



**Gamston St Peter's CofE Primary
School**

A Positive Approach to Behaviour

Behaviour Policy

Last Review: September 2025

Summary of Changes Made

1. **Added a clear introduction and purpose section** to align with statutory expectations and the school's vision.
2. **Included explicit statements on communication** of the behaviour policy to staff, pupils, and parents annually and publication on the website.
3. **Clarified leadership and management responsibilities**, including reference to the Statement of Behaviour Principles and staff training.
4. **Expanded on support for pupils with additional needs** and reasonable adjustments to meet behaviour expectations.
5. **Added a dedicated Anti-Bullying section** summarising the school's approach to preventing and responding to bullying.
6. **Outlined the school behaviour curriculum and systems** to teach and reinforce positive behaviour explicitly.
7. **Clarified the role of parents** and the escalation process following Blue Book entries.
8. **Reinforced the importance of consistent, fair implementation** of the policy by all staff.
9. **Included reference to monitoring and review processes** for behaviour data and policy effectiveness.
10. **Minor wording and structural edits** for clarity, consistency, and alignment with DfE guidance language.

Introduction

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe, and supportive environments which pupils want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

At Gamston CofE Primary School, we believe that good behaviour is fundamental to allowing every pupil to reach their full potential academically, socially, and spiritually. We are committed to creating a culture where pupils and staff flourish in safety and dignity, reflecting our Christian ethos to "Be the best you can be" and "Shine like lights in the world" (Philippians 2:15).

Purpose of the Policy

This behaviour policy sets out how we create a safe, calm, and supportive environment where all pupils can learn and develop. It reflects the school's values of kindness, resilience, and hope, and ensures that expectations of behaviour are clear, consistent, and fair. The policy supports staff in promoting positive behaviour and outlines the steps taken when behaviour falls short of expectations.

Communication of the Behaviour Policy

We understand that clear communication of behaviour expectations is crucial to building and maintaining our school culture. The behaviour policy is published on the school website and shared in writing with parents, pupils, and staff at least once a year. This transparency helps reassure the whole community that behaviour expectations and responses are consistent, fair, proportionate, and predictable.

What We Mean by Good Behaviour

Good behaviour at Gamston CofE Primary School means that everyone in our community is:

- Caring and kind to others in words and actions
- Polite and friendly in all interactions
- Helpful and supportive to peers and adults
- Respectful and considerate of others' feelings and property
- Engaged, motivated, and hardworking in learning and school life

We expect these behaviours in all areas of school life, including classrooms, corridors, cloakrooms, playgrounds, lunchtimes, clubs, and during homework activities.

Benefits of Good Behaviour

Encouraging respect and good behaviour supports the positive ethos of our school. Pupils develop self-confidence, learn the value of friendship, and grow in a safe and

happy environment. Good behaviour enables teachers to teach effectively and ensures that pupils can achieve their full potential academically and personally.

We believe that behaviour development is a partnership between school and home. Parents and carers are encouraged to support this policy and are welcomed to discuss their child's progress in a positive and nurturing atmosphere.

Leadership and Management of Behaviour

- The Headteacher takes overall responsibility for implementing this behaviour policy and acts in accordance with the school's Statement of Behaviour Principles, as determined by the Governing Body.
- All staff are responsible for consistently and fairly applying the behaviour policy, modelling respectful behaviour, and supporting pupils to meet expectations.
- Staff receive bespoke training tailored to the needs of our pupils, including those with SEND and additional behavioural support needs, to ensure consistent implementation.
- The Governing Body monitors behaviour data and supports school leaders in maintaining high standards of behaviour.

How We Encourage Good Behaviour

We believe pupils should feel personally invested in their school community. To promote this, pupils:

- Are clearly informed about behaviour expectations and routines
- Set personal goals and take responsibility for their actions
- Receive regular praise, encouragement, and recognition for positive behaviour
- Are involved in creating class contracts/agreements, which are positively phrased and collaboratively developed

Adults in school:

- Actively recognise and highlight positive behaviour as it occurs
- Use de-escalation techniques and restorative approaches to support pupils in managing their behaviour
- Communicate positive behaviour to parents/carers regularly
- Model the respectful behaviour expected from pupils at all times

School Systems and Social Norms

We do not rely on a long list of rules but instead promote positive principles and routines that underpin good behaviour. Class contracts are created with pupils and focus on mutual respect and responsibility. Our strong, positive vision encourages everyone to "be the best you can be."

Reward Systems

To celebrate and encourage positive behaviour, we use a variety of systems:

- Class Dojo: Pupils earn points for positive choices, visible to parents and contributing to House Points. Milestones are recognised with certificates (Bronze, Silver, Gold).
- Gold Book/Book of Excellence: Exceptional work is recognised by the Headteacher and shared in weekly Celebration Worship.
- Wonderful Work and Values Awards: Weekly awards celebrate academic achievement and kindness, announced in Celebration Worship.
- Headteacher Positive Phone Calls: Weekly calls home highlight pupils who have exceeded expectations.
- Take Five: A trauma-informed programme of breathing and mindfulness exercises supports pupils' emotional regulation and readiness to learn.

Managing Behaviour That Falls Short of Expectations

Where positive reinforcement and reminders are insufficient, we follow a clear ladder of escalation:

1. 1st verbal warning
2. 2nd (final) verbal warning
3. Move to another place within the classroom/learning environment
4. Loss of Dojo Point(s)
5. Sent to Headteacher
6. Sent to Headteacher and recorded in the Blue Book for dissent; internal isolation may be considered

Blue Book Policy

The following behaviours are unacceptable and recorded in the Blue Book:

1. Bullying*
2. Offensive language, including swearing
3. Violence
4. Dissent/rudeness towards staff
5. Discriminatory behaviour (e.g., racist, homophobic, transphobic language or actions)
6. Damage to school or personal property
7. Absconding from class, supervision, or school grounds

**Bullying is defined as behaviour that is repeated, intended to hurt, and often targeted at specific groups. It can include physical assault, teasing, threats, name-calling, and cyberbullying.*

Parents/carers are contacted after the first Blue Book entry. Repeated entries lead to meetings with staff and parents, targets, Report Cards, Pastoral Support Plans, and potentially fixed-term or permanent exclusions.

Behaviour Outside School Grounds

Pupils' behaviour outside school and during travel to/from school is subject to this policy where it impacts the school community or pupil safety.

Support for Pupils with Additional Needs

We recognise that some pupils may require additional support to meet behaviour expectations. The school makes reasonable adjustments and provides targeted interventions, including through SENDCo sessions, Early Help, and specialist agencies. Staff trained in Team Teach and CRB use de-escalation and risk reduction strategies, with physical intervention only as a last resort.

Anti-Bullying

The school has a clear anti-bullying strategy to prevent and respond to bullying, including cyberbullying and prejudice-based bullying, ensuring a safe environment for all pupils.

Monitoring and Review

The behaviour policy is reviewed annually by the Governing Body. Behaviour data is monitored regularly to inform school improvement and pupil support.

Signatures

Signed:

(Headteacher)

(Chair of Governors)

Date: October 2025