

Behaviour and Self-Regulation Policy

May 2023

Gascoigne Primary School is a Rights Respecting School. The articles from the United Nations Convention on the Rights of the Child (UNCRC) which inform this policy are:

- Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 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.
- Article 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.
- Article 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. Article 31: Leisure, play and culture – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Definition of behaviour:

'The way in which one acts or conducts oneself, especially towards others.'

'The way in which an animal or person behaves in response to a particular situation or stimulus.'
(Oxford English Dictionary)

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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 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 mindful behaviour and contribute to their community.

All members of our school community 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. These values, along with the UNCRC (United Nations Convention on the Rights of the Child) Articles are at the heart of all school planning, policies and documents as a Rights Respecting School.

By developing an understanding of how our brains work staff and children are able to take responsibility for their own behaviour, regulate themselves and support others in regulating their behaviour and make good choices.

Understanding the development of behaviour and how ruptures in development and/or relationships can impact on behaviour, enable staff and pupils to understand and support each other when showing distressed behaviour.

Further to our emphasis on mindful behaviour amongst all, pupils at Gascoigne are supported in their growth as positive individuals through the carefully constructed "Gascoigne Curriculum". The Gascoigne Curriculum is predicated on the development of pupils' characters, promoting the future custodians of our community to be caring and empathetic citizens of the world.

See Promoting a Positive Learning Culture – Appendix 1

See Pupil Leadership – Appendix 2

See Whole School Charter– Appendix 3

Aims

1. Mindfulness and Respect

For all members of the school community to understand that respecting ourselves, others and the environment, and thinking mindfully, enables us to make the right choices.

2. Kindness

To promote the values of kindness and friendliness in all members of the school community. Mindfully performing acts of kindness allows us to connect with others and develops our own emotional well-being

3. Empathy and compassion

To promote empathy and compassion in all members of our school community. By taking the time to consider things from another person's perspective we can get better at interpreting and responding to other's behaviour.

4. Equality and Fairness

To ensure fairness for all so that all children can develop their full potential.

5. Consistency and Integrity

For children to have a clear understanding of the expectations for behaviour and for every child to experience consistent responses to their positive and negative behaviour.

6. Learning behaviour

To promote children's ability to focus on learning and develop resilience to continue learning when things are difficult.

7. Self-regulation

For children to be able to recognise and manage their difficult emotions.

8. Helpful and supportive

To be attentive to children when they are getting it right and to guide and advise them when they get it wrong.

9. Optimism

To create a nurturing and positive environment in which all children develop optimistic mindsets.

4. Code of Conduct

The Code of Conduct is based on the UN rights of the child. These rights are the rules that every member of the school community must abide by.

It is the responsibility of all adults and children to ensure that the rights of the UNCRC are respected. All behaviour which obstructs the children's rights is deemed unacceptable and must be addressed accordingly. (See 'Dealing with unacceptable behaviour').

All Children have the right to:	Everyone will show respect through:
Learn (article 28)	Focusing on their own learning and allowing others to learn without interruption.
Be cared for (article 3)	Following adult instructions, to allow adults to care for the needs of all children.
Be listened to (article 12)	Listening to others with respect.
Use the resources of the school (article 28 and 31)	Sharing and looking after the resources of the school.
Make mistakes and try again (article 29)	Allowing themselves and others to make mistakes and learn from them.
Get help when they need it (article 28)	helping others and not being afraid to ask for help for themselves.
Feel successful (article 6)	appreciating the successes of others
Feel and be safe in the school environment (article 19)	Being mindful and aware of how other people feel and how our actions affect other people. Keep hands and feet to ourselves.
Feel a sense of belonging (article 15)	Making everyone feel welcome, accepted and protected from abuse, bullying related to their race, religion, disability, sexuality, gender
Express their feelings in a positive way. (article 13)	Being kind, listening and thinking about other people's opinions and points of view.

The Code of Conduct should be presented to year groups in line with the developmental and chronological understanding of the children.

5. How We Promote Positive Behaviour:

- Good Role models.

All staff, parents and children should aim to be good role models. For example, if we want children to use quiet voices and ask for things politely, then adults should also use quiet voices and talk politely.

- Positive relationships.

Secure relationships ensure that children feel secure, understood and ready to learn. Staff should take time to get to know children and make connections, actively finding time and space to talk and listen. All children must be greeted with a smile and friendly welcome and every day to end on a positive note.

- Every day is a new day.
- Positive experiences must outweigh negative.

People generally remember negative experiences more than positive so it is essential that all staff focus on providing positive feedback and experiences.

- Use of language.

Use positive language that focuses on what the child is doing well and positive outcomes. Be clear what behaviour you are describing and that when describing negative behaviour, it is the behaviour you don't like, not the child.

E.g. Instead of "stop making so much noise" say "please use your quieter voice".

Instead of "Why haven't you done your work, it's easy" say "I know it looks difficult but let's work it out together."

- Curriculum.

Through our Learning Rationales and Beautiful Outcomes, pupils are enabled to experience beneficent developments in their characters, regularly involved in genuinely life-enhancing actions and initiatives.

- Environment.

The environment should be a happy and stimulating to place be, where children feel safe and have a sense of belonging. Classrooms must have:

- Personal references such as children's learning, names etc.
- Stimulating displays.
- Aids to academic and emotional learning which are easily accessible.
- Rights Respecting display and class charter.
- School values displayed
- All areas clean, tidy and maintained.
- Visual timetable.
- Place to reflect.
- Worry boxes.

- Stimulating learning:

Lessons must be stimulating and well planned to meet all children's learning needs. Children who are unable to access the lesson and feel success are more likely to display undesirable behaviours.

- Peer support:

Children at school value peer support. Providing opportunities for children to talk to a range of people, including their peers, enables them to develop the language and skills to discuss emotions and problem solve. This should be done by:

- Peer talk used regularly.
- Circle time.

- Explicit opportunities to discuss a range of issues. - Smart Council discussions.
- Peer support groups in KS2
- Teaching children how to regulate their own behaviour.

Our MindUp programme explicitly teaches children to understand their emotions and behaviours, be able to regulate their emotions and develop a positive psychology. The language and ethos of MindUp should be part of school daily life to embed it into children's mindset for life. Every class must have a calm space which child is taught and encouraged to use when they are in distress in order to regulate themselves.

- Brain breaks.

Brain breaks must happen at least twice a day. Brain breaks help calm the body and refocus the mind. Regular practice builds the ability to concentrate.

- Whole School & Class Charter.

At the start of summer term every class must set up their own class charter based on the UNCRC. This is a framework for both adults and children on how to respect each other's rights. It helps to establish and build shared values and relationships for creating a rights respecting ethos in the classroom and across the school. Use Rights Respecting language to discuss behaviour and encourage positive choices.

- Assemblies.

Assemblies are an opportunity to celebrate positive behaviour and develop the moral ethos of the children. Assemblies are often focused on the Convention on the Rights of the Child and help to develop an understanding of how children can respect other's rights.

- Self-esteem.

Positive experiences, such as a compliment, help counteract negative feelings and thoughts. Building a healthy self-esteem in our children enables them to acknowledge their strengths and weaknesses and be optimistic.

- Consistency

A consistent, predictable approach enables children to feel safe and secure. All children will be met with consistent responses to their actions, the responses must be personalised to match each child's emotional development needs. This will be enabled by teachers having a good understanding of children's developmental needs and the sharing of behaviour plans for individual children.

- Clear expectations

Teachers will explicitly teach the expectations for behaviour, particularly at times of transition. Transition may include short term transition such as moving from play time to learning, or bigger transitions such as a new class. Expectations will be constantly modelled and reinforced by all staff, who will coach children not meeting the expectations

- Incentives and recognition:

We want children to behave because they know how to and recognise the value of positive relationships and behaviour. We will be attentive to children when they are getting it right and support them when they get it wrong. Positive behaviour can be acknowledged and celebrated through a range of individual and collective rewards:

- Acknowledge positive behaviour in front of others, using descriptive praise.
- Messages home

- Stickers
- Rights Respecting Award
- Visiting other members of staff.
- Class rewards systems that acknowledge and reinforce positive behaviour. These should be given to celebrate success that has occurred, not as a 'bribe' to achieve an outcome.

6. Partnership with families.

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

School will:

- Discuss any concerns or circumstances, which may affect their child's wellbeing, with parents and carers promptly
- Share positive information regularly
- Involve parents in planning any specific behaviour plans
- Keep parents informed of the approaches set out on this policy, to enable a consistent approach at home and school

Parents /Carers should:

- Recognise you are the most important person in your child's life, their greatest influencer
- Make class teacher aware of any worries or concerns straight away
- Inform school of any change in circumstances which may affect their child's emotional wellbeing

7. 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 your expectations match their level of development. For example,

Developmental stage	What they are 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 heard, 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.
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.

The developmental ages above are a broad guideline, however the progression through these stages will differ for all children. Adults must understand the developmental stage of the child, rather than the chronological age, and respond accordingly.

We all move between these stages according our social and emotional well-being at any time. Whenever we are frustrated or fearful, we will regress. This means that a ten year old child may emotionally be a two-year old. Despite our wishes that they would ‘act their age’ they are not capable of that when in distress. These are times that we must interact with them at their emotional level.

It is well known that children who have experienced Adverse Childhood Experiences (ACEs) will have prolonged social and emotional difficulties. This results in behaviour that reflects an earlier developmental stage. These needs must be acknowledged and supported in a nurturing environment.

Children with autism may not follow a typical pattern of behaviour development. It is important that teachers recognise this and make adjustments accordingly.

8. Additional Social, Emotional and Mental Health Needs (SEMH)

See Special Educational Needs Policy

Everyone’s social and emotional well-being can have moments of crisis, and all children need to learn how to regulate their behaviour, and will therefore sometimes demonstrate inappropriate behaviour, this may be seen as discharge behaviour such as fighting, or frozen behaviour where a child becomes withdrawn. For some children however, they may have social, emotional or mental health needs (SEMH) that require something additional or different to the normal provision. These

SEMH needs may be a result of trauma, unmet need or ongoing stress in a child's life, or a neurological condition such as ADHD.

If a parent/carer or member of staff is concerned that a child may have SEMH needs, then it is important that the class teacher and parent/carer meet to discuss this. If classroom interventions have not enabled expected progress in social and emotional development then the child will be referred to the social inclusion team, led by the social and emotional well-being lead and the special needs co-ordinator. The 'plan, do and review' cycle will be followed as outlined in Gascoigne's Special Educational Needs Policy.

With SEMH needs it is important that home and school work together to share information in order to identify causes of dysregulation and form a consistent behaviour plan to be followed by all adults who engage with the child. This plan will be reviewed regularly

Gascoigne School uses the Thrive Programme to support pupils with SEMH needs. With parent/carer consent a Thrive assessment will help identify the developmental stage of a child's social, emotional development and produce an action plan.

The child may receive additional support from the social inclusion team, this will be personalised for each child and may include some of the following:

Learning mentors:

- Working with the child, staff and family to produce a behaviour plan which sets out positive strategies to aid a child's regulation and SEMH development.
- 1:1 contact, e.g. Opportunities to discuss their feelings.
- Small group work e.g. Self-esteem groups.
- Thrive sessions.
- In class or playground support.

Nurture Team:

Children may be invited to join the nurture group, usually for a period of 2 terms. The nurture group enables the child to be part of a small nurturing provision for afternoons, whilst accessing class in the mornings.

School Counsellor

The School Counsellor provides 1:1 therapeutic support.

If, despite high quality school provision, the child continues to struggle with social and emotional development, then the school may, with parent/carer permission, seek further advice. This may enable a diagnosis to be made if the behaviour is impacted by another condition. Referrals may be made to the following:

Educational Psychologist.

Child and Adolescent Mental Health Service (CAMHS)

Child Development Service

Speech and Language Therapist

As with other special needs, for some children with SEMH needs it may be appropriate to seek an Educational Health Care Plan.

9. The Curriculum

See Curriculum Vision Policy

See Early years Foundation Stage policy

This policy should be viewed in conjunction with the Gascoigne Curriculum, which is designed to meet the needs of our children and in particular to be supportive of children's SEMH needs. As a school, our inclusive practices are one of our major strengths. The Gascoigne Curriculum Vision is pupil centred, based on children's needs, and through its focus on emotional well-being aimed at enabling all pupils to have the best life chances.

The Intent of the Gascoigne Curriculum:

The overall purpose of the Gascoigne Curriculum is to build the character of our pupils in line with our curriculum intent:

“Caring for Ourselves and Our World, Valuing Our Education and Our Rights.”

Devised in consultation with our community, our curriculum intent is enshrined within our four key principles:

Ourselves: Gascoigne pupils take pride in themselves, their attributes and their achievements. They develop the skills and resilience necessary to stay safe and thrive in the modern world.

Our World: Gascoigne pupils view themselves as global citizens of a vibrant local community. They are passionate about celebrating diversity and enhancing the lives of others.

Our Education: Gascoigne pupils understand the fundamental importance of education within society. They develop lifelong learning skills and a thirst for knowledge through rich and relevant experiences.

Our Rights: Gascoigne pupils value equality and social justice. They develop a deep understanding of universally held rights, and a determination to ensure that everyone is enabled to achieve in line with their potential.

The Gascoigne Curriculum is designed to enable pupils to fulfil these principle statements.

The Gascoigne Curriculum Character Development Strands

Each Curriculum Principle is underpinned by our **Character Development Strands**. These detail the expected developments in pupils' characters that we are seeking to achieve.

Our Character Development Strands, developed in consultation with our pupils are:

Ourselves

Improving Physical Health
Developing Mindfulness, Resilience and Well-being
Ensuring Personal Safety
Developing Positive Relationships

Our World

Understanding British Values
Celebrating Diversity
Protecting the Environment
Developing pride in our local community

Our Education

Developing a thirst for knowledge

Fostering self-confidence and pride in achievement

Fostering aspirations and preparing for transition

Developing problem solving, critical thinking and philosophical thought

Our Rights

Developing an understanding of universally held rights

Valuing inclusion in all aspects of society

Valuing equity in all aspects of society

Participating in Democracy

Learning Rationales and Beautiful Outcomes:

Within each year group the Character Development Strands are addressed in an age-appropriate way. The means by which a Character Development Strand is addressed at any given point within the curriculum, is encapsulated through a **Learning Rationale**.

Therefore, the "Learning Rationales" detail how each curriculum unit studied builds some aspect(s) of character – how it will address one of the Character Development Strands.

Pupils' success against the "Learning Rationales" is enabled and evidenced through their active participation within a "**Beautiful Outcome**" for each curriculum unit.

Beautiful Outcomes represent the culmination of pupils' learning towards the Learning Rationale. **They are outward looking events, that genuinely enhances the lives of others. Our Beautiful Outcomes enable pupils to enact and experience the developments in their characters, enabling them to be the citizens of the world, as detailed in our four principle statements.**

Our Beautiful Outcomes are highly aspirational. Our pupils deserve and access the opportunity to participate in significant, life-improving and experiential learning. Put simply, they see and experience the feeling of their thoughts and deeds having enhanced the lives of others.

10. Transition

Transition is an unsettling time for everyone, particularly for children with special educational needs and/or poor social and emotional well-being. Transition might be the move from one activity to another, this can be particularly difficult if it is from an unfocused activity such as playtime, to a more focused activity such as a maths lesson. Children can be taught to cope with these transitions by preparing them for what will happen next, e.g. Using a visual timetable, having clear and consistent routines and expectations and by using MindUp techniques including the brain break.

Other transitions include the move from one year group to another. Unsettled behaviour at these times should be recognised as a sign of stress and support given to re-adjust. Transition will be prepared for by ensuring that everyone knows as much as possible about what will happen, including sharing of information between teachers and children visiting their new class and teachers.

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. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Key Persons

See the EYFS policy for further information about the role of the Key person and how positive attachments are developed within the EYFS

11. Dealing with unacceptable behaviour

We believe self-management of behaviour is a far more effective way to embed behavioural changes than an inflexible sanctions and rewards system. Children need to learn how to control their own emotions and behaviours in order 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 MindUp approach we know that when children are stressed, they are not in control of their behaviour and may go into flight, flight or freeze. We look at each event in context and are committed to seeing all behaviour as a form of communication. We focus on the causes of and the emotional recovery from a serious incident for all involved.

We recognise that when children are in distress, they are having a hard time, not giving you a hard time.

The steps to managing distressed behaviour:

1. Calm the situation.

If possible, remove the audience.

Consider what you know about this child to avoid triggers.

Encourage the child to use breathing and calming strategies.

Allow time. This will depend on each individual situation.

Use de-escalation strategies such as humour, distraction. Verbal and visual reminders

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.

Acknowledge and recognise how the child is feeling.

If child is putting themselves or others at risk, they may spend a short time on their own in a room, whilst being monitored, or they may be held. Both of these must only happen for as short a time as possible and in line with our Positive Handling Policy.

Listen and reflect

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

Support children by chunking down the situation and providing the language for emotions.

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.

2. Repair

Encourage the child to consider how they can put things right, this might include:

- Saying sorry. This must come from the children and not be forced or it is meaningless. The child might not be ready to say sorry and may need more time and support to reflect. It might be more meaningful for a child to demonstrate they are sorry with an action or show understanding of the impact of their actions.
- Writing a letter or making a card.
- 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

4 Record and report.

All significant incidents must be recorded on the child's behaviour log. No other children's names must be recorded. Recording must be professional and objective at all times.

Parents must also be informed so that school and parents can work together. Avoid reporting to parents in front of other parents.

Serious incidents must be reported to a member of the senior leadership team (SLT), as soon as possible, who will follow up the incident. These incidents include:

- Bullying
- Abusive and threatening behaviour.
- Physical violence
- Racist, sexist, homophobic and anti-disability behaviour

See Promoting a Positive Learning Culture Appendix 1

12. Racist, Sexist, Homophobic and other diversity incidents

What is a racist incident? A racist incident is 'any incident that is perceived to be racist by the victim or any other'. Such an incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their ethnicity or skin colour. It may also include reference to religion or belief.

What is a phobic incident? A homophobic or transphobic incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their sexual orientation.

What about other incidents? Incidents that target people because of their disability, their gender, their age or their religion or belief in a way that is discriminatory or prejudicial are also unacceptable and should be reported.

Racist, sexist, homophobic or other discriminatory comments are not tolerated and should be reported to a member of SLT immediately. All incidents should be logged in writing on a "Racist Incident Form". (These are kept in the staff shared area). The incident will be fully investigated and recorded –and where appropriate reported to the Local Authority and police. Governors are also kept informed of such incidents.

13. 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. 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.

14. Positive Handling

See Positive Touch and Restraint Policy

Where a difficulty arises, we will always try to de-escalate the incident, only using 'reasonable force' where a child is placing themselves or others at risk or where the risks involved in doing so are outweighed by the risks involved in not using 'reasonable force'.

The school firmly adheres to the principle that the decision to use physical intervention should only be taken if it is in the best interest of the child. Examples of this 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.

15. 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.

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 head teacher 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.

16. Malicious Allegations

Where a child 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. The Headteacher will also consider the pastoral needs of staff accused of misconduct and will deal with the matter with confidentiality and sensitively.

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

17. Confiscation of Inappropriate Materials

Prohibited items found in a child's possession will be confiscated and where appropriate handed back to the parents/carers. 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 authorize a search. Parents/carers will be informed if we have to search their child.

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

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,

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.

Appendix 1

Promoting a Positive Learning Culture

<https://www.unicef.org.uk/rights-respecting-schools/>

There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem. The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community.

- Children are healthier and happier (Gascoigne Treasure: Resilience and Well-being)
- Children feel safe (GT: Personal Safety)
- Children have better relationships (GT: Positive Relationships)
- Children become active and involved in school life and the wider world (GT: Kindness and Civic Responsibility)

At Gascoigne Primary, our belief is that children are taught social behaviours and our role as adults is to ensure we make time for this. Our high expectations of pupils' attitudes and behaviours allows for our pupils to thrive and reach their potential.

All staff should ensure they are familiar with the school's Behaviour and Self-Regulation Policy in the first instance and that this is adhered to.

The Behaviour and Self-Regulation Policy can be found: *staff shared / 1POLICIES / safeguarding policies / Behaviour.*

Universal Stage - Strategies

The following strategies should be available for **all** children as and when needed:

- Ensure Whole School and Class Charter in place and advertised clearly, referring to;
- Invest time in getting to know the child as an individual, what motivates them and what triggers them;
- Regular reference to the Rights Respecting Class Charter;
- Zones of Regulation strategies used;
- MindUp table used;
- Team Teach De-escalation approaches used;
- Reflection opportunities used;
- Peer support used;
- Following Personal Behaviour/Positive Handling and Risk Assessment plans.
- Fostering a strong positive relationship with the child's family; demonstrating a collaborative approach between school and home and providing context to the behaviour;
- Information regarding presenting behaviour to be passed onto the next teacher during transition handover.

For Pupils with SEND, follow Inclusion Policy, rather than the steps below. Ensure that you are familiar with pupils' needs and Pupil Passports are up to date.

The SEN Policy can be found: *staff Shared / 1 POLICIES / 3 Inclusion Policies / SENDInclusion*

Where challenging behaviour persists; please follow this guide.

1. Speak with the child privately, ensuring they are clear about the behaviour needing modifying and how it is impacting on the other children and the adult(s); 'I like you but not the behaviour' refer to UNICEF Rights and Class Charter. *Update Behaviour Log.*

Challenging behaviour continues then:

2. Speak with the child again privately, explaining that you have already notified them of the behaviour you would like them to change, if there is no improvement, you will need to speak with their parent. - *Update Behaviour Log and review chronology for triggers and take action.* -

Create a *Pupil Passport* outlining strategies which have worked well.

Challenging behaviour continues then:

3. Request Inclusion Team (SEMH/ASC) to support by completing request form. In the meantime, flag child up to Learning Mentor and request they check in with the child during the sessions they struggle with. *Open / Update Behaviour Log*.

Request Inclusion Support Form can be found: *staff shared / Behaviour and Self-Regulation*

Check with our Family Liaison Practitioners to see whether the family is known to them and if they can give some context to the child's lived experience. Email FLP@gascoigne.co.uk

Check with DSLs to see if the child is known to them and if they can give some context to the child's lived experience. Email DSL@gascoigne.co.uk

Challenging behaviour continues then:

4. Speak with the parent privately, either by asking them to wait whilst you dismiss the class and then invite them into class, with their child, or by telephone. Explain the unacceptable behaviour clearly and that you have spoken to them about this, but you are yet to see a change. Explain that we are a Rights Respecting school and that children have the right to learn and adults have the right to be respected in their roles in achieving this. Outline all the support and strategies you are using to support the pupil to address the challenging behaviour. *Update Behaviour Log*.

Challenging behaviour continues then:

5. AHT will arrange a meeting with teacher, parent and child to talk through Behaviour Agreement and targets; they will also explain next steps: Lunchtime Reflection, AM/PM in Restoration Room, A date will be set for a monthly Review Meeting, which will be ongoing until no longer needed.

Challenging behaviour continues then:

6. HT/DHT will arrange a meeting with the parent to implement the following sanctions: Internal Exclusion (usually taken on the other site).

Appendix 2

Pupil Leadership

<https://www.unicef.org.uk/rights-respecting-schools/>

Rationale

Widening pupil involvement and pupil voice across Gascoigne Primary is invaluable, when given the opportunity, leadership responsibility can have a profound impact on pupil's personal development, self-confidence, their peers, their school and their community.

Involvement in leadership activities can improve pupils' learning as well as help them to develop the skills and character needed for future success.

Leadership responsibility will encourage pupils to focus on more positive activities especially those children who may be easily led.

Benefits of Pupil Leadership

Leadership can provide pupils with a range of opportunities and help them to develop key skills such as communication; both their written and verbal communication skills will develop through pupil leadership involvement in a number of different activities. Organisational skills will also be important in a pupil leadership role, and these opportunities will enable them to develop their organisational skills as they will need to plan and lead upcoming school events. Prioritisation, listening and feedback skills will also be developed through these opportunities.

Pupil Leadership Assemblies

- These assemblies will take place every half term.
- Each half term will focus on a different quality of leadership.
- There will be a whole school approach in promoting the qualities which will link to the Gascoigne Curriculum character strands.
- Any member of staff may nominate a pupil consistently demonstrating the Leadership quality.
- Each class will have their Pupil Leaders prominently displayed with the Leadership criteria.
- Once awarded the Pupil Leadership award, pupil leaders will decide which leadership team they would like to join based on their aspiration for the future.
- Pupil Leaders, their aspirations and their Leadership Team's focus and tasks will be published on the school's website.

Pupil Leadership Qualities

- Integrity
- Mindfulness
- Empathy
- Compassion
- Equality
- Respect
- Kindness
- Fairness
- Learning behaviour
- Optimistic
- Helpful
- Supportive
- Resilience
- Attendance and punctuality

Aspects of Pupil Leadership

Gascoigne Primary's Pupil Leadership programme aims to increase the opportunity for Pupil Leadership across the school and to enhance the input pupils have within many aspects of school-life including pupil well-being.

- Teaching and Learning – *making sure the curriculum is exciting and fun!*
- Safeguarding and Wellbeing – *making sure school is safe and children are happy at school!*
- Positive Relationships – *making sure that everyone plays their part in respecting others!*
- Equality and Inclusion – *making sure that all children have the best experiences and are successful!*
- Creative Arts and Culture – *making sure that trips and experiences are awesome!*
- School Environment and Resources – *making sure that the school environment is vibrant and well-equipped and resourced.*
- Community Engagement – *making sure that Gascoigne is involved in community events!*
- Sports and Health Leadership – *making sure that pupils are active and keep healthy!*
- Eco – *making sure we all play our part in protecting our planet!*

Implementation

- *Teaching and Learning Team* - overseen by the three AHT's with responsibility for Teaching and Learning.
- *Safeguarding and Wellbeing Team* - overseen by the Deputy Headteacher.
- *Positive Relationships Team* - overseen by the Deputy Headteacher.
- *Equality and Inclusion Team* - overseen by the Inclusion Managers.
- *Creative Arts and Cultural Team* - overseen by the Headteacher.
- *School Environment and Resources Team* – overseen by the SBM.
- *Smart School Council* - overseen by the Smart School Council Lead.
- *Community Engagement Team* – overseen by the Family Liaison Practitioners.
- *Sports and Health Leadership Team* - overseen by the PE Lead.
- *Eco Team* - overseen by Eco Team Leads.

Meetings may take place monthly so tasks reviewed, and new tasks identified.

Minutes will be kept and saved on the Staff Shared Drive/published on the school's website.

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	<p>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.</p>
Children's Actions:	Adult's Actions:
<p>Treat everybody fairly and with respect; understand that discrimination is not acceptable in society. Get to know others and their beliefs, values, identity and culture. Be empowered to challenge and report discriminatory actions and behaviour.</p>	<p>Encourage children to ask questions respectfully and develop curiosity to educate themselves. Educate when there are misconceptions. Challenge discriminatory actions and behaviour.</p>
3	<p>The best interests of the child must be a top priority in all decisions and actions that affect children.</p>
Children's Actions:	Adult's Actions:
<p>Show care for ourselves, others and school property. Take an active part in all aspects of school life. Respect adults and peers' choices and decisions relating to their school-life.</p>	<p>Encourage all children to care for themselves, each other and school property. Consider the views of all stakeholders when making decisions affecting a child. Involve children in choices and decisions relating to their school-life.</p>
12	<p>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.</p>
Children's Actions:	Adult's Actions:
<p>Voice concerns which may worry you. Listen to and respect the views of others. Be democratic when making decisions on a wider school level.</p>	<p>Actively listen when children are expressing themselves. Make time for every child by providing a safe space. Give every child a fair opportunity to express their wishes.</p>

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:

Speak with a trusted adult when you are feeling unsafe.
Respect the rights of others to be safe.
Help to keep others safe by telling an adult if you are worried about a friend.

Adult's Actions:

Always be there to listen and help children.
Follow safeguarding procedure.
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:

Include all peers in all activities and games.
Celebrate that we are all unique and special.
Feel happy to communicate with all children and adults.

Adult's Actions:

Ensure all children are able to participate through the adaptation of activities.
Build strong, trusting relationships with families.
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:

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)

Adult's Actions:

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:

1. Show respect to children and adults.
2. Take care of equipment.
3. Embrace all opportunities with a positive mindset.

Adult's Actions:

1. Provide safe, fun and creative environments.
2. Listen to children and their views.
3. Provide opportunities for creativity and play.