

## BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY



### Legal Status:

- Complies with The Independent School Standards Regulations (September 2021)
- *Behaviour and Discipline in Schools, Advice for Head Teachers and College Staff* (DfE 2016)
- [www.gov.uk/government/publications/behaviour-and-discipline-in-schools](http://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
- *Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* (DfE and Department for Health: January 2015)
- ***Use of Reasonable Force. Advice for Head of Schools, Staff and Governing Bodies*** (DfE 2013) which incorporates previous directives.
- *Equality Act 2010* (HM Government: 2010)
- *Searching, Screening and Confiscation Advice for Schools* (July 2022)

### Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), out of school care, the breakfast club, the afterschool clubs, the holiday club and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), students on placement, the proprietor and volunteers working in the school.

### Related Policies:

- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Exclusions Policy
- Use of Reasonable Force and physical Intervention Record
- Spiritual, Moral, Social and Cultural policy (SMSC)
- Personal, social, health and economic (PSHE) education

### Availability

- This policy is made available to parents, staff and pupils via The Gower School (TGS) website, and on request a copy may be obtained from the office
- The Principal is responsible for the behaviour management of the whole school.
- The Head of Nursery and Deputy Heads of Nursery are responsible for the behaviour management of children in the EYFS.

### Appendix A:

- Behaviour Chart

### Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Principal will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than June 2026, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Miss Emma Gowers  
Principal and Proprietor

Date reviewed: June 2025

Date of next review: June 2026

## **Introduction**

At The Gower School our community is based upon respect, good manners and fair play. The Gower School aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development.

We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We encourage all members of The Gower School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims.

This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain a caring atmosphere, conducive to learning, with courtesy and mutual respect as basic requirements. Our school fulfils its duties under the Equality Act 2010, including issues related to pupils with Special Educational Needs and Disabilities (SEND), and how reasonable adjustments are made for these pupils. Our school provides support systems for pupils and liaises with parents and other agencies. The Gower School manages pupils' transition and disciplinary action is taken against pupils who are found to have made malicious accusations against staff.

In formulating our Behaviour Policy, we first define the terms '*behaviour*' and '*discipline*'. Good *behaviour* is conduct that assists the school to fulfil its function. *Discipline* is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

## **Whole-school approach to behaviour**

The Gower School ensures that high standards and expectations of good behaviour permeate all aspects of school life including the culture, ethos, and values of our school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The Gower School believes that consistent implementation helps to create a predictable environment.

As part of our policy, our school believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment. That may include cyber-bullying and prejudice-based bullying related to SEND, sexual orientation, sex, race, religion and belief, or gender reassignment (as defined in the Equality Act 2010), also the use of discriminatory language. Bullying can occur through several types of anti-social behaviour. We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety. In accordance with legislative requirements, we have a whole school approach to online safety. This includes annual update training for staff regarding online safety. The Gower School also organises annually an awareness session for parents concerning online safety. We expect all pupils to adhere to the safe use of the internet as detailed in our IT Acceptable Use Policy.

The Gower School aims to provide:

- good adult role models of caring co-operative behaviour;
- the reinforcement of positive attitudes to expectations;
- the celebration of a wide range of achievements;
- an acceptance by all staff of a responsibility for maintaining good discipline.

It is a primary aim of The Gower School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

#### **Code of conduct/the school behaviour curriculum**

- All pupils should show consideration, courtesy, respect and sensitivity to one another, to visitors to the school and to those of the public they meet.
- The Gower School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the school. There is difference between equity and equality. In order to be fair, people might need to be treated differently. For example, severe SEN might require different levels of tolerance and strategies.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Principal or outside agencies.
- We expect all members of our school to refrain from physical contact with one another.
- In particular, no items of monetary or sentimental value should be taken to off-site, PE activities and individual guidance should be followed regarding valuables on school trips and residential courses.

Expectations of good behaviour are high and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to promote good behaviour as a priority, encouraging restorative justice wherever possible and using sanctions only where necessary. This policy reflects The Gower School's stated aim of enabling all its pupils to develop habits of self-discipline and the attributes of a good citizen. It reinforces the values and expectations that are published in classrooms and in planners. We believe that good academic habits and self-discipline are developed and demonstrated by people who have high self-esteem. Whenever possible desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers.

Inherent in the ethos of the school is respect for the individual person. Important to us all is the manner in which we relate and speak to pupils and to one another, each day. Encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. Positive reinforcement of good behaviour is preferable to negative responses to bad.

Children will know that sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences. The best way to encourage good behaviour is to have a clear and consistent code of conduct, backed by a balance of rewards and sanctions within a positive community atmosphere.

Intentional damage to The Gower School or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage.

### **School rules**

The Gower School rules are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility with the school. In having rules, we hope to ensure the health and safety of the children while providing a happy and stable environment for staff and pupils. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

The Gower School is expected to be a place where:

- all individuals are respected and their individuality valued;
- pupils are encouraged to achieve their maximum potential;
- self-discipline is promoted and good behaviour is the norm;
- rewards and sanctions are applied fairly and consistently;
- bullying, disruption and harassment are not tolerated;
- early intervention is the norm;
- there is an emphasis on self-discipline.

The ethos of our school is such that all who come here are valued as individuals in their own right. Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other children and adults. Children should never be allowed to feel that sexism, elitism, racism etc. are acceptable. We expect all members of our school – children, parents and staff – to keep to the guidelines, requiring these to be applied consistently. All staff play an important role in promoting good behaviour. The Gower School behaviour policy is available to all staff via our website and in the Staff Handbook.

### **Implementation**

The Principal has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. The Gower School in compliance with DfE *Behaviour and discipline in Schools* (2016):

- fulfils its duties under the Equality Act 2010; including issues related to pupils with SEND and provides reasonable adjustments for these pupils;
- has a consistent approach to behaviour management;
- ensures a strong school leadership;
- supports teachers with classroom management;
- implements rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- provides staff development and support;
- ensures support systems are in place for pupils;
- liaises with parents and other agencies;
- manages pupils' transition;
- has clear, well organised working practices along with maintaining its facilities to a high standard and
- takes disciplinary action against pupils who are found to have made malicious accusations against staff.

### **The Role of the Principal**

The Principal's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Principal has overall responsibility for supporting children's personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Principal who is expected to:

- promote self-discipline and proper regard for authority among pupils;
- encourage good behaviour and respect for others and prevent all forms of bullying pupils;
- ensure that the standard of behaviour is acceptable;
- regulate the conduct of pupils;

- makes provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- understand current legislation, research and philosophy on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and
- familiarise new staff members with the school's behaviour policy and guidelines for behaviour.
- the Senior Leadership Team (SLT) supports staff when dealing with pupils displaying poor behaviour and that there is consistency in managing children's behaviour.

### **The Class Teacher and Classroom Management**

The class teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management.

At The Gower School, we have high expectations for children's behaviour. In the classroom, both teachers and children are expected to work calmly and quietly and use quiet voices. To assist with this all classrooms are equipped with a 'Super Star' behaviour chart (see below). The Behaviour Chart System is only used in Lower School and Upper School.

<b>Super Star</b>
<b>Role Model</b>
<b>Great Choices</b>
<b>Ready to Learn</b>
<b>Make a Change</b>
<b>Think About It</b>
<b>Adult Discussion</b>

All children start the day with their names on 'Ready to Learn'. Those who display exceptional behaviour may be asked to move their names up the chart status to 'Great Choices', then 'Role Model' and finally 'Super Star'. Equally disruptive behaviour may see a child being asked to move their name to 'Make a Change' or if the behaviour continues to, 'Think About It'. There is one verbal warning given for each level below 'Ready to Learn'. Children can work their way up and down the ladder but regardless of where they finished the previous day, each child starts the next day on 'Ready to Learn'. Each class then runs a weekly Prize Draw for children who make it to Super Star.

Within the classroom, children will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to children on a daily basis. These include verbal praise, written remarks about good work in books, 'a note from your teacher' cards, stickers/stars, sending children with their work to other teachers/Principal and a house points/ house system, Great Work Treats, Prize Draw as well as weekly Special Mentions at assembly and appearing on the Stars of The Gower School board. School reports are also seen as a means of constructive praise.

### **Early years (including nursery and reception):**

We use eye contact when we are speaking to and listening to children. We always aim to get down to the child's level before starting talking, as eye contact is easier when you are at child height. We use eye contact with and amongst staff members working in the same room. Communication is a two-way process with a speaker and a listener, so we must ensure that we have engaged a 'listener'.

We use our body language as well as our words. We are aware of personal body language and the impression that it gives the children. Crossing of arms makes a practitioner appear unapproachable and cuts them off from spontaneous interactions with the children. We move towards the child or any other person when communicating with them, and remember to respect the other person and child and move so that any

communications occur in the same space, not across the room or table. We also teach children to wait patiently when waiting to speak to busy adults by placing their hand on the adult's shoulder or arm.

We use praise which is positive and quantitative rather than vague. For example, instead of saying "good boy Alex" to a child who is sitting well, we would say "good sitting Alex." This highlights to the child and their peers the aspect of positive behaviour which is being rewarded, thus reinforcing the positive behaviour.

As much as possible we ignore negative or attention seeking behaviour. A child craves attention, especially when it has been so freely given in the first few years of life. A child does not discriminate between attention – it can be gained in a positive as well as a negative way. As much as possible we ignore the negative behaviour, whilst observing and praising for all the behaviour that we wish to see repeated. As long as other children are not at risk, ignoring negative behaviour is a valid method by which to discourage it.

### **The Role of All Staff**

All staff are expected to encourage good behaviour and respect for others and to apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed consistently and fairly. Well planned, interesting and demanding lessons and/or activities make a major contribution to good discipline. The Gower School has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management (See Managing and Changing Children's Behaviour Document). Staff need to recognise that codes for interacting with other people vary between cultures and staff need to be aware of and respect those used by members of the school. All staff need to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. In order to show consistency of approach, all employees will ensure that:

- They follow set procedures as laid out in this policy.
- They never use any form of physical punishment or rough handling of children.
- They use different strategies advised by outside agencies for SEND children
- They do not show anger or frustration in front of the pupils.
- They never shout at a pupil (unless it is to protect the individual from immediate danger).
- They are never patronising.
- They do not use sarcastic or disparaging nicknames or language.
- They show surprise when a child behaves inappropriately and take the time to explain to the pupil/s why this behaviour is not acceptable.
- Whole-class punishments are avoidable wherever possible.
- They listen to all sides impartially when resolving issues related to behaviour or a pupil dispute.
- They start afresh after any incident.
- They admit mistakes when they make them and apologise for them.
- They value the individual character and spirit of each and every child.

### **Involvement of Pupils**

All pupils deserve to learn in an environment that is calm, safe, and supportive. The Gower School promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of school, and online. Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.

Our experience shows that the ethos of The Gower School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, during PSHE (Thrive) lessons, project work, drama activities, stories and literature.

The Gower School supports all pupils as they transition through the school, from the day they start to the day they leave, to achieve the behaviour standards. The Gower School will ensure that all new pupils (including EYFS pupils) understand their duty to follow the school behaviour policy, uphold the school rules and

contribute to the school culture. Where necessary, extra support and induction will be provided for pupils who are mid-term or academic year arrivals.

### **Involvement of Parents**

The role of parents is crucial to The Gower School developing and maintaining good behaviour. We value a close relationship with parents and encourage parents to work in partnership with The Gower School to assist in maintaining high standards of behaviour both inside and outside of school. In particular, we expect parents to support The Gower School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework. The Gower School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

At The Gower School we try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, children receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school, as set out in the home-school agreement.

### **Other Agencies**

The Gower School has access to counselling facilities, educational psychologists and the educational welfare service via the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

### **The School Environment**

We are well aware of the impact of the school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school then we must make sure that this is reflected in the appearance of the school.

The care and sensitivity with which children's work is displayed both in the classroom and throughout TGS will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The children will also be encouraged to do likewise so that they feel they personally have a responsibility for keeping their environment clean, tidy and attractive. Children showing pride in their own classroom and cloakroom is the first step towards this.

We wish to promote a school environment where:

- all pupils have a right to work in a calm, undisturbed, supportive and purposeful atmosphere;
- pupils should move from lesson to lesson quickly, but calmly so that they are punctual;
- children should have all necessary equipment and books to benefit fully from lessons;
- positive self-esteem is encouraged along with concern for the well-being of others;
- school rules, are understood and applied consistently;
- the attitudes and values with reference to Spiritual, Moral, Social Education (SMSC), Personal Social Health and Economic Education (PSHEE), Personal Social and Emotional Development (PSED) and Citizenship lessons permeate the day;
- high expectations, both in work and in play, create a positive attitude to learning for life;
- all children have a right to attend The Gower School without the fear of being bullied;
- praise rather than blame, is the norm;
- pupils should put all litter in bins;
- pupils should leave classrooms clean and tidy;
- they should also adhere to the school uniform/dress code;
- pupils should refrain from using make-up, nail varnish and unnatural hair colours.

Pupils should confine items of jewellery worn at school to a watch (not a smart watch with access to the internet) and, in the case of girls, one pair of stud earrings to be worn in the earlobe only. These items must be removed for P.E. (Please note that the school cannot take responsibility for jewellery - expensive items should not be worn for school). Boys are not allowed to wear an earring in school – even if it is covered with a dressing.

**Unacceptable behaviour is:**

- that which can damage/hurt (in *any* way) a person or their property;
- that which is offensive or inconsiderate;
- that which interferes with the rights of teachers to teach and children to learn.

Rules are deliberately few in number and should be stated positively and clearly. Children should always be aware of why they exist. The Gower School rules should be well known to all and reinforced consistently. There is no place in this independent fee-paying school for malicious accusations against staff. Whilst these would be considered on an individual basis, the response of The Gower School could be that of a fixed term or if necessary permanent exclusion.

**Behaviour Expectations**

There are Behaviour Expectations for each cohort displayed in each classroom. This is based on a ‘traffic light’ system. Each chart has three sections that align with the Super Star Chart – Green for ‘Super Star’ behaviour, Yellow for ‘Ready to Learn’ behaviour, and Red for ‘Adult Discussion’. Please see end of this document for the Behaviour Expectations.

**Rewards**

Throughout The Gower School, good behaviour is promoted at all times. We believe that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise children’s self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise children’s and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm children who are “always good”. They should not feel that the occasional badly-behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded. The use of food or sweet treats are not given in the school.

**House Points**

At The Gower School (Primary), we also use house points as a way to encourage, motivate, support and congratulate hard work. The children are divided up into three different houses. Children can receive house points for displaying any of the ‘Golden Rules’ and for demonstrating excellence in work e.g. during spelling tests, at swimming/sports, yoga and so on. Children record their house points in the form of a tally next to their individual names. They can visually see how many points they have but also how they have contributed to their house. House points can be gained for positive individual efforts both inside and outside the classroom. When awarding a house point it should be remembered that what may be a miniscule achievement for one child, is a big step forward for another, and the reward should be appropriate to the child's individual effort. House points can be awarded for excellent academic achievement or improved effort, for acts of kindness or service to others or notable endeavour in any aspect of school life. House point totals are collected and recorded weekly for each child and an overall total is recorded for each house. Children are informed of overall weekly totals each week at the Friday Awards Assembly. Only one house point is given out at a time.

At the Friday Awards Assembly children are selected from each class for a Special Mention as a Star of The Gower School. A special certificate, detailing the award is awarded to the child. This can be for academic endeavour, behaviour, kindness or service to others, or as Scientist, Linguist, Musician or Sports Stars. The list of children is included in the Principal’s weekly newsletter to parents each Friday, and the photos of all Stars of TGS are displayed in the school reception area. Special Mentions are rotated evenly in the class and teachers are to track this.

**The Peace Table and Peace Tree**

The Peace Table and Peace Tree are used as a way to acknowledge and encourage positive behaviour in the classroom. When children are in a challenging or conflicting situation they are encouraged to learn positive ways of dealing with conflict at the Peace Table. The Peace Table is set up with books, resources and prompt cards to give children a structure and language to enable them to manage their emotions and relationships with others and solve misunderstanding. When the children are seen to be 'Peaceful', again linking back to the 'Golden Rules' for example, working on task, being kind to others, using a quiet voice, tidying away their things when they are finished. This is a visual reminder in the classroom of our friends who have been peaceful. Peace activities are highlighted in assemblies and through our participation in International Peace Week.

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children house points for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. House points are awarded for good effort, work, conduct, art, music, sport etc.
- Teachers complete 'Teachers Cards' and send them home with the children in Lower and Upper School.
- Prizes awarded for academic success and extra-curricular achievements on the End of Term Assembly.
- Recognition of personal qualities by peer group through the election of Head Girl and Boy, Sports Captains, House Captains, School Council Members etc.
- A special card from the Principal of appreciation and congratulation: sent by the Principal to children for outstanding service to The Gower School, with parents emailed with the details.
- Staff are encouraged to send outstanding pieces of work and children with their work to the Principal.
- Children visit their sister class or the next year group up to share their good work with the Deputy Head.
- Displaying good work around the school.
- Children are chosen to share good work with visitors.
- Children are given Special Helper roles throughout the school and encouraged to take pride in their role, and are praised for this.

The Gower School acknowledges all the efforts and achievements of children, both in and out of school. Children are given the opportunity to take on responsibility throughout the year. Children's successes in all areas e.g. academic, personal, artistic, sporting etc. are celebrated in School Assemblies.

## LUNCHTIME BEHAVIOUR EXPECTATIONS AND CONSEQUENCES

<i><b>Time and place</b></i>	<i><b>Expected behaviour</b></i>	<i><b>Possible negative behaviour</b></i>	<i><b>Consequences</b></i>
Eating lunch and lining up to go to park	Sensible eating and table manners; calm movement around dining hall; lining up when asked; listening well	Being rude or silly with food; rude language; swearing; waving hands about; not respecting others' personal space; using too loud a voice; talking across a table; arguing; moving carelessly in hall; continued talking; not using eyes and ears when listening	1 1st warning 2 2 <sup>nd</sup> warning 3 teachers are informed to speak to child and decide on next steps  <i>Extreme behaviour such as swearing, being aggressive or physical, needs to be recorded in incident book</i>
Walking to park	Walking either clearly with a partner, or clearly in single file; talking quietly if with a partner; maintaining	Not respecting the formation when walking; being too loud in a public space; lagging behind, or bumping into, the	1 1st warning 2 2 <sup>nd</sup> warning 3 teachers are informed to speak to child and decide on next steps

	a sensible gap when moving in a line	people in front; running	<i>Extreme behaviour such as swearing, being aggressive or physical, needs to be recorded in incident book</i>
At the park	Enjoying park time: looking after self and others  Participating in a team game cheerfully with enthusiasm	Playing too roughly; twisting swings or the red seats; being over-competitive; arguing about the make-up of teams; arguing about who won or lost	1 1 <sup>st</sup> warning 2 2 <sup>nd</sup> warning 3 teachers are informed to speak to child and decide on next steps  <i>Extreme behaviour such as swearing, being aggressive or physical, needs to be recorded in incident book</i>
Leaving park and returning to school	Being ready, quickly and efficiently, when asked to line up; walking and behaving as listed above in “walking to park”.	Unnecessary delay and keeping others waiting; continuing to argue; walking and behaving as listed above in “walking to park”.	1 1 <sup>st</sup> warning 2 2 <sup>nd</sup> warning 3 teachers are informed to speak to child and decide on next steps  <i>Extreme behaviour such as swearing, being aggressive or physical, needs to be recorded in incident book</i>

### **Sanctions**

It is hoped that pupils will respond to The Gower School’s positive encouragement and rewards and will comply with school rules at all times. However, we acknowledge that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by The Gower School. Sanctions assist us in enforcing rules and help us to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Principal undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil’s misbehaviour occurs outside of school.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at The Gower School and we do not support parents’ use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under The Gower School’s Safeguarding and Child Protection Policy.

Any serious incident, that is very aggressive or uncontrolled behaviour that has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Principal and entered in the Behavioural Incidents Book. Parents should be informed by the Principal and appropriate action taken will be recorded in the Behavioural Incidents Book.

Examples of sanctions that are used at The Gower School include:

- Verbal reprimand and reminder of the expectations of behaviour from a member of staff; phone call or meeting with parents to advise of the misbehaviour;
- a letter of apology and reflection where appropriate;
- withdrawal of privileges;
- confiscation of property that is being used inappropriately or without consideration;
- regular reporting regarding behaviour to parents and Senior Leadership Team;
- withdrawal from a lesson, school trip or team event; [or]
- A child may be asked to write their name and the details of their misdemeanour in the Red Book, which is kept in the Principals office.
- suspension for a specified period, removal, or exclusion as per The Gower School Exclusion Policy.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Teachers are responsible in the first instance for dealing with minor infringements, casual rudeness, or disruption in class, and late or poorly completed work. They may impose any of the sanctions above, such as the setting of additional work, or a letter of apology and reflection. Repetition of misbehaviour will be reported to the Head of Operations & School SENCO and Deputy Head.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with The Gower School's obligations under the Equality Act 2010.

The Gower School will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, The Gower School staff will follow the School's Safeguarding and Child Protection policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Supporting pupils following a sanction**

Following a sanction, The Gower School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of The Gower School. These strategies may include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call with parents.
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school.
- inquiries into circumstances outside of school, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

### **Serious Misbehaviour/Exclusion**

The Gower School applies its behaviour policies in a consistent, rigorous and non-discriminatory way. There are two main types of exclusion – fixed period and permanent. Neither sanction is used lightly. Only the Principal has the power to exclude a child from school. If the Principal excludes a child, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision. The school informs the parents how to make any such appeal.

**Fixed term exclusion** means that a pupil is excluded from school for a fixed number of days. This can last anything from one school day to five school days depending on the severity of the incident, and a date is set for a return to school. No more than 15 days of exclusion can be given in one academic term. During the exclusion, pupils are not allowed on the school premises. Parents are responsible for their child's supervision during the first five days of a fixed period exclusion. The Gower School will provide work to be completed during this time.

**Permanent exclusion** means that the pupil cannot return to the school unless reinstated by the Principal/Proprietor. In coming to a decision on permanent exclusion, the Principal/Proprietor must consider whether there has been a serious breach or persistent breaches of The Gower School behaviour and discipline policy and allowing the pupil to remain at school would seriously harm the education or welfare of the pupil or others in the school.

The Gower School may also operate a system of 'internal exclusion'. Despite the term, internal exclusion is not registered as a formal exclusion as the pupil is not sent home from school. Internal exclusion is a sanction to accommodate those students who have been removed from a lesson at short notice for poor behaviour and/or conduct so that other students may continue their learning uninterrupted. Staff will supervise the student.

**The main types of behaviour that may result in one of the above sanctions are as follows:**

- Breach of school rules
- Dishonesty and attempting to implicate innocent individuals
- Theft, blackmail, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking and/or vaping, intimidation, racism, bullying, including cyber bullying
- Misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images
- Inappropriate use of social media and/or technology, including serious cases of bullying
- Possession or use of unauthorised firearms or other weapons
- Damage to property, vandalism, and computer hacking
- Malicious accusations against a member of staff
- Use of discriminatory language
- Cheating, including plagiarism
- Sexual harassment or Harmful Sexual Behaviour
- Sexist, racist, homophobic, or transphobic abuse
- Supply, possession, or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them and alcohol and tobacco
- Other serious misconduct toward a member of The Gower School or which brings the school into disrepute, on or off the school premises including, among others, on social media or any other means such as the publication of, or participation in the publication of, defamatory press articles.

The above is not an exhaustive list and there may be other situations where the Principal/Proprietor makes the judgement that exclusion is an appropriate action.

The Gower School keeps a record of incidents of misbehaviour, friendship issues or bullying that occur at break, lunchtimes or in the classroom. Teachers complete the incident forms and file them in the Behaviour/Bullying/Friendship folder kept in the school office. The Principal keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

### **Early Years Foundation Stage (EYFS)**

At The Gower School we recognise that behaviour management techniques must be adapted to consider the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. In the EYFS our behaviour management strategies are, where possible, positive. It is expected that all staff members who work at The Gower School will use and promote positive language with children where possible. Our behaviour management strategies are based on the following key principles:

1. We model expected behaviour
2. We use eye contact with children
3. We use our body language as well as our words
4. We use specific praise to reward positive behaviour
5. Where possible, we ignore negative or attention seeking behaviour
6. We phrase our requests in a positive manner
7. We promote independence and responsibility
8. We use our knowledge of each child as an individual
9. We do not make assumptions about young children's understanding
10. We empower children to choose the right course of action.

### **Pupils with special educational needs and disabled pupils (SEND)**

Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The school must take account of any special educational needs when considering whether to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child.

### **Use of Reasonable Force**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 'Reasonable' means using no more force than is needed and will always depend on the circumstances of the case.

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 Principal 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 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.

Our staff do not use physical contact or force with children. Corporal punishment of pupils is strictly prohibited. In particular, staff are advised always to use their voices first and to use the minimum force necessary to restrain a pupil 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 Gower 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 via Educare 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 Principal immediately after they have needed to restrain a pupil physically.

The Principal will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to The Gower School, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

### **Searching**

The Gower School reserves the right to search pupils and their possessions. The Principal, or a member of staff authorised by the Principal, may search a pupil provided there is another staff member present as a witness. The Gower School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

The Gower School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with The Gower School's Safeguarding and Child Protection Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Principal (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Principal (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Principal (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The Gower School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The Gower School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

### **Confiscation**

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under The Gower School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the school or disposed of.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

### **Electronic Devices**

Where an electronic device is found during a search and that device is prohibited by The Gower School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, The Gower School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with The Gower School's Safeguarding and Child Protection Policy. We will document the decision, including times, dates and reasons for decisions made in our safeguarding records.

If during a search The Gower School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, we can decide whether to delete the material or retain it as evidence of a criminal offence or a breach of school discipline. We will also decide whether the material is of such seriousness that the police need to be involved.

The Gower School may erase any data or files from the device if we consider there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of our school rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, The Gower School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the school rules, and may then punish the pupil in accordance with this policy where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, The Gower School will follow the procedures set out in our Safeguarding and Child Protection Policy.

### **Complaints**

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, The Gower School's Complaints Policy is on our website and sets out how parents can raise a formal complaint and how we will handle it. We will also send you a copy of the Complaints Policy on request.

### **Monitoring and review**

The Gower School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the school and to evaluate the effectiveness of this policy.

### **Appendix A: Behaviour Expectations**

These charts outline expected behaviour for all children in Yellow, Ready to Learn. Behaviour which is not acceptable is produced in Red, Adult Discussion. We encourage children to take their good behaviour to the highest levels – this is outlined in Green, Super Star. These documents are printed and displayed in the relevant Form classes. Teachers are encouraged and reminder to talk through them with the children regularly.

## **Behaviour Expectations - Lower School**

<b>Super Star</b>	<b>Ready to Learn</b>	<b>Adult Discussion</b>
I use a calm indoor voice, taking turns nicely and always listening to an adult when they speak. Help teachers and friends during lessons. Share ideas respectfully and go the extra mile.	I usually use a calm indoor voice, take turns nicely and mostly listen to an adult when they speak. I listen carefully during lessons and take turns to speak by raising my hand.	I shout in school, ignore my teachers and am rude to my friends. I talk and misbehave during lessons, distracting my friends and my teachers.
I use kind language and "I feel" statements to share feelings and solve problems. I use the Peace Table.	I use my words to share how I feel, even when I'm angry. I ask an adult to help me.	I shout at my friends and teachers. I hit or push them and run away.
I independently prepare snack and share food at lunch time, using my best table manners. Tidy up all my dishes and napkin. Offer to help friends who find it tricky.	With a teacher or friend's help, I prepare snack and serve myself at lunch time. I try my best to tidy away my dishes once I'm finished.	I play with my food, splash water on the table and leave a mess. I leave my dishes for an adult to tidy away.
I tidy up and organise my own belongings. Pack my own bag each day. Hang up a friend's coat or tidy away their things to help them be organised.	I organise my own belongings and tidy up when I'm finished an activity.	I leave my coat and other things on the floor. I refuse to tidy anything during lessons. I get my parents or teacher to sort out my things.
I take pride in my personal appearance and how I represent the school, by having the correct uniform and being neatly presented.	I wear the correct uniform each day with my hair neatly presented, and off my eyebrows.	I have the incorrect uniform with missing items. I need reminders to tie my hair back.
I ask a teacher to use the toilet. Once finished, wash my hands and return to class. If there's a mess, I tell an adult.	I ask a teacher to use the toilet. I flush the toilet and wash my hands once finished and return to class.	I sneak out to the toilet without asking an adult. I leave the tap running and forget to flush the toilet. I splash water on the floor.
I walk calmly at all times, standing to the side to let an adult past. I hold the door for my friends.	I walk calmly around the school, trying to keep to one side.	I run or shout while moving around the school. I shove friends and rudely push people out of my way.
I take part in all school activities such as recitals, festivals, performances, presentations, sports day, recitations and oral presentations, practising for these and having my items ready.	I take part in all school activities such as recitals, festivals, performances, presentations, sports day, recitations and oral presentations.	I don't take part in activities and make negative comments about these.
I make the best choices in all lessons, activities and clubs. I listen to the teachers and show them respect. I help my friends who are reluctant to join in.	I listen in my all lessons, activities and clubs. I listen to the teachers and show them respect. During park time I listen to my teachers. I walk safely and never talk on the road.	I am disruptive in all lessons, including clubs and other sessions. I don't listen to adults and am disruptive.
During park time I listen to my teachers at all times. I offer to help with equipment and make sure to set a great example to my friends. I walk safely and never talk on the road. I help a child who is being left out to feel included.	I play nicely at park time and use the equipment respectfully. I include others in my play.	During park time I ignore my teachers. I make silly choices in when lining up and I'm careless with walking safely.

## Behaviour Expectations - Form 3 and 4

Super Star	Ready to Learn	Adult Discussion
I take initiative with helping or tidying around the classroom without having to be asked.	I tidy away my own belongings and put school items away in the correct places.	I don't clear up my belongings and am not respectful with school or another child's property.
I ask a teacher to use the toilet. Once finished, wash my hands and return to class. If there's a mess, I tell an adult.	I ask a teacher to use the toilet. I flush the toilet and wash my hands once finished and return to class.	I sneak out to the toilet without asking an adult. I leave the tap running and forget to flush the toilet. I splash water on the floor.
I focus and give my full effort during lessons by challenging myself, participating in discussions and concentrating on my tasks.	I actively participate in lessons by answering questions and sharing my ideas in discussions.	I don't focus on my work during class, distract others from their work or do not produce enough during lessons.
I make the best choices in all lessons, activities and clubs. I listen to the teachers and show them respect. I help my friends who are reluctant to join in.	I listen in my all lessons, activities and clubs. I listen to the teachers and show them respect.	I am disruptive in all lessons, including clubs and other sessions. I don't listen to adults and am disruptive.
I take part in all school activities such as recitals, festivals, performances, presentations, sports day, recitations and oral presentations, practising for these and having my items ready.	I take part in all school activities such as recitals, festivals, performances, presentations, sports day, recitations and oral presentations.	I don't take part in activities and make negative comments about these.
I organise my belongings, including homework, without being asked. I make sure to have the correct items needed each day. For example, I keeping my desk and locker tidy.	I keep my desk and locker tidy and have the correct items for each day.	My desk and locker are messy, I continually do not have the correct items for lessons, trips or the day ahead.
My homework is handed in on time and is completed to a high standard of both content and presentation.	My homework is handed in on time and is fully completed.	I do not hand my homework in on time or it is not fully completed on several occasions. My homework is illegible and rushed.
I make sure my work is neat and to a high standard of presentation across all areas.	My work is neat and legible. I use a ruler and the correct stationery.	My work is messy and illegible. I do not use a ruler. I draw on the cover of my book or on pages.
I am a kind class member to others. For example, I check that other children are included, share with an adult if someone is upset, and select a range of different partners to work with.	I am respectful to other children in the class and have positive relationships with others.	I say unkind comments or show unkind actions towards others in the class. I exclude other children.

## Behaviour Expectations - Form 3 and 4

Super Star	Ready to Learn	Adult Discussion
I walk calmly at all times, standing to the side to let an adult past. I hold the door for my friends.	I walk calmly around the school, trying to keep to one side.	I run or shout while moving around the school. I shove friends and rudely push people out of my way.
I speak up in assemblies by raising my hand to answer questions. I volunteer to play my instrument or answer the THUNK with reflective ideas.	I speak in assemblies when asked and listen to the performance in silence.	I am disrespectful during assemblies by speaking with others when the teacher or class are sharing. I refuse to participate.
When I am upset or frustrated, I express my thoughts and feelings appropriately, or take some alone time and seek support from an adult if I need this.	When I am upset or frustrated, I express my thoughts and feelings with support, or take some alone time and welcome support from an adult if I need this.	When I am upset or frustrated, I shout at others or use physical actions.
I take pride in my personal appearance and how I represent the school, by having the correct uniform and being neatly presented.	I wear the correct uniform each day with my hair neatly presented, and off my eyebrows.	I have the incorrect uniform with missing items. I need reminders to tie my hair back.
If I have a disagreement, I resolve conflicts respectfully, listening to the other child's perspective. I can reach a resolution and apologise if necessary. I seek support from adult if I need this. I use the Peace Table.	If I have a disagreement, I resolve conflicts respectfully, listening to the other child's perspective. I can reach a resolution with support from adult and apologies if necessary.	If I have a disagreement, I shout or say disrespectful comments towards others. I do not listen to other children or adults. I cannot reach a resolution.
At lunchtime I display excellent manners by saying 'please' and 'thank you', using my cutlery correctly and helping to clear away without being asked. I use an indoor voice and I sit with different members of the class.	At lunchtime I display good manners by saying 'please' and 'thank you', using my cutlery correctly and I help to clear away when I am asked. I use an indoor voice.	I shout in the lunch hall, play with or throw food, and am disrespectful to adults and do not listen.
During park times, I listen to adults' instructions and encourage others to do the same, I cross the road sensibly and stay with my partner. I get ready when it is time to leave, help collect equipment, pick up any lost property I see to return to others. If anyone is alone, I ask if they would like to join in.	During park times, I listen to adults' instructions, I cross the road sensibly and stay with my partner. I get ready when it is time to leave and help collect equipment when asked.	During park times, I ignore instructions. I do not stay with my partner, I refuse to collect equipment, I argue with other children when playing sport or display poor sportsmanship. I exclude others from games.
I continue to have very high standards of behaviour in all specialist lessons, such as music and PE, in addition to those with my class teacher. Specialist teachers often comment on my excellent behaviour when speaking with other adults.	I continue to have high standards of behaviour in all specialist lessons, such as music and PE, in addition to those with my class teacher.	My behaviour in specialist lessons is not acceptable. I need reminders to listen and produce the amount of work needed. My specialist teacher speaks with my class teacher about my poor behaviour.

## Behaviour Expectations - Form 5 and 6

Super Star	Ready to Learn	Adult Discussion
I take initiative with helping or tidying around the classroom without having to be asked.	I tidy away my own belongings and put school items away in the correct places.	I don't clear up my belongings and am not respectful with school or another child's property.
I focus and give my full effort during lessons by challenging myself, participating in discussions and concentrating on my tasks.	I actively participate in lessons by answering questions and sharing my ideas in discussions.	I don't focus on my work during class, distract others from their work or do not producing enough during lessons.
I actively listen to other children and adults respectfully. I respond to their comments and questions or give thoughtful compliments when other children share their work.	I listen to others respectfully in lessons by not speaking over them or calling out.	I speak over others and call out. I interrupt the teacher when they are speaking.
I follow adults' instructions the first time, listening carefully and reminding others to do the same.	I follow adults' instructions the first time and am silent, listening to the adult.	I ignore adults' instructions, am disrespectful to adults when they are speaking, and make the class have to wait for me to be ready.
I take part in all school activities such as recitals, festivals, performances, presentations, sports day, recitations and oral presentations, practising for these and having my items ready.	I take part in all school activities such as recitals, festivals, performances, presentations, sports day, recitations and oral presentations.	I don't take part in activities and make negative comments about these.
I am proactive with my Role of Responsibility by sharing new ideas, speaking to teachers about what I can do, and doing my role without reminders. I use my initiative to help out.	I perform the responsibilities in my role sensibly and am a good role model when doing this.	I don't perform my responsibilities for my role, am negative about this and am a poor role model to others.
I organise my belongings, including homework, without being asked. I make sure to have the correct items needed each day. For example, I keeping my desk and locker tidy.	I keep my desk and locker tidy and have the correct items for each day.	My desk and locker are messy, I continually do not have the correct items for lessons, trips or the day ahead.
My homework is handed in on time and is completed to a high standard of both content and presentation.	My homework is handed in on time and is fully completed.	I do not hand my homework in on time or it is not fully completed on several occasions. My homework is illegible and rushed.
I make sure my work is neat and to a high-standard of presentation across all areas.	My work is neat and legible. I use a ruler and the correct stationery.	My work is messy and illegible. I do not use a ruler. I draw on the cover of my book or on pages.
I am a kind class member to others. For example, I check that other children are included, sharing with an adult if someone is upset, or select a range of different partners to work with.	I am respectful to other children in class and have positive relationships with others.	I make unkind comments, or show unkind actions towards others in the class. I exclude other children.

## Behaviour Expectations - Form 5 and 6

Super Star	Ready to Learn	Adult Discussion
I am an outstanding role model around the school. I walk sensibly in the corridors, greet adults and children, hold doors open for others and use an indoor voice.	I am a good role model around the school. I walk in corridors and use an indoor voice. I greet teachers using their name.	I am a poor role model around the school. I run in corridors, shout and am disruptive to other children's learning.
I speak up in assemblies by raising my hand to answer questions. I volunteer to play my instrument or answer the THINK with reflective ideas.	I speak in assemblies when asked and listen to the performance in silence.	I am disrespectful during assemblies by speaking with others when the teacher or class are sharing. I refuse to participate
When I am upset or frustrated, I express my thoughts and feelings appropriately, or take some alone time and seek support from an adult if I need this.	When I am upset or frustrated, I express my thoughts and feelings with support, or take some alone time and welcome support from an adult if I need this.	When I am upset or frustrated, I shout at others or use physical actions.
I take pride in my personal appearance and how I represent the school, by having the correct uniform and being neatly presented.	I wear the correct uniform each day with my hair neatly presented, and off my eyebrows.	I have the incorrect uniform with missing items. I need reminders to tie my hair back.
If I have a disagreement, I resolve conflicts respectfully, listening to the other child's perspective. I can reach a resolution and apologise if necessary. I seek support from adult if I need this. I use the Peace Table.	If I have a disagreement, I resolve conflicts respectfully, listening to the other child's perspective. I can reach a resolution with support from adult and apologies if necessary.	If I have a disagreement, I shout or say disrespectful comments towards others. I do not listen to other children or adults. I cannot reach a resolution.
At lunchtime I display excellent manners by saying 'please' and 'thank you', using my cutlery correctly and helping to clear away without being asked. I use an indoor voice and I sit with different members of the class.	At lunchtime I display good manners by saying 'please' and 'thank you', using my cutlery correctly and I help to clear away when I am asked. I use an indoor voice.	I shout in the lunch hall, play with or throw food, and am disrespectful to adults and do not listen.
During park times, I listen to adults' instructions and encourage others to do the same, I cross the road sensibly and stay with my partner. I get ready when it is time to leave, help collect equipment, pick up any lost property I see to return to others. If anyone is alone, I ask if they would like to join in.	During park times, I listen to adults' instructions, I cross the road sensibly and stay with my partner. I get ready when it is time to leave, help collect equipment when asked. I demonstrate good sportsmanship when playing games.	During park times, I ignore instructions. I do not stay with my partner, I refuse to collect equipment, I argue with other children when playing sport or display poor sportsmanship. I exclude others from games.
I continue to have very high standards of behaviour in all specialist lessons, such as art, French, music and PE, in addition to those with my class teacher. Specialist teachers often comment on my excellent behaviour when speaking with other adults.	I continue to have high standards of behaviour in all specialist lessons, such as music and PE, in addition to those with my classroom teacher.	My behaviour in specialist lessons is not acceptable. I need reminders to listen and produce the amount of work needed. My specialist teacher speaks with my classroom teacher about my poor behaviour.