

BEHAVIOUR POLICY

THIS IS A WHOLE SCHOOL POLICY WHICH APPLIES TO EYFS, PREP AND PRE-PREP SECTIONS OF THE SCHOOL.
THIS POLICY CAN BE FOUND ON THE SCHOOL WEBSITE AND IS ALSO AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE.

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Introduction

The behaviour of children at Gayhurst is integral to their development and wellbeing at the school. The school has high expectations of all pupils and seeks to reward positive, kind and well-mannered behaviour on a consistent and regular basis.

The aim of this policy is to promote good behaviour and respect within the school, explicitly stating the standards expected from children and what reward and consequence systems are in place. This policy supports the school aims and ethos, helping to instil the following values in its pupils:

- Manners - be kind and helpful to others
- Academic - working hard
- Grit & resilience
- Independence - making good choices
- Confidence - knowing what is right and standing up for it

Gayhurst School acknowledges its legal duty under the Equality Act 2010 in respect of safeguarding and pupils with special educational needs.

This policy has been developed in consideration of the non-statutory advice provided in 'Behaviour and Discipline in Schools' (2016).

Good behaviour is to be promoted at all times. This policy should be read together with the school's Anti-bullying policy, Internet, Exclusion, Equal Opportunities and Special Educational Needs and Disability policies.

Throughout the school children are expected to:

"Work hard and be kind"

Gayhurst School prohibits the use of corporal punishment. Corporal punishment is neither used nor threatened at Gayhurst.

Positive Behaviour Management & Rewards

Wherever possible, positive reinforcement should be used in encouraging productive behaviours at Gayhurst.

Behaviour at Gayhurst School is managed through the following key principles:

Behaviour must be seen in context, with due consideration given to any Special Educational Need or an Adverse Childhood Experience. Therefore, a one size fits all policy to behaviour (equality) is not going to reach most children who demonstrate behaviour challenges as a result of a SEN or ACE. Therefore, we promote a behaviour approach that provides children with the support and the tools that they need (Equity). This policy allows the flexibility of being able to adapt to the pupils needs rather than expecting the pupils to adapt to the system.

Behaviour as a form of communication. All behaviour should be viewed within the context of the child and the situation.

A curious, empathetic and non-judgemental approach. We encourage all our staff to respond to behaviours in a way that focusses on the feelings and the emotions that may be driving the behaviour, rather than on the behaviour itself.

Relationships first. We promote the importance of creating relationships between all stakeholders in our school community. We expect staff to engage and connect with our pupils, our staff need to be emotionally available to them.

Structure, routines and realistic expectations. Children can experience strong emotions and anxiety if they do not know what is expected of them. Having consistent routines and expectations ensures that children know what is expected of them at all times, which helps them to manage and regulate those emotions.

Restoration and natural consequences are key to ensuring that children genuinely understand the impact of their behaviour. It is important to us at Gayhurst that children are supported to gain an insight and self-awareness of their own emotions and behaviours. We will use wherever possible natural consequences to repair poor choices, a reparative and restorative approach to help children understand others' perspectives. Our approach will give children the tools to regulate their own behaviours, build meaningful relationships based on trust.

In the classroom, positive behaviours for learning, such as listening, respect and collaboration will be encouraged and rewarded. Beyond the classroom, Gayhurst staff are expected to role model the positive, kind and respectful behaviours both in their actions and interactions with each other and the children.

Whenever a member of the Gayhurst community's behaviour does not meet the expected standard, we will endeavour to seek to support the individual in seeking the reason or cause of their actions and allowing them to reflect on the impact of their behaviour and how they could have acted differently. We believe there is always a cause to any action and therefore the support that staff, parents and the wider community can put in place for our children is vital to making adjustments to future behaviours.

We recognise the age of our children and we expect them to make mistakes from time to time. With appropriate support and reflection, our aim is that they do not repeat the mistakes or less desirable behaviours.

Rewards at Gayhurst revolve around our acronym **MAGIC** (Manners, Academic, Grit (Resilience), Independence and Confidence)

The following systems are used to encourage good behaviour and positive attitudes to learning:

- Positive praise from adults & peers
- Certificates and stickers are awarded in Pre-Prep assembly each week for demonstrating MAGIC qualities
- Golden time awarded
- House points (End of term house prizes awarded)
- Postcards home
- Kindness certificates awarded by peers
- End of term awards for citizenship and conduct
- Notes in Prep Diaries (Prep School)

Role of Staff

Staff at Gayhurst School have the highest expectation of children's behaviour and are seen to be role modelling positive behaviour at all times. As a member of the staff team, it is expected that positive reinforcement is used consistently throughout the school and rewards given where appropriate.

If a child's behaviour becomes physical or abusive, staff are able to 'use reasonable force' to either restrain a child or keep them from causing injury to themselves or others. **Further guidance on our use of reasonable force can be found in further down in this policy.**

Staff who accompany children off-site should refer to the Trips & Visits Policy, along with risk assessments, for the different travel arrangements.

Consequences

Reminding children of expected behaviours is always the most effective and this could be underscored at the end of a lesson, activity, break time etc.

Any child being reprimanded should be given sufficient opportunity to speak before any reprimand or consequence is given. It is important to engage our pupils and connect with them before correcting behaviours.

'Relationships First'

Below is a table of initial consequences used at Gayhurst when a pupil's behaviour doesn't meet the school's expectations, following encouragement to do so:

Expectation	Examples of not meeting the expectation	Consequences
Display positive behaviours for learning in classroom	<ul style="list-style-type: none">• Calling out in class• Being off-task• Disrupting own or others' learning	Reminder of expected behaviour & asked to correct A 'brain break' and/or support to regulate behaviour
To be silent and listen when an adult or peer is talking	<ul style="list-style-type: none">• Talking over a teacher• 'Shouting down' peers	Reminder of expected behaviour & asked to correct
To move around school in an orderly manner (walking)	<ul style="list-style-type: none">• Running around school• Bumping into other pupils• Not holding doors open	Reminder of expected behaviour & asked to correct by retracing steps or making an apology
To respect peers and adults at all times	<ul style="list-style-type: none">• Being rude or disrespectful verbally• Not following instructions	Reminder of expected behaviour & asked to correct

If the above does not have the desired impact on addressing a pupil's behaviour, then there should be a curious approach used to understand the behaviour.

If appropriate and required, the following should be deployed **& recorded on the behaviour log**:

Stage	Consequence
Behaviours repeated despite initial consequence	3 strike rule employed and pupil kept back for a short period of break time & Form teacher notified
Behaviours continue on a separate occasion	Parents contacted via email/phone, Form Team to support understanding behaviour and reinforce expectations
3 occasions of not meeting expectations	Referral completed on ISAMS and pupil attends reflection time with Senior member of staff Parents contacted by Awarding Teacher
Continued occasions of not meeting expectations	Positive behaviour plan introduced with parental partnership (meeting) (could include report card to track behaviours)
Severe incident or on-going behaviours despite behaviour plan	Please see exclusions policy

Further to this, the following behaviours should be referred immediately to a member of SLT:

- Defacing/damaging school property
- Behaviour which is a danger to others
- Violent or physical behaviour with intent to hurt others
- Refusal to co-operate
- Persistent inappropriate language
- Persistent teasing/physical behaviour to others
- Being off the School premises without permission.
- Bringing a forbidden item into school

Staff may use consequences such as

- writing letters of apology
- loss of break time
- clearing or tidying up
- litter collection
- Removal from activity/trip/fixture (agreed with Head of section & parents must be informed)

Corporal punishment is against the law and any form of direct physical punishment is inappropriate and must not be given.

Behaviour Log

Any instances of anti-social behaviour must be recorded in the behaviour log (which notifies members of SLT & Form Teachers) so that a record can be kept and a follow-up carried out particularly if there is a pattern or a persistent nature to the entries.

The behaviour log is monitored by members of the Senior Leadership Team and trends discussed and acted upon.

Suspension or Exclusion

The Head reserves the right to suspend for a fixed period or exclude permanently a pupil for extreme bad behaviour such as persistent disruption, malicious or anti-social behaviour. This might also include malicious accusations against staff. In such instances the Chair of Governors is always informed. Exclusion is the final act open to the Head after all other behaviour and support systems have been attempted. Further information and guidance can be found in the school's Exclusion Policy.

A record is kept in the Head's office of all consequences such as internal, fixed or permanent exclusions and any loss of privileges for serious misbehaviour.

Allegations against staff

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Safeguarding Policy and Exclusion Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser from the School, and that incidents may also be referred to the Police, where appropriate to do so.

School staff are encouraged to report any Low-Level Concerns (LLC) to the Head regarding a colleague and a record of this will be kept. For further details, the LLC policy should be read.

Contextual safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

Quick Reference Guide to Forbidden Items

- Watches (except Year 5 and 6)
- Matches/lighters
- Mobile phones (left in school office if required for transport)
- Knives or bladed articles
- Jewellery (unless on religious grounds) (one pair of plain gold or silver stud earrings are permitted)
- Sweets of any kind - staff must not make use of sweets as a form of reward to pupils.
- Tippex
- Any item which may be damaging to health and safety
- Alcohol and drugs
- Tobacco and vapes

Use of Reasonable Force

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:
Committing any offence;

Causing personal injury to any person (including the pupil themselves);
Causing damage to the property of any person (including the pupil themselves); and
Prejudicing the maintenance of good order and discipline at the School.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

Selected staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and refresher training as required on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity).

Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.
- Every member of staff will inform the Head immediately after s/he has needed to restrain a pupil physically.

The School records the nature and date of the misbehaviour and any consequence imposed. The School will keep this information on via the school's behaviour log so that any patterns may be identified by the School.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour.

Mobile Phones and E-Safety

A pupil may bring a mobile phone to school if they travel on public transport or are walking/cycling home. The phone must be handed into the Office on arrival at school and collected on departure.

As outlined in the Internet policy, online behaviour follows the same expectations as in other aspects of school. Children are taught how to behave appropriately both with the use of technology and whilst online. Further details of expectations and actions are outlined within the Acceptable Use Policy and Guidelines for use contained within the Internet Policy.

Parents and wider community

It is expected that all adults in the Gayhurst community prioritise the positive role modelling of kind, respectful behaviour to each other, staff and children. There is an understanding of the collective responsibility we hold in this regard and Gayhurst staff will look to engage in supportive measures where concerns may be raised.

Any adult who attends the school site is expected to contribute to the school's aims and ethos and if any concerns arise with this in mind, a member of Gayhurst staff should be notified immediately.

Any parent or visitor behaving inappropriately or in an intimidating or threatening manner may be asked to leave the school site, escorted from the site or banned for a defined period from the school site.

Appendix A: - Positive Behaviour Plan

Positive Behaviour Management Plan

Name: Click or tap here to enter text.	DOB: Click or tap here to enter text.	Date: Select date	Version of Plan: Review Date: Select date
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Brief description of difficult/dangerous behaviours:	Positive behaviour(s) we wish to see/have:
Click or tap here to enter text.	Click or tap here to enter text.
Differentiated measures to promote/support positive behaviours:	
Click or tap here to enter text.	

POSITIVE behaviour we will see: Click or tap here to enter text.	What we will say and do: Click or tap here to enter text.
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	<p>DIFFICULT behaviours we will see: Click or tap here to enter text.</p>	<p>What we will say and do: Click or tap here to enter text.</p>
	<p>DANGEROUS behaviours we will see: Click or tap here to enter text.</p>	<p>What we will say and do: Click or tap here to enter text.</p>
<p>Post incident recovery and debrief measures</p>		
<p>Click or tap here to enter text.</p>		

Signature of plan co-ordinator:

Date:

Signature of parent/carer:

Date:

Signature of pupil (if appropriate):

Date:

Appendix B: - Behaviour Reflection Sheet

Name:	
Date:	
My Behaviour to reflect upon:	
Why have I behaved like this?	
Who could this have impacted?	
What could I have done differently?	
What positive behaviours would I like to show?	
How can I rectify my behaviour?	