charter). *Please note: some children (particularly children who are neurodivergent) may not recognise a non-verbal cue, therefore they may need an extra verbal reminder or a visual prompt.*
2. VERBAL REMINDER x 2	Point out/ name what the child is doing (describe the behaviour), remind the child of our expectations (Golden steps to success) and tell them what you would like to see happen. E.g. ' (child's name) , you are talking when I am. You need to stop talking please. You need to listen so you can learn. This first verbal reminder should be short and precise. **If the behaviour continues – give a second verbal reminder.**
3. CHOICE	Point out what the child is doing (again describe the behaviour) remind the child that you have already spoken to them twice and they have chosen to continue/ignore the expectation. Remind them again (short and precise instruction) and make it clear that they now have the **CHOICE** to do the right thing or there will be a consequence if they continue to behave inappropriately.

	E.g. . ' (child's name) , I have spoken to you already and given you two reminders but you have chosen to carry on… Remember our Golden steps…This is your final reminder. If you make the **CHOICE** to carry on …(state the consequence) When a child is given a **CHOICE,** this is recorded discretely by the class teacher on a weekly recording sheet.
4. ISSUE CONSEQUENCE	<u>In Class Sanctions:</u> **EYFS** - Thinking time out on a cushion/area (no more than 5 mins). **All children start each lesson as a fresh start**. If children have been issued with a consequence during a session, after their warnings, they will miss part of a free choice activity/playtime to reflect on their behaviour. Children must **stay in class** at playtime with a member of staff to have a restorative conversation, complete an age appropriate reflection sheet and complete any missed learning due to their behaviour (if appropriate). **Part 1 - Restorative conversation -** this is the important part of the consequence so that children recognise the poor choices and negative behaviour they were displaying and to know how to make better choices in the future. The conversation will be based around the questions on the behaviour reflection sheet. Children will then complete a **behaviour reflection sheet** to: *identify the choice they made which caused a problem, how they felt at the time, how they feel now (after the restorative conversation), who was affected by their actions, how they can make it right and what they will do differently next time.* These sheets will be passed to SLT weekly and kept as a record for monitoring the number of behaviour incidents. Staff MUST notify parents that their child has been issued a consequence (step 4), via a phone call or private chat, and explain why. This must be logged on CPOMS under behaviour.
5. TIME OUT	Children may need time out of their classroom to regulate/calm down. They should be taken by an adult to the next classroom available for 5-10 minutes, no longer. If the child is still not calm and not ready to return to learning after this time then SLT will take them to hold a restorative conversation. The child should

	return to their class to continue learning as soon as possible and may need to catch up any missed learning during a convenient time (this may include playtime). **<u>Lunchtime and Playtime</u>** Children in Key Stage 1 must stand in the reflection zone with a member of staff for 2/3 minutes. Children in Key Stage 2 must stand for 5 minutes as a time out to calm down and reflect. Staff must talk to the child before allowing them to go back to play. Staff should talk to them about what they did using positive talk, why time out was necessary and remind them of the Golden Steps to Success. If children reach their **third time out** during lunchtime they must be sent in to see the Senior Manager on duty that day. **The lunchtime staff must report** this to the class teacher **and lunchtime staff MUST complete** a CPOMS log. A consequence may be issued at this point. The class teacher MUST inform parents. Aggressive behaviour on the yards is not acceptable and children will be sent in to the Reflection Room immediately to see the senior manager on duty. Again lunchtime staff must log the incident on CPOMS and the class teacher MUST be informed. The class teacher MUST inform parents. <u>In The Dining Hall:</u> Children will be asked to move seats away from their friends for inappropriate behaviour in the dining hall. If they continue or display excessively disruptive behaviour they will be asked to eat lunch with the senior manager on duty in the Reflection Room.
PERSISTENT BEHAVIOUR	If children are regularly making mistakes and having consequences issued, or having time-outs on the yard, the class teacher needs to be informed so that they can contact parents to discuss next steps.
MORE THAN 5 ISSUED CONSEQUENCES PER WEEK	If a child is issued 5 or more consequences in one week, they will be given a Yellow Card for the next week. By this point parents will be well informed that there has been an issue through informal telephone calls and behaviour letters. To issue a yellow card, the Class teacher must invite the child's parent into school to explain with the DHT. This must be logged on CPOMS. The Yellow Card will monitor the child's behaviour on daily basis. During this period the child will be earning their

	playtimes. If they are successful, they will go back to the above system the next week. If the child does not meet expectation, then further consequences will apply.

SERIOUS BEHAVIOUR	**Informing parents of serious behaviour:** Staff will contact a child's parents when the behaviour is serious. This conversation highlights to parents that a serious incident has taken place and seeks parents to co-operate in resolving the issue. If further such incidents occur, this may lead to an internal exclusion or an after-school detention (KS2 only) with a member of the leadership team. For all incidents that involve KS2 children using their hands and feet deliberately to hurt someone else, children will be given an after school detention. **Five types of behaviour we class as serious are:** a. causing deliberate physical harm to self/others/property. b. using foul, abusive or derogatory language c. **ignoring members of staff**/point blank refusal to follow a reasonable instruction d. **persistent low level behaviour** (ie; regularly having time out at play time, regularly being moved away from friends and peers, regularly in the reflection room e. causing excessive disruption to lessons or other activities in school.
Persistent serious Incidents	If children receive **three** serious Behaviour incidents (logged on CPOMS) per half term, parents will be invited to discuss next steps with the class teacher and Deputy Headteacher or Headteacher. These may include: • Individual Behaviour Support Plan • Alternative Provision within school for a specified period of time (i.e. remove the child from the context) • Alternative Provision in another education establishment for a specified period of time. • Going home at lunchtime • Exclusion from school

Suspensions
It may be necessary to exclude a child from Gisburn Road Community Primary School. There are three types of exclusions that Headteacher will consider if the child's behaviour is serious enough:

a. Internal suspension

This is when a child works in isolation, away from his/her peers. A member of the leadership team will supervise the internal exclusion and work will be set by the class teacher. Parents will be informed if their child is internally excluded (usually verbally, and then by letter).

b. Fixed term Suspension
This is when a child is sent home for a fixed period of time. The Headteacher will inform parents in the event of a fixed term exclusion (usually verbally, and then by letter).

c. Permanent exclusion
This is when a child is no longer permitted to attend the school. In the event of a permanent exclusion, the Headteacher will meet with parents to explain the process in full.
The decision to permanently exclude a child will only be taken:

- In response to extreme or violent physical abuse to a member of staff or another child
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
- The repeated use of foul and abusive language aimed at other children and adults / undermining the staff

The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Consequences of inappropriate conduct outside the school gates
A consequence will be given if behaviour is inappropriate when a pupil is:

- Taking part in any school-organised or school related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school

Or where the above does not apply but the inappropriate behaviour:

- Poses a threat to another pupil
- Could affect the reputation of the school
- Could pose a threat to the orderly running of the school

The same principles of the Behaviour pathway of the school will be applied when dealing with such incidents.

Detention
In following through with consequences pupils may well miss all or part of a playtime or lunchtime. Parental consent is not required in these circumstances but staff will act

reasonably. Parents will be spoken to and given 24 hours' notice for any child that requires a detention. Detentions outside of school time will be used for Junior children that use physical aggression towards other pupils.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the public order Act 1986. For example under the Malicious Communications act 1988 it is an offence for a person to send and electronic communication to another person with the intent to cause distress or anxiety or to send a message that is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school feel an offence may have been committed they may report the incident to the police, this would only be done with the agreement of the Headteacher.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items:

1. The general power to discipline enables members of staff to confiscate, retain or dispose of pupil's property as a consequence. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item.

2. Power to search without consent for 'prohibited items' including:

- Knives and Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- Any item banned by the school

These items are not allowed in school:

Jewellery (only stud earrings and a watch allowed)
Chewing gum
Nail varnish/make-up
Hair braids/ coloured extensions
Dangerous objects
Extreme Haircuts – tramlines, shaved to a grade 1 or 0.

Power to use reasonable force

All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable force may be used where necessary to prevent a pupil from causing injury to themselves or others, committing an offence, damaging property or causing serious disruption.

Physical restraint is a restrictive intervention and will only be used where necessary, proportionate and as a last resort to prevent harm or manage an immediate significant risk. Staff should use de-escalation strategies wherever reasonably possible and must use no more force than is necessary and for no longer than is necessary.

Further details are set out in the school's **Reasonable Force & Safer Handling Procedure**.

De-escalation strategies Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal, providing the pupil with 2 choices whenever possible.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

Staff should always seek to resolve situations through positive relationships, clear communication and de-escalation wherever this can be done safely.

Where physical intervention or another restrictive intervention becomes necessary, staff must follow the school's **Reasonable Force & Safer Handling Procedure**, including requirements for recording, reporting and follow-up.

Wherever possible and where it is safe to do so, a second member of staff should be present during a physical intervention.
debrieAfter an instance of physical intervention, the pupil will be immediately taken to a Senior Leader and the pupil's parent will be contacted as soon as possible.
All incidents of the use of Safer Handling techniques will be recorded on the schools electronic CPOMS system under the 'Safer Handling' category. A debrief session will be conducted by a senior leader with all members of staff involved.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

There may be occasions when a pupil needs to leave the classroom to maintain safety, restore stability or enable learning to continue in a managed environment.
Where possible, this will be achieved through the use of clear instructions, positive relationships and de-escalation rather than physical intervention.
Any removal will be:

- proportionate to the circumstances;
- for the shortest appropriate period;
- supervised appropriately;

- in a safe and suitable environment; and
- responsive to the pupil's SEND and individual needs.

Removal from the classroom will not be used as a punishment or as a routine response to behaviour.
Where a pupil is prevented from leaving a space through physical obstruction or other means, this may constitute seclusion and staff must follow the school's **Reasonable Force & Safer Handling Procedure**.

When will Reasonable Force be used?

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:
To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
To enable disruptive pupils to be taken to a place where education can continue in a managed environment
To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. The amount of time a pupil spends removed from the classroom will be kept to the shortest appropriate period, taking account of the circumstances and the pupil's individual needs.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Consistency
It is important that all staff adhere to this policy to promote positive behaviour and minimize inappropriate behaviour. Staff must be consistent in the way they actively look for and reward positive behaviour. Staff must equally challenge inappropriate behaviour using the steps identified.

Roles and responsibilities
The Governing Body sets out the rationale for this policy which the Headteacher operates on a daily basis. We expect all staff to adhere to this policy. We expect all parents to support this policy; communication regarding the policy should be directed to the Headteacher.

Consultation, recording, monitoring and evaluation
Behaviour in school is recorded through an electronic system known as CPOMS. ALL staff are responsible for logging an incident which they have witnessed and or dealt with. If children spend time in the reflection room at lunchtime for their behaviour they will be given a reflection sheet to complete following a restorative conversation. A register of children attending the reflection room will be kept.

Progress towards individual targets will be recorded on individual behaviour/ education plans.

The Leadership Team monitor behaviour and evaluate the impact of this policy through the records listed above, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

This policy will be reviewed annually with all staff at the start of each academic year. Following the review parents will be advised on any adaptations or changes through letters and on the school website.

Complaints Procedure
Our school's complaints Policy can be found on the school website. In the event of a complaint against a member of staff, thorough, speedy and appropriate investigations will be carried out. School will follow the guidance set out in the Dealing with Allegations of Abuse against Teachers and Other Staff document when deciding what immediate action should be taken. If the decision is taken to suspend a member of staff, the school must ensure that the member of staff has access to a named contact who can provide support and appropriate pastoral care.

Uniform
We expect all children to come to school in school uniform. If a child cannot wear school uniform because of additional needs this will be agreed and monitored by the Senior Leader in school. Children are encouraged to wear appropriate clothes (including footwear) for school. Children should also have appropriate kit for PE and swimming lessons (see School website for details). Children are not permitted to wear jewellery in school, with the exception of a watch, small stud earrings, and items of particular religious significance that have been authorised by the Headteacher.

Agreement Between Parents and School

- **Parents**

Your role in your children's education is key. Supporting your child's learning - and working with us at school - makes a huge difference.

- **We're a team**

Good communication between home and school is very important. We work with you, so that the messages your children receive about how to behave at home and at school are consistent.

- **Rules, rewards and consequences**

You will find the school's Golden steps to success, rewards and consequence systems on display at school. We explain them regularly to the children.
Children are expected to follow the school steps to success and classroom codes of conduct. They should respect the rights and needs of all adults and other children in our school community.

- **The Home & School agreement**

We have a Home & School agreement which is signed by pupils, parents and teachers. We expect you to read these and support them.

- **When there are concerns**

If a member of school staff has concerns about a child's welfare or behaviour, you will be contacted. The details are in the school behaviour policy.

- **Supporting the school**

When children's behaviour is unacceptable and we have to use reasonable consequences, you should support our actions.

- **If you don't agree with us**

If you have any concern about the way that your child has been treated, you should initially contact the class teacher. The Deputy Headteacher may then be involved, then the Headteacher. If the concern remains, you should contact the school's Board of Governors.

- **We are all adults**

We expect you to behave in a reasonable and civilised manner towards all school staff, as professionals and each other. Any issues will be dealt in an atmosphere of trust and mutual respect.

- **When lines are crossed**

If you behave inappropriately or aggressively towards staff, this will be reported immediately to the Headteacher and/or Governors. They will take appropriate action.