



The Gateway Primary Academy

Behaviour Policy and Statement of Behaviour Principles

June 2025

Written by: Mr J Cassem

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Date reviewed by staff: Behaviour policy reviewed by staff during staff meeting June 2025

Next date of review: October 2026

Signed by chair of governors:

Please note: *This policy will be reviewed following any updates to national and local guidance and procedures re-shared as required.*

Rationale:

Our school vision states that we are aiming to for every pupil to achieve their full potential physically, socially and academically whilst preparing them for a successful future in a multicultural society. In order to achieve this, excellent standards of behaviour are needed throughout the school to help provide the type of culture and environment that allows our children to thrive.

At The Gateway Primary Academy we believe that the promotion of good behaviour, the development of self-respect and of respect for others is a vital part of a child's education.

In our school, we create a caring community which is based on respect in which teaching and learning can take place in a calm, safe and supportive environment. Our school is a place where everyone is treated with dignity, kindness and respect. The behaviour policy is supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.

In addition, adults are required to adhere to the staff code of conduct.

Our School Values

Everyone at The Gateway should act with:

- Kindness
- Politeness
- Respect
- Honesty
- Teamwork

1. Aims

This policy aims to:

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

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as breaches of the Golden Rules that results in:

- Disruption in lessons
- Disruption around the school building
- Disruption on the playground at break and lunchtimes (including play fighting)
- Unsafe behaviour
- Showing disrespect to adults and other children

Serious misbehaviour is defined as:

- Any form of bullying including cyber bullying
- Vandalism
- Theft
- Fighting
- Dangerous behaviour
- Inappropriate use of multi-media devices that may offend or hurt others
- Leaving the school premises
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Stolen items
 - Pornographic images

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

4. Bullying

Bullying is defined as behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally.

Bullying is, therefore:

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

Bullying can include:

<u>Type of bullying</u>	<u>Definition</u>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of unwanted physical contact
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, sexual gestures, unwanted physical attention, comments about gender
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites This includes sexting, prank calling, inappropriate voice messages and sharing of personal information

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy, available on our website.

5. Roles and responsibilities

5.1 The Board of Governors (Trustees)

The Board of Governors is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

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

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Ensuring BLP is promoted as a way to develop to learning behaviours
- Modelling positive behaviour and language
- Delivering PSHE programmes that teach specific social and emotional skills at an age appropriate level (Jigsaw and Circle Time - personalised approaches used for SEN pupils).
- Providing a personalised approach to the specific behavioural needs of particular pupils including liaison with parents and senior leaders
- Adapting strategies to meet specific needs of pupils with SEND (mainstream core standards)
- Celebrating and rewarding children's positive behaviour (verbal praise, stickers etc)
- Recording behaviour incidents including the use of ABC charts
- Zones of Regulation used consistently across the school
- Developing emotional literacy and self-awareness
- Exploring rights and responsibilities with children

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the Golden Rules

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Reinforce behaviour expectations at home and work in partnership with the school.
- Engage in parent workshops including coffee mornings

Specific ways that parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without strong behaviour.
- By remembering that staff deal with behaviour problems patiently and positively.
- By signing the Home School Agreement which outlines the responsibilities of the school, children and parents/carers.

6. Pupil code of conduct

Our approach to behaviour management through the use of Golden Rules and Golden time is to develop children's understanding of acceptable social behaviour and citizenship. The approach aims to teach pupils explicit skills to be able to modify and manage their own behaviour.

Our Golden Rules cover all aspects of school life and detail the behaviour we expect from our pupils.

All pupils are expected to follow the Golden Rules in school from Reception to Year 6.

The Golden Rules are regularly reviewed with pupils and revisited at the start of each academic year. They are displayed around the school and are always referred to by staff when dealing with any poor behaviour.

The Golden Rules are linked to assemblies and PSHE/Circle Time which gives pupils the opportunity to develop a secure understanding of the rules and how they apply in practice.

The Golden Rules are:

- | | |
|--------------------------|----------------|
| • Do be gentle | • Do be honest |
| • Do be kind and helpful | • Do be safe |
| • Do work hard | |
| • Do look after property | |
| • Do listen to people | |

Good levels of behaviour	Excellent levels of behaviour
Children demonstrate all school values.	Children recognise where the school values have not been displayed and respectfully challenge children to show the necessary values. They also make suggestions of other ways in which we can show our school values.
The children act with kindness in compassion, both in and out of the class.	The children encourage and challenge each other to be kind and polite. They also celebrate the successes of others. The children are very inclusive with their conduct both in school and in the wider Gateway community. They are sympathetic and, where possible, empathetic, to the additional needs of others and adapt their behaviours accordingly.
Children demonstrate respect in several ways: using please and thank you, appreciating different viewpoints, using the school equipment and resources appropriately.	Where appropriate, the children challenge the viewpoints of other children in a respectful and polite way. Not only do they appreciate the views of others, but - where necessary- seek them out. They embrace diversity and are motivated to learn and celebrate both commonality and difference.
On arrival to the classroom, children enter the classroom quietly	On arrival to the classroom, children enter the classroom quietly and immediately engage in the tasks set and the morning routine.
Children walk around the school in a calm and orderly way.	Children demonstrate wonderful walking: greeting adults and other children, asking questions and demonstrating pride in the way they are walking. They open doors for others and engage in appropriate conversations.
Children following routines and adult instructions.	Routines and expectations have become normalised and are consistently adhered to (no matter the adult leading the room) without adult reminders.
Children are demonstrating active listening to everyone in the room. There is no interruption to learning.	Children are demonstrating excellent active listening, engaging with the speaker and are respond with curiosity and further questioning.

During lessons children collaborate well through talk partners/trios or during group tasks by staying on tasks and completing the task provided.	During collaborative tasks, children support and encourage each other. They ask questions to their partner to elicit their thinking.
Children engage with the tasks provided and work with an appropriate noise level on tasks given.	Children sustain a high level of concentration throughout the lesson and this is evident in their understanding of instructions and in their high quality evidence of the learning intention. Children demonstrate going 'above and beyond' with their learning: asking additional questions, completing additional home learning, seeking further challenge.
There is a calm and purposeful atmosphere in the room.	High quality situational behaviour is on display where behaviours are adapted to suit the nature of the learning. This allows for high level of active engagement.
Children are able to demonstrate independence in a variety of ways such as following routine and task completion. During moments of high challenge, children stay engaged on tasks.	Our children can use their own initiative when faced with an unfamiliar situation or learning challenge. During moments of high challenge, children display resilience and attempt new strategies to overcome any difficulties faced.
With the support of an adult, children are able to respectfully resolve 'appropriate conflict' (this may not be appropriate where serious breaches of the behaviour policy has occurred)	Where appropriate, children resolve conflict themselves without the intervention of an adult. They take ownership of the issues and seek meaningful resolutions.

7. Rewards and sanctions

7.1 Rewards

Positive behaviour will be rewarded with:

- Praise
- Stickers
- Positive feedback from the class teacher, senior leaders and Headteacher
- The award of Golden Time
- The award of Stars for demonstrating the school values, which are celebrated on a whole school display

- Name on the class board for showing school values and under the gold star for good learning behaviours, which recognising good learning behaviours linked to 'Building Learning Power'.
- Headteacher sticker in Golden Time assembly
- Class learning reward praise cards
- Sharing work in other classes
- Post it notes on BLP wall

7.2 Sanctions

The school will use the following sanctions in response to unacceptable behaviour:

- A verbal warning is given with a clear explanation as to which golden rule they have broken
- If the behaviour is repeated the pupil loses blocks of Golden Time (in 5 minute blocks). This is recorded by their name being moved to the relevant section on the class Golden Time chart
- If this behaviour is rectified by the child in the next session/day they receive the Golden Time back.
- If Golden Time is not redeemed then the pupil repays this time during the whole school Golden Time reward session on Friday afternoon.

Loss of Golden Time is formally recorded on class records and reviewed by senior management to analyse any patterns and trends in behaviour. This analysis will be used to identify and act on specific needs across the school including the needs of any specific pupils.

Behaviour incidents are recorded on Appendix 2 behaviour incident recording form or immediately recorded on CPOMMs and stored the central behaviour folder in the staff room. These are reviewed by SLT.

Where a child has behavioural difficulties that are a result of additional needs (e.g. SEMH, ACEs), a behaviour plan will be in place detailing the strategies needed to meet the pupil's needs. In some cases this may result in the child being removed from the Golden Time chart. This would be developed in consultation with senior leaders and could include the use of:

- Small step, targeted behaviour charts
- Visual timetables
- Time out
- Parental involvement

- Pastoral support plans
- Now and next boards - prewarning
- Social stories
- Zones of regulation
- Jobs and responsibilities
- Movement breaks
- Talk time
- Adapting the curriculum
- Additional Jigsaw/adapted circle times to meet needs after an issue
- A restorative approach

Following a behaviour issue, a restorative approach should be used to resolve it. The following questions should be used to guide reflective discussions:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?
9. What was unusual about today's lesson?
10. Why do you think things went wrong?
11. What would make it easier for us to work together?
12. What would make the next lesson go really well?
13. Where do we go from here?
14. Who could help us with the next steps?
15. If you had the lesson again, what would you change?

8. Behaviour

8.1 Serious misbehaviour

All behaviours that are considered to be serious are directly referred to senior leaders for appropriate action which may include:

- Loss of privileges e.g. loss of playtime or right to be in the classroom
- Involvement of parents
- Behaviour charts
- Monitoring report cards
- Fixed term or permanent exclusion.

Consideration needs to be given to providing appropriate support for the pupil to enable them to demonstrate positive behaviours and develop self-regulation.

Further details on the processes involved in permanent and fixed-term exclusions can be found in the school's Exclusion Policy

8.2 Off-site behaviour

Sanctions will be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or sporting event. This could include walking to and from school. It could also include online behaviour (see online safety policy for further information).

8.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Behaviour management

Zones of Regulation

When pupils feel a connection, they feel belonging and significance. Often that is enough for inappropriate behaviour to stop. Zones of Regulation are used to encourage co and self regulation. Adults in school connect with the pupil before offering options for correction. We encourage pupils to self regulate and use the Zones of Regulation to help manage their

emotions. This approach helps pupils to develop an understanding of their own emotional state and provides them with strategies to regulate their behaviour. The Zones of Regulation are used to help pupils regulate their emotions and understand their feelings. Pupils are encouraged to identify when they are in each zone and use strategies to move to a more regulated state. When pupils are able to recognise their emotions and self-regulate this is seen as a positive response to their behaviour.

Use of TeamTeach

We recognise that some pupils may have additional needs and require additional support to manage their behaviour. We use TeamTeach de-escalation techniques to help support pupils, including those with special educational needs.

9.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Golden Rules and remind children of these
- Encourage pupils to self-regulate and use the Zones of Regulation to help manage their emotions.
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils
 - Establishing clear routines and timings
 - Communicating expectations of behaviour in polite, positive manner
 - Modelling good behaviour and relationships
 - Highlighting and promoting good behaviour through the use of positive reinforcement
 - Speaking with pupils in a calm, respectful manner
 - Concluding the day and starting the next day positively
 - Consistently apply strategies for dealing with low-level disruption
 - Building good relationships

For further information – see appendix 3

9.2 Reception – Swans Class

When the children start school in Swans, the class teacher explains to the children about the sanctions and rewards within the school and how they will be used within the class.

In class, the children start the week on the Swan (a picture of a swan). If a child breaks a Golden Rule they are given a warning. If they continue this misbehaviour then their name is moved onto the Cloud. If they correct their behaviour their name will be moved back onto the Swan in a similar way to how the rest of the school uses the Golden Time chart. When a child moves their name back up onto the Swan, this is celebrated with the rest of the class. When demonstrating exceptional behaviour linked to the school values and the Golden rules a child may move their name onto the Sunshine. In addition, children may also receive a sticker to celebrate their good learning and good behaviour. All adults are able to move the children's names and award them a sticker.

Once the children have settled into school life, they then join the rest of school for Golden Time assembly. During the assembly, two children are nominated for the Happy Book for good learning and 2 children for displaying the school values, which is in line with the rest of the school.

Staff may also feedback to parents at the end day when necessary. This communication enables the class teacher to either celebrate the good behaviour/learning or to make parents aware of the child's behaviour throughout the day.

9.3 Physical restraint

In exceptional circumstances, trained staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others e.g. leaving school site or a fight, climbing on furniture etc.
- Hurting staff
- Damaging property

There is further detailed guidance on this, in our physical intervention policy.

Incidents of physical restraint must:

- **Always be used as a last resort and following the procedure detailed in the Physical Intervention Policy**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents

Details can be found in the Physical Intervention Policy

9.4 Confiscation

School staff can search a pupil for any item if the pupil agrees, however the headteacher and other staff authorised by them have a statutory power to search a pupil or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item. (DFE July 2022)

Searching pupils is conducted in line with the DfE's guidance on searching screening and confiscation July 2022.

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. The item will be reviewed and referred to police as necessary.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

9.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated and to cater for the needs of the pupil.

The school's special educational needs co-ordinator and senior leaders will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying special educational needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. This may also include support from police when needed.

When acute behavioural needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Pupil transition

To ensure a smooth transition to the next year or into school, pupils have a transition session with their new teacher and teaching assistant. In addition, staff members hold information

sharing transition meetings to ensure the right support is in place and behaviour management strategies continue to support pupils effectively.

Information on behaviour issues and behaviour management strategies will also be shared with new settings for those pupils transferring to other schools.

To ensure smooth transition into school, staff will meet with parents and pre-school providers to identify any behavioural issues, discuss strategies and ensure plans are in place to meet these needs prior to the pupil starting school.

11. Training

Our staff are provided with training on managing behaviour as part of their induction process. All staff will receive de-escalation training.

Behaviour management will also form part of continuing professional development.

The Specialist Teacher Service is accessed to provide support and advice for staff when requested.

The staff training log records any CPD taken place.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and senior leaders every 2 years. At each review, the policy will be approved by the headteacher.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying Policy
- Exclusions policy
- Physical Intervention
- Safeguarding policy
- Online Safety
- SEND Policy

Our policy and procedures guide decision making by staff. The headteacher and/or deputy headteacher may use their discretion to adjust the implementation of this policy and procedures on a pupil-by-pupil and/or incident-by-incident basis.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- The behaviour policy is understood by pupils and staff
- Behaviour is managed through positive reinforcement strategies
- Pupils are helped to take responsibility for their actions
- Staff and volunteers set an excellent example to pupils at all times
- Systems of rewards and sanctions are used consistently by staff, in line with the behaviour policy
- Exclusions will only be used as a last resort, and the exclusion policy outlines the processes involved in permanent and fixed-term exclusions
- Violence or threatening behaviour will not be tolerated in any circumstances
- Families are involved in serious behaviour incidents to foster good relationships between the school and pupils' home life

Appendix 2 - Behaviour Incident Recording Form



Date of incident		Location of incident	
Reported by:		Job role:	
Names of pupils involved:		Class/year group	

A - Antecedent (What were the children doing before the incident)

B - Description of the behaviour

Bullying		Violence/aggression		Accident		Disruptive behaviour	
Online safety		Racial incident		Sexual harassment		Child on child abuse	

- C - Consequences - How was the incident followed up with the pupils (summary of discussion) What sanctions were applied as a result?

Is a review meeting needed: Y/N

- Signed: _____
Date: _____
- Head teacher/Deputy Head

Appendix 3:

Specific Strategies for Teaching Behaviour

At the heart of encouraging positive behaviour is ensuring that the behaviour policy is known and understood by all and consistently implemented as this helps to create a predictable environment.

All staff are expected to model the behaviour we expect to see in our children and in particular to address children courteously and with respect and avoid escalating situations by shouting and failing to listen.

Start of Day Routine

- Adults to "meet and greet" children at the class door on arrival or first time they see the child.
- The start of the day routine is explicitly taught and reinforced where needed.
- Meaningful early work to be available immediately and accessible to all
- Teacher to positively remind the class and/or specific pupils of any targets they are aiming for each day (such as good listening, best handwriting, showing respect to their peers, making good choices, etc)

During Lessons

- Start the lesson using the behaviour for excellence slide to help focus on particular parts of the behaviour policy throughout the lesson.
- Make sure that a well-designed seating plans, based on the needs of all 30 children, is in place.
- High expectations of work and behaviour at all times.
- The lesson should begin promptly therefore engaging children from the start
- Explicitly teach routines so they are carried out quickly and calmly e.g. transitions from carpet space to table, getting whiteboards ready, handing out books etc.
- Tell the children why good behaviour is important and get them to explain it to each other and the group.
- Plan tasks that deepen the thinking of children and provide appropriate challenge. When children are faced with the challenge, encourage resilience and teach strategies to help overcome the challenge.
- Build a vocal repertoire: The way you communicate ideas and instructions — in tone and content — can make a big difference to the way they are received by students.
- Demonstrate assertiveness: non-verbal confidence, projecting voice calmly, maintain eye contact, be insistent, challenge and affirm. • Use the 'signal/pause/insist' model to when moving between phases of a lesson.

- Only talk when the group is silent and showing active listening. Praise where this is being demonstrated.
- Explain expectations before the children follow an instruction (use of front-loading), especially during collaboration tasks such as talk partners/talk trios.
- During collaborative tasks, children support and encourage each other. They ask questions to their partner to elicit their thinking.
- Where appropriate, children are taught how to respectfully challenge adults and peers using tools such as talk frames.
- Scan the room (in the best possible position) to ensure that all children are engaged and on task.
- Circle the room to check for engagement and provide 'live' feedback.
- Ensure all children can access resources easily and that all can see IWB from their seat.
- Ensure school rules are visible to all
- Give positive recognition and praise consistently (5:1 ratio minimum) - 'Catch all children being good'.
- Provide the children with opportunities to give positive recognition and praise to their peers.
- Use school reward systems.
- Know all of your children well and understand their needs including SEN. Ensure you use strategies recommended in any specialist advice / reports etc., and resulting from discussion with parents.
- Show an interest in children's lives to help build positive relationships with children.
- Watch language, tone, posture, body language etc. Remain calm and cool at all times.
- Plan the use of any additional adults to support children who need extra help/challenge.
- Through task design, ensure that children can experience success.
- Use of AfL to encourage motivation and engagement.
- Embrace and promote silence if it allows better thinking.
- Never make empty threats. Ensure you always follow through on what you have said.
- Analyse, don't personalise: criticise the behaviour - not the child. Avoid punishing the whole class for the actions of a few
- Reflect! Don't be afraid to admit that you got it wrong. Seek advice and change your practice the next time.
- Reboot expectations regularly.

End of Lesson

- Allow time for plenary and reflection on learning and achievements/successes
- Ensure the classroom is tidy
- Orderly transition or dismissal.
- Remind children of expectations regarding conduct around school

Out of the Classroom

- All adults notice and praise good behaviour seen around school
- Children are taught how to demonstrate 'good walking'
- All adults model good behaviour
- All staff challenge children who are not keeping school rules in a non-confrontational way—using key phrases as needed.
- All adults take responsibility to follow up on unacceptable behaviour that they have encountered
- All adults intervene whenever incidents occur - following restorative approaches where possible.
- Corridors kept clean and tidy with motivating/informative displays