Behaviour and Self-regulation policy

Inspire to achieve; persevere to succeed

The policy covers many of the articles from the UN Convention on the Rights of the Child. Some key articles, are highlighted below:

Article	
3	The best interests of the child must be a top priority in all decisions and actions that affect children.
12	Respect the Views of the Child – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.
15	Freedom of Association – Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop others from enjoying their rights.
29	Goals of Education - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.
31	Leisure, play and culture – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Our Rights Respecting ethos underpins all that we do at Gascoigne.
Accordingly, all members of our school community are supported to recognise that by treating each other with kindness, respect and empathy we will develop positive relationships which enable everyone's social and emotional well-being to flourish. Positive emotional well-being and mindful behaviour is essential for effective teaching and learning to take place. This philosophy, along with a commitment to the UNCRC (United Nations Convention on the Rights of the Child) Articles are at the heart of all school planning, policies and documents.
The Gascoigne "School Charter" provides examples for how specific rights may be modelled by both staff and pupils, ensuring a safe and respectful environment for all (See Appendix 1: School Charter).

Approved by:	Full Governing Body	**Date:**	23/03/2026
Signature (Chair of Committee):	Sam O'Hara	**Signatures (Co-Headteachers):**	James Fox and Anre Buchner
Last reviewed on		**Next review date**	March 2027

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1. 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
- EYFS statutory framework
- EYFS Development Matters (Non- Statutory)

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils;
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property;
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

2. Our Behaviour vision

The children at Gascoigne Primary School are a valued part of our local, national and international community. Our children, staff, parents and wider community all have a responsibility to conduct themselves in a manner that enables everyone to flourish, demonstrate positive behaviour and contribute to their community. This societal responsibility to engage positively with others is encapsulated by the Gascoigne "Kind HEARTS" values - the positive attributes that all pupils are encouraged to demonstrate. These values (see below) must be modelled, recognised and celebrated by all adults on a day-to-day basis.

- K – Kind(ness)
- H - Honesty
- E – Everyone Valued
- A – Aspiration
- R – Respect

- T – Teamwork
- S – Strength (Resilience)

At Gascoigne we understand that the above values need to be taught by adults and learned by pupils. Throughout this process, we recognise that a pupil's behaviour is the means by which they are communicating their emotions. Where behaviours may sometimes present as challenging towards accepted norms (and in opposition to the Kind HEARTS values), this policy sets out the approach and steps through which staff are empowered to support pupils' positive engagement with school life.

To further develop their credentials as caring and empathetic citizens of the world, pupils at Gascoigne are supported in their character development through the carefully constructed "Gascoigne Curriculum".

The "Marvellous Me" app provides a vehicle for staff to recognise these attributes, through the awarding of "Thumbs Up" points and Treasure badges. These are shared with parents and celebrated through class / individual awards during weekly assemblies.

3. Aims and outcomes

Aim: To detail how positive pupil behaviour is fostered within our school.

Outcomes: Through successful implementation of this policy all staff will foster positive behaviour through the ten behaviour principles:

Ten Behaviour Principles for all Gascoigne Staff and Visitors:

1. **Demonstrate positivity and optimism at all times.**
2. **Articulate and celebrate pupils' demonstration of the Gascoigne Kind HEARTS Values.**
3. **Understand developmental stages of behaviour in pupils and respond appropriately.**
4. **Proactively collaborate with all families and stakeholders.**
5. **Foster a safe and stimulating learning environment.**
6. **Foster a culture of 'psychological safety' to support pupils' recognition and articulation of their emotions.**
7. **Implement an affirming curriculum, building pupils' characters.**

8. **Adapt teaching to ensure that the needs of all learners are met, in support of positive learning behaviours.**

9. **Support individual pupils with complex needs, through bespoke measures.**

10. **Proactively develop a range of strategies to foster positive behaviour in your class (*Examples of strategies can be found in Appendix XX)***

4. Partnerships with families and stakeholders

We endeavour to work in partnership with families to promote positive behaviour at home, at school and in the wider community.

School will:

- Recognise parents/carers are the most important people in a child's life
- Proactively foster positive lines of communication to further understand pupil's lived experiences.
- Share positive information regularly, with a focus on what the child 'can do'.
- Keep parents informed of the approaches set out in this policy, to enable positive strategies to be shared effectively between home and school.
- Where required, involve parents in planning 'pupil behaviour agreements' (see 'addressing low level disruption' section below).

5. Development of Behaviour

In the same way that a child's academic understanding develops over time, so does a child's social and emotional development. When responding to a child's behaviour it is important that the expectations of staff match the child's level of development.

Developmental stage	What are they learning to do?	What behaviour you may see.	Addressing undesired behaviour, For example: How do we react to swearing?
0-6 months	Trust adults to keep them safe, meet their needs and make them feel special.	Cuddle Cry for food.	
6 – 18 months	Exploring and experimenting	Messy play to see what things feel like.	

18 months – 3 years	Starting to express their own views. Learn about cause and effect.	Say 'no' and 'why'.	The child is repeating what they have hard, so adults must model appropriate language.
3-5 years	Build constructive and respectful relationships.	Children not listening / interrupting other children and adults. Children not sharing.	The child is understanding that others have a voice that can be heard. Adults to model respectful listening – repeating back what children say to clarify. Adults to support sharing with timers / modelled turn taking.
5– 7 years	Form their own identity. Explore different relationships.	Develop friendships, including falling out.	The child is exploring what reaction they get. Adults should talk to the child and explain why it is not appropriate. Adults to model positive communication between pupils.
7 – 11 years	Developing motivation to learn new skills and interests. Develop morals and values Understanding the need for rules.	Learning to negotiate relationships, which might involve fights.	The child could be trying to fit in with a group, or express different feelings. Adults explore reasons for the use of the language and explore alternatives. Adults to model appropriate reconciliation between pupils.

The developmental ages above are broad guidelines; the progression through these stages will vary for individual pupils. Adults should seek to understand the developmental stage of the child, rather than implementing expectations based on chronological age.

Pupils may move between these stages according to their social and emotional well-being at any time. When frustrated or fearful for example, a pupil's communication or understanding may regress. In this way, a ten-year-old child may present with the emotional development of a much younger child, when experiencing dysregulation. At these times, adults should demonstrate appropriate empathy in their interactions with pupils.

Children at Gascoigne demonstrate diverse behaviour needs. For example, children who have experienced Adverse Childhood Experiences (ACEs) may have prolonged social and emotional difficulties which can result in behaviour that reflects an earlier developmental stage. Also, children with autism may not follow a typical pattern of behaviour development. All staff recognise and adapt provision for these pupils accordingly. Information in relation to these (and other) circumstances is shared with staff on a need-to-know basis, where it is known by the school.

At Gascoigne we implement the THRIVE approach. THRIVE supports children with their emotional health, well-being and social skills, all of which are needed to enable learning to take place. Children cannot always put their needs into words, but the way children behave can tell us a lot about how they are feeling.

THRIVE is delivered by trained staff who work with groups or individuals across on the school on a regular basis to support their individual needs. Children are assessed and progress tracked.

6. Transitions

Transition can be an unsettling time for everyone, particularly for children with special educational needs and/or underdeveloped social and emotional well-being. Transitions can include a child's move from one activity to another, which can be particularly difficult for some, where this is from an unfocused activity such as playtime, to a more focused activity such as a maths lesson.

Adults will support these children to transition successfully by preparing them for what will happen next. This can be done through the use of visual timetables and having clear and consistent routines and expectations.

Other transitions include the move from one year group to another. Unsettled behaviour at these times should be recognised as a sign of emotional challenge and support will be given to meet the individual's needs. Children's individual needs will be prepared for by ensuring that everyone knows as much as possible about what will happen. Staff will ensure important information is shared between all relevant colleagues and families.

Secondary Transfer is also managed to enable our children to have the best start in their next school. We work with local secondary schools so that all relevant information is passed on. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Children that arrive during the academic year may have behaviour or developmental needs that are known to the school. During the induction process, any relevant information from a previous setting will be shared. Adults will build a strong relationship with all new starters and will support their successful transition into school.

7. Celebrating and recognition of positive behaviour

All adults will celebrate positive behaviour at Gascoigne. This will be done on an individual level, class, year group and whole school level.

Weekly assemblies will emphasise and celebrate the 'Kind HEARTS' values. This will include;

Weekly class recognition

Rationale for weekly class recognition (Assembly)

1. Fostering a sense of collective responsibility and teamwork
2. Sharing success to a wider audience

Half termly individual recognition (below)

Star Pupil Award: Celebrating Champions of Kind HEARTS and Leadership

At Gascoigne, we take pride in recognising pupils who embody our core Kind HEARTS values and set a positive example within our school community. The Star Pupil Award is our way of honouring these standout pupils, those who consistently demonstrate kindness, compassion, and leadership in their everyday actions.

Rationale for the Star Pupil Awards

1. Motivation and Encouragement
2. Recognition of Effort and Achievement
3. Reinforcement of Positive Behaviours
4. Boosting Self-Esteem and Confidence
5. Fostering a Positive School Culture
6. Parental Engagement and Pride

Award Ceremony and Recognition (Assembly)

Teachers will nominate 2 pupils from their class, one boy and one girl, who they feel truly exemplify the Kind HEARTs values and make a positive impact on our school.

The selected pupils' parents and carers will be invited to an award ceremony, at the end of a half term, to celebrate their child's achievement. Each Star Pupil will receive a special Gascoigne-coloured tie, signifying their distinction, which they will proudly wear throughout the half-term.

The Star Pupil Award is our way of showing appreciation for the remarkable students who make Gascoigne an inspiring place to learn and grow.

8. Fostering pupil leadership and responsibility

Pupil leadership teams (Eco committee, Reading champions, Rights respecting leaders, Play leaders, Digital leaders, Smart school council, Lunchtime club leaders, School ambassadors)

8. Addressing low-level disruptive behaviour

Universal Stage – Strategies used consistently to support all children

See 'Fostering positive behaviour toolkit' Appendix 2

The following strategies should be utilised by staff or be available for **all** children, when required;

- Displaying the Gascoigne Kind HEARTS Values and referring consistently to them.
- Displaying the School and Class Charter prominently in the class and referring to it regularly.
- Investing time in getting to know children as individuals; what motivates them and what may be a triggers for challenging behaviours.
- Fostering a strong positive relationship with a child's family; demonstrating a collaborative approach between school and home and supporting the development of successful strategies
- Celebrating and recognising positive behaviour – e.g. verbal of through 'thumbs-up' points
- Displaying the Zones of Regulation and articulating and implementing the strategies.
- Utilising Team Teach de-escalation approaches
- Utilising opportunities for reflection, for example 'reflection table';
- Utilising peer support e.g. peer mentors/ buddy;
- Implementing advice from colleagues and/or other professionals
- Applying consistent approaches between classes and year groups, fostering successful transitions

In rare circumstances, if low-level disruptive behaviour persists over time despite strategies to foster positive behaviour being implemented consistently.

Please move to step2 on behaviour steps below, once approval is received from SLT link - AHT.

Refer to the following documents referenced;

- *Individual Chronology (Pupil profile)*
- *Pupil Behaviour Agreement (policy folder)*
- *Home-School Behaviour log (policy folder)*
- *Reflection Sheet (policy folder)*
- *Fostering positive behaviour (policy folder)*

Step	Teacher to do..	Actions and restorative behaviours (if appropriate
Step 1 – Universal strategies	***Speak with the child privately and update their Individual Chronology***	Ensure pupil is clear about the behaviour that needs modifying and how it is impacting on other children and adult(s); 'I like you but not the behaviour' refer to the Gascoigne Kind HEARTS Values and the UNICEF Rights in the class charter. See the fostering positive behaviours toolkit. Seek advice from AHT.
If Low-level and disruptive behaviour persists then move to Step 2		
Step 2	• **Create a 'Pupil Behaviour Agreement' with the child** (save this in pupil profile folder). *Review date set for two weeks.* • **Inform DSLs on CPOMs** – Entry for pupil – Behaviour tag - "Behaviour Step 2" - *Await approval from DSL link prior to sharing with parents* • **Meet Parents to share the 'Pupil Behaviour Agreement'**	Explain to the pupil that you have already notified them of the behaviour you would like them to change. The Behaviour Agreement will outline what behaviour needs to change, what both the child and the adult will do to support that change. Note: *targets set must be appropriate to the child's needs. E.g. a child with an Autism diagnosis will require different strategies to support their positive behaviour changes.* In meeting parents, please refer to Section 4 of this policy.
Step 2 Consequences	***Consequences*** *- for not adhering to the 'Pupil Behaviour Agreement' once in use* Child misses a Breaktime (With class teacher or adjacent year group teacher) Child completes 'Reflection sheet'	
Step 2 review:	**Step 2 review:** Following two weeks, discuss outcome with AHT and review against the targets set. - If successful – Inform parents and child. (Record on Behaviour Agreement document and close the agreement) - ***If unsuccessful move to Step 3*** (Note: as a guide this would mean ***at least*** three missed playtimes within the 2-week period, including ***at least*** one in the second week, but appropriate discretion should always be applied based on the specific circumstances, including the recognition of an improving trend).	
Step 3	• **Inform AHT link and record on CPOMS -** (Link child's name – Behaviour Tag - state "*Behaviour Step 3*") • **Arrange meeting with Teacher / Pupil / Parents / AHT link**	
Step 3 meeting	**At the meeting;**	

	Teacher reviews the 'Pupil Behaviour Agreement' and the with AHT, parents and child. The agreement should be updated, if needed, and targets are adjusted where appropriate. (The updated copy is saved as a new document in Pupil profile). **'Home school behaviour log' is introduced**. The Home-School Behaviour log will have comments each day about the child's progress against the behaviour targets. Parents will acknowledge each day and share any relevant information about behaviour at home.	
Step 3 Consequences	***Consequences*** *– for not adhering to the updated 'Pupil Behaviour Agreement'* Child's attendance in extra-curricular clubs will be suspended for 2 weeks, pending positive review. **As in Step 2**, child continues to miss breaktimes where the agreement is not adhered to. Additionally, they eat lunch with a member of SLT in an office (Child brings a reading book to read silently after).	
Step 3 Review	**Following two weeks, complete review against the targets with meeting AHT / Teacher / Pupil / Parent** 'Home School Behaviour Log' 'Pupil Behaviour Agreement' - **If successful** – inform parents and child. - CPOMS - "Pupil Behaviour Agreement closed" - **If unsuccessful move to Step 4** (Note: as a guide this would mean ***at least*** three missed lunchtimes within the 2-week period, including ***at least*** one in the second week, but appropriate discretion should always be applied based on the specific circumstances, including the recognition of an improving trend).	
Step 4	**Inform HTs / DHT and record on CPOMS -** (Link child's name – Behaviour Tag - state "HT Behaviour Intervention required") **Arrange meeting** with Teacher / Pupil / Parents / DHT/HTs	**At the meeting;** DHT/HT reviews the 'Pupil Behaviour Agreement". Further updates made if required. Explain to all stakeholders that continued non-adherence to the 'Pupil behaviour agreement' has caused consequences to escalate. New Behaviour agreement agreed with Parents / Pupil / DHT or HT
Step 4 consequences	Any further non-adherence to the updated agreement may trigger any of the following consequences, including, but not limited to; - A week of missed break / Lunch time – With SLT member - Continued suspension from extra-curricular activities - Swapping of classes - Internal exclusion – different site	
Step 4 Follow-Actions	Other agencies will be contacted, and referrals will be made, as needed. Review date set for 2 weeks. If successful – Close pupil behaviour agreement. *NB: If the child needs to have a further 'Pupil Behaviour Agreement' again within an academic year, this will start on Step 3 of this escalation process.*	

9. Addressing dangerous and distressing behaviour

We believe self-regulation of behaviour and consistently articulating this to children, is a far more effective way to embed behavioural changes than inflexible sanctions and intrinsic rewards systems, such as stickers.

Children need to learn how to identify and control their own emotions and behaviours to develop into good citizens. Just as children need to make mistakes in their academic learning and be taught to learn from their mistakes, the same applies to their social and emotional development. Poor choices related to behaviour should be seen as teaching opportunities. Adults must make it clear to children what it is about their behaviour that is unacceptable.

Through our shared understanding of children's developmental behaviour needs we know that when children are in crisis, they are not in control of their behaviour and may go into flight, fight or freeze.

Staff need to look at each event in context and understand that all behaviour is a form of communication. Staff will focus on the strategies taught to children to support their self-regulation.

At Gascoigne we use the 'Zones of Regulation' in every year group to enable children to articulate their emotions at a particular time and to enable adults to identify and name a child's emotions. It also gives strategies to support the child to self-regulate.

The following steps should be followed when required, in order to manage dangerous or distressing behaviour:

1. **Assess the situation** – Adults must make a judgement on how they will keep that child, other children or themselves safe at that point in time.

   This can include, but not limited to;

   - Removing the audience – can the rest of the class be taken (or sent) to an alternative learning location
   - Removing the child – asking a child to come with you outside the class / offering choice to walk out of the classroom
   - Use team-team strategies to hold / physically direct a child to where they need to be to keep them safe
   - Call for help / radio / LAN / send a child

2. **De-escalate the situation**

Use the Zones of Regulation – Name the emotion – choose a familiar strategy

Give space

Allow time. This will depend on each individual situation.

Check your own stress levels and call for help if necessary.

Present a calm and confident manner so that the child feels reassured that you can deal with the situation. Consider your body language, tone of voice, facial expression and proximity.

Change the adult if necessary.

If the child is putting themselves or others at risk, they may be held or physically directed. Both of these must only happen for as short a time as possible, and in line with our Positive Handling Policy. *Note: All members of staff, who are physically able, should consider it their responsibility to intervene in such a situation, including where there is a need to intervene physically. Any staff member can follow the positive handling policy, regardless of previous Team Teach experience, if it is felt necessary at that moment. All incidents of positive handling should be recorded in the Bound Book.*

3. **Listen and reflect (not necessarily immediately or same day)**

Listen to what everyone involved has to say with acceptance and empathy, avoid judgemental thoughts and language.

Encourage children to be honest about their role in a situation and praise honesty.

Facilitate children to unpick what led to a situation.

Encourage the child to reflect on what they could have done differently.

Children at earlier stages of emotional development will need to be guided about what they did wrong and what they should do differently.

Adults should be explicit about what is inappropriate behaviour.

4. **Repair**

Encourage the child to consider how they can put things right, this might include the following, but must be developmentally appropriate:

- Completing a ‘reflection sheet’
- Clearing up damage or mess.
- Staying in at playtime if it avoids further conflict or gives space for a victim to feel safe.
- Completing a task, to encourage pride in their environment such as litter picking.

- Where two or more children hurt or upset each other they should be facilitated to talk through the event, how it made them both feel and how it can be put right.

If the child has had to be removed from class, then on returning to class the relationship between the class teacher and the child needs to be repaired, without shame for either of them. The return to class should be a fresh start and the child should be greeted with a positive welcome. Reflect what the adults could do differently to reduce further inappropriate behaviour.

5. **Record and report.**

All significant incidents (those that resulted, or in other circumstances may have resulted) in harm to others or damage to property must be recorded using the schools 'Incident forms'. Incidents involving Dangerous or Distressing behaviour are likely to be recorded on a CPOMs.

Incidents of discriminatory behaviour should be recorded on CPOMS / Behaviour – related / then the category e.g. Child on Child; homophobic

No other children's names must be recorded. Recording must always be professional and objective.

An SLT member will respond to the Incident form.

Following a review of the Incident form, a decision can be made to implement any of the following strategies below;

- Lunch or breaktime with a member of SLT
- Support from in school Nurture / SEMH support
- Pupil behaviour agreement created (See step 2 in Low-Level disruptive Behaviour above)
- Home-school behaviour log (See Step 3 in Low-level disruptive Behaviour above)
- Internal Exclusion (HT approval required)
- Referrals to other agencies (e.g. CAHMS)
- Fixed term External Exclusion (HT approval required)
- Alternative in-school provision

10. Documents / resources

All documents are stored in the Pupil Profile shared drive.

Template documents are available in folder labeled – Staff / Policies / Safeguarding / Behaviour and Self-Regulation / 24-25 / Behaviour and self-regulation policy documents'

11. Protected Characteristics and other diversity-related incidents

In line with our responsibilities under the Equality Act 2010, and in support of the rights of all to live and work within an inclusive society, the school will always robustly address any incidents of discriminatory language or behaviour.

We recognise the status of protected characteristics. Within our school, pupils are explicitly taught to understand and respect difference between individuals, in reference to the following protected characteristics as set out in law:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- Sex
- Sexual orientation

Racist, sexist, homophobic or other discriminatory comments are not tolerated, and all staff must report any incidence, regardless of age or stage of development. All incidents that occur must be recorded on the appropriate incident form in consideration of the protected characteristic.

A member of SLT will ensure the incident is fully investigated and recorded. In all cases, the emphasis will be on supporting the victim's right to feel safe in school. The parents of both the victim and the perpetrator will be informed, and appropriate response actions will be taken. These may include:

- Clear support for victim at the time of the incident
- Clear challenge and/or reprimand for offender at the time of the incident
- All staff who work with victim or offender informed
- Offender followed up, e.g. discussion, counselling
- Restorative justice or peer mediation approaches used
- Other victims supported, e.g. witnesses
- Victim supported following incident, e.g. discussion, counselling
- Sanctions imposed on offender
- Whole class/group follow up
- (In repeat cases, and where the extent of the harm caused is understood by the perpetrator) Referral to other agencies, including the Police

The prevalence of discriminatory incidents in school is reported to the Local Authority / Governing Body.

12. Bullying

See Anti-Bullying Policy

Gascoigne Primary School is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect, including online.

Bullying is "Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe." Bullying of any kind is unacceptable and will never be tolerated at Gascoigne Primary School.

We take all incidents of bullying seriously and it is our duty as a whole school community to follow the school's anti-bullying policy and take measures to prevent, tackle and resolve any bullying, harassment or discrimination that is reported and may arise.

All incidents of alleged bullying behaviour must be investigated and recorded on an "Alleged Bullying" incident form.

The prevalence of bullying incidents in school is reported to the Local Authority / Governing Body.

13. Positive Handling

See Positive Touch and Restraint Policy

The school recognises that, in rare circumstances, it is necessary for staff to use positive handling to keep a child or others safe. (Please also refer to 'use of reasonable force in schools' DFE document)

'Reasonable force' should only be used where a child is placing themselves or others at risk.
Through a dynamic risk assessment, staff must determine that the risks involved in not acting decisively with positive handling outweigh any risk in doing so.

Examples of acceptable use of positive handling may include:

- To prevent injury to the child or others
- To prevent serious, deliberate damage to property
- To prevent a child from leaving the premises if this would compromise their safety

We will record all incidents of physical intervention immediately after the event and parents will be informed.

Note: All members of staff, who are physically able, should consider it their responsibility to intervene in such a situation, including where there is a need to intervene physically. Any staff member can follow the positive handling policy, regardless of previous Team Teach experience, if it is felt necessary at that moment.

All incidents of positive handling should be recorded in the Bound Book.

14. Exclusions

At Gascoigne School internal or fixed term exclusion from the school community is used as a last resort and for the shortest time possible.

A child will only be excluded when they have breached the school's behaviour policy seriously or persistently and where allowing them to remain in school would seriously harm the education or welfare of the child or others in the school.

It is not a punitive measure, but a planned intervention initiated by the Head Teacher when it is felt that it is unsafe for a child to be in school, and when other strategies have failed. The school will work with parents / carers and the child to prevent exclusion and will only exclude under severe or extreme circumstances. Wherever possible exclusions are not used as an instant reaction for a serious incident.

The school will follow Barking and Dagenham LEA guidelines when imposing an exclusion. Parents/ carers are advised of their right to appeal.

This means that when a child is excluded, parents /carers will be notified by phone and letter. The class teacher will provide work on the day the exclusion is imposed for the child to do at home. Following an exclusion parents/ carers are invited to attend a reintegration meeting.

Reintegration meetings

We arrange a re-admission meeting usually on the day of your child's return to school. It is essential that the meeting takes place before the child returns to School. At the meeting we will talk to you about why your child was excluded and how we can work together to ensure their successful return to school. Both the parent or carer and the child should attend this meeting.

This will also be an opportunity to discuss any appropriate referrals that may need to be submitted to any outside agencies.

Permanent Exclusion

Whilst this is the very last resort the school does reserve the right to permanently exclude a child for severe or frequently disruptive behaviour. In exceptional circumstances the headteacher may also judge permanent exclusion to be an appropriate response for a 'first' or 'one off' offence.

When deciding whether to exclude a pupil, the Headteacher must consider the school's responsibilities under the Equality Act 2010. Pupils with education, health and care (EHC) plans or statements of special educational needs (SEN) are especially vulnerable to the impact of exclusion, and we avoid permanently excluding them.

15. Allegations against staff

Where staff challenge negative behaviour, allegations can be made against staff. If an allegation arises, report it to the Co-Headteachers immediately. It is important to remain calm and professional and adopting a non-judgemental attitude towards the child.

Please refer to our Safeguarding Policy and the Managing allegations against staff policy for managing allegations against staff.

16. Confiscation of inappropriate materials

Prohibited items found in a child's possession will be confiscated and where appropriate handed back to the parents/carer. Any illegal items will be handed over to the police.

If a member of staff believes that a child is in possession of an item that could put themselves or others at risk, or is illegal, such as stolen goods, they will be asked to hand over the item. If they refuse the Headteacher may authorise a search. Parents/carers will be informed if we have to search their child.

Any confiscation of dangerous or inappropriate materials should also be logged

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

17. Roles and responsibilities

The Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will ensure that all staff are positive role models and develop relationships which encourage mindful and supportive behaviour. and that all staff respond appropriately to undesirable behaviour.

The Headteacher will report incidents to the Governing body as per LBBD guidance.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Developing relationships with children in order to promote an understanding of their social and emotional needs.
- Providing a personalised approach to the specific behavioural needs of particular pupils and contributing to behaviour plans.
- Understanding and coaching children when they demonstrate distressed and inappropriate behaviour.
- Recording behaviour incidents.
- Liaising with families about positive and negative behaviour.
- Referring to and working with the social inclusion team and Senco when there are higher levels of need.
- The senior leadership team will support staff in responding to behaviour incidents.

18. Off-site Behaviour

The behaviour policy applies wherever a child is identifiable as part of the school, including when attending an off-site event, educational visit, or journeying to and from school.

Other related policies

This policy should be read in conjunction with the following policies:

- Inclusion policy
- Pupil leadership policy
- Curriculum policy
- Positive touch policy
- Rights respecting policy

Appendix 1

Whole School Charter - Rights

2	The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
3	The best interests of the child must be a top priority in all decisions and actions that affect children.
12	Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
19	Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
23	A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.
29	Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
31	Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Adult and Children's Actions for Chosen Rights

2	The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
Children's Actions: 1. Treat everybody fairly and with respect; understand that discrimination is not acceptable in society.	**Adult's Actions:** 1. Encourage children to ask questions respectfully and develop curiosity to educate themselves.

2. Get to know others and their beliefs, values, identity and culture. 3. Be empowered to challenge and report discriminatory actions and behaviour.	2. Educate when there are misconceptions. 3. Challenge discriminatory actions and behaviour.

3	The best interests of the child must be a top priority in all decisions and actions that affect children.
Children's Actions: 1. Show care for ourselves, others and school property. 2. Take an active part in all aspects of school life. 3. Respect adults and peers' choices and decisions relating to their school-life.	**Adult's Actions:** 1. Encourage all children to care for themselves, each other and school property. 2. Consider the views of all stakeholders when making decisions affecting a child. 3. Involve children in choices and decisions relating to their school-life.

12	Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
Children's Actions: 1. Voice concerns which may worry you. 2. Listen to and respect the views of others. 3. Be democratic when making decisions on a wider school level.	**Adult's Actions:** 1. Actively listen when children are expressing themselves. 2. Make time for every child by providing a safe space. 3. Give every child a fair opportunity to express their wishes.

19	Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
Children's Actions: 1. Speak with a trusted adult when you are feeling unsafe. 2. Respect the rights of others to be safe. 3. Help to keep others safe by telling an adult if you are worried about a friend.	**Adult's Actions:** 1. Always be there to listen and help children. 2. Follow safeguarding procedure.

	3. Understand how they are feeling and act to keep children safe.

23	A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Children's Actions:	**Adult's Actions:**
1. Include all peers in all activities and games. 2. Celebrate that we are all unique and special. 3. Feel happy to communicate with all children and adults.	1. Ensure all children are able to participate through the adaptation of activities. 2. Build strong, trusting relationships with families. 3. Highlight children's strengths; build their independence.

29	Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Children's Actions:	**Adult's Actions:**
1. Be confident in sharing ideas, interests and talents. 2. Be willing to try new things. 3. Show respect to adults who care for me (TLAs, parents, carers, teachers)	1. Teach the purpose and future context of their learning. 2. Provide opportunities for children to confidently express their ideas, interests and talents. 3. Model showing respect to others including parents.

31	Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Children's Actions:	**Adult's Actions:**
1. Show respect to children and adults. 2. Take care of equipment. 3. Embrace all opportunities with a positive mindset.	1. Provide safe, fun and creative environments. 2. Listen to children and their views. 3. Provide opportunities for creativity and play.

Appendix 2

Fostering Positive Behaviour Gascoigne Toolkit

Modelling Desired Behaviour
Children learn from the behaviours they see and experience around them, making it very important for adults to always demonstrate in themselves the behaviours that they expect from children. In school, this is particularly important in terms of behaviours like respect, concern, compromise, fairness, apologising and accepting apologies, acknowledging mistakes, resolving difficulties fairly and amicably, and so on.
Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. Staff avoid communicating these feelings to the child/ren and at school will work hard to keep responses low key and matter of fact. This encourages a calm and logical, rather than heated and emotional, response.

Public Praise/Private Criticism

Public acknowledgement of pro-social behaviour and individual success can be very powerful in a positive way. Similarly, public criticism of anti-social behaviour, or correction in public, can often be very damaging. Usually, drawing any attention to anti-social behaviour should be as private as possible; lowering a child's self-esteem (making them feel inadequate or at all foolish especially in front of others) is likely to increase misbehaviour, if not now, then later.

In the classroom, adults will always seek to come close to a pupil to speak to them quietly, avoiding drawing attention to anti-social behaviour in front of other children or loudly across the classroom. In this way the behaviour is still pointed out, but the child is given privacy and time to reflect on choices they made and to think for themselves about what they might do differently moving forward.

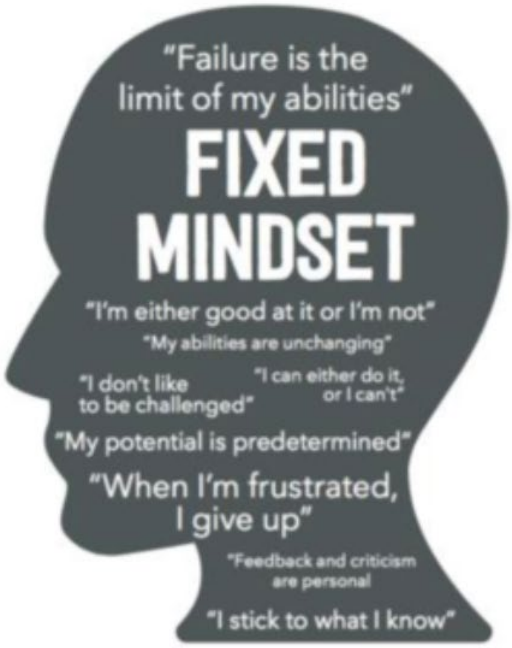
Being consistent and clear
Children need for their world to be as reliable as possible. When adults act consistently and reliably, they help children understand where the behaviour boundaries are and makes them feel safer and less anxious. This in turn will make it less likely that events will trigger

anti-social behaviour.

Adopting a Growth Mindset

An individual's 'mindset' is now recognised as key to achievement and success in all walks of life, including in education. The idea that we have either a fixed or growth mindset has developed out of decades of research by leading psychologist Professor Carol Dweck and helps to explain what is required for improved resilience, behaviour and achievement.
It is important that children relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve well, not only at school but also in their future lives as adults.

We know that in order to fulfil their potential and encourage children to become confident and resilient learners we, as a team of parents/carers and staff, need to be modelling the mindset of a learner who is not afraid of making mistakes but who thrives upon them, knowing that this is all part of the learning process. The way in which we encourage children to learn and explore is vital to their success, not only at school but at home as well.
Central to this attitude and approach to learning, are the theories and proven evidence of Growth Mindset. In Professor Carol Dweck's research, the characteristics of learners with a fixed and a growth mindset have been identified as follows:



Key aspects of growth mindset that we apply at Gascoigne include:

- Celebrating mistakes and learning from them;

- Never giving up – perseverance is necessary to succeed;
- Collaborating to learn from each other;
- Seeking inspiration but not comparing ourselves to others;
- Challenging ourselves, taking risks and continuously improving our performance;
- Remembering that our brains are making new connections and growing all the time

The following videos explain the concept in more detail:

- 'Growth Mindset v Fixed Mindset' (Hand drawn cartoon by MinuteVideo) 5 mins at https://www.youtube.com/watch?v=KUWn_TJTrnU
- 'The Power of Belief – Mindset and Success' with Eduardo Briceno (TEDx Talk) 10 mins at https://www.youtube.com/watch?v=pN34FNbOKXc

For further information and practical ideas on how to encourage confident and resilient learners at home, you can look for works published by Professor Carol Dweck or have a look at the links below:

- https://www.mindsetworks.com/parents/growth-mindsetparentinghttps://www.oxfordlearning.com/growth-mindset-tips-for-parents/
- http://www.bbc.co.uk/cbeebies/grownups/help-your-child-try-new-things

Demonstrating pro-social behaviours

Anti-social behaviour is easy to spot. It is disruptive and often noisy and stands out in a crowd, making it obvious and giving adults a prompt to respond. Pro-social behaviour is what we expect and is practiced by the majority of children most of the time, making it much less obvious and also less likely to receive attention. However, as reward and recognition strategies demonstrate, positive praise is an incredibly powerful motivator for children to behave well.

To provide a prompt for adults, to help them respond to children's pro-social behaviour, what follows is a (non-exhaustive) list showing how children might demonstrate pro-social behaviours:

- Being polite
- Saying 'please' and 'thank you'
- Holding a door open for someone else or letting them pass first
- Taking turns and waiting for others
- Moving quickly, quietly and without fuss (e.g. into the class or to the dining table)
- Making eye contact quickly and quietly when asked to listen
- Paying attention
- Sitting still when required (e.g. in assembly or at a performance)
- Responding when asked (e.g. to start class work, homework, or to eat tea)
- Treating books, equipment, belongings carefully

- Following instructions at the first time of asking
- Keeping books, work, possessions, their room, etc tidy
- Keeping themselves and their physical appearance clean, smart and/or tidy
- Tidying and clearing up
- Moving from one task to another without reminders
- Working very hard at something
- Taking a lot of care or giving something a lot of thought (e.g. work or a present)
- Contributing in discussions (willing to answer questions or talk about a subject)
- Asking for help when they need it
- Keeping calm in a difficult situation
- Being a good friend
- Working well with classmates or siblings
- Listening and acknowledging someone else's point of view
- Finding things to occupy themselves (especially once one task is done)
- Speaking up on behalf of another person (perhaps if they are being bullied)
- Sharing concerns with an adult
- Being prepared to try something new or difficult
- Performing in front of others or speaking up in front of a large group
- Asking to borrow something without just taking
- Sharing (equipment, books, toys as well as games)
- Encouraging others to join in or befriending in other ways
- Doing classroom jobs or household chores willingly and well
- Offering to help without being asked

De-escalation tactics and phrases

Sometimes when children display anti-social behaviour, they will initially be so upset or emotionally distressed, that action needs to be taken to calm the situation before you can begin to address the behaviour itself.

Here is the script (with guidance) that experts in behaviour management suggest will help (and that teachers at Gascoigne use), when that happens:

- **Use the child's name** when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.

- **"*I can see something is wrong*"** – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.

- **"*I am here to help you*"** – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is

important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).

- ***"Talk and I will listen"*** - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.