

Gossops Green Primary School



Behaviour Policy (including Anti-Bullying)

Approved by: LGC (Local Governing Committee)
Last Reviewed on: May 2026
Next review due by: May 2027
Staff Member Responsible: Deputy Principal

OUR VISION
'Delivering equity through education, nurture and ambition'

At Gossops Green Primary School, we believe that every child has the right to succeed, to meet their full potential and to understand that high aspiration and dreams are rightfully theirs to own and pursue, whatever their starting point in life might be.

EQUALITY **EQUITY**



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The Collegiate Trust Behaviour Principles

Our mission is to collaborate to deliver an *Exceptional Education for All* and our schools share a common belief that this comprises an academically rigorous curriculum, the opportunities for pupils to engage in creative and cultural learning and the development of personal skills and qualities that will enable future success.

Our strong culture of ambition, focussed clearly on **PEOPLE** and **LEARNING**, ensures the best interests of all those in our communities are always at the heart of our decision-making.

INTRODUCTION

1.1 This statement of principles establishes the Trust's expectations and approach to ensuring a positive and enabling approach to the management of behaviour and high expectations across all schools within The Collegiate Trust. The purpose of this statement is to establish general principles to inform policy and practice relating to pupil behaviour and high expectations. It is relevant for Principals, SLT (Senior Leader Team), Local Governing Committees, staff and parents and will inform consistent day to day working practices that ensure positive, safe, and respectful learning environments across the Trust.

1.2 The Collegiate Trust aims to provide a supportive learning environment which recognises every pupil's rights and responsibilities. We aim to treat everyone we have responsibility for with respect and dignity, and to provide a positive learning and working environment free from discrimination, harassment, or victimisation.

STATEMENT OF PRINCIPLES

2.1 The Trust's approach to promoting positive behaviour in pupils requires school policy and procedures to promote the following *TCT's Four Rs* which underpin characteristics of positive behaviour in students.

2.2 These characteristics help students become more successful in their learning and to increase their chances of achieving their potential. These characteristics will be modelled explicitly by all adults through language, communication and procedure in the Trust's schools.

- **Regard** – an unwavering, unconditional positive regard for all.
- **Respect** – always holding due regard for the feelings and rights of others.
- **Responsibility** – a driving ambition to be the best version of yourself.
- **Relationships** – a continuous fostering of positive relationships enabled by a restorative approach.

SCHOOL BEHAVIOUR POLICIES

3.1 Each school will have a behaviour policy. The Board of Trustees and Local Governing Committee will set the general principles that inform the behaviour policy in consultation with the Principal, school staff, parents, and pupils. Behaviour policies will include measures to prevent all forms of bullying among

pupils. Principals will publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Gossops Green Behaviour Principles

In line with The Collegiate Trust's overarching behaviour principles, Gossops Green have created a behaviour approach in line with the school vision of delivering Equity for all pupils regardless of academic ability, ethnicity, religion, socio and economic background. The school's approach is founded on the premise of ensuring every pupil has the opportunity to thrive and be successful now and throughout their later life. At the core of the behaviour ethos at Gossops Green is the aim of developing thoughtful, considerate and inclusive citizens who embody British Values: tolerance, mutual respect, adherence to the rule of law as well as embracing the concept of a democratic society.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Vision and Values

- To deliver equity through education, nurture and ambition
- To develop and nurture our characters, talents and skills through our **3Rs** of:
 - **RESPECT** - We RESPECT our school, our families, our local community and the wider world. We learn that self-respect helps us to be the best versions of ourselves
 - **RESILIENCE** – We develop RESILIENCE to nurture strength of character and the ability to face challenges with determination and tenacity. We learn that the most important thing is not to give up but always try our best
 - **RESPONSIBILITY** - We are empowered with RESPONSIBILITY and commit with head, heart and hands to make a positive difference. We learn that we have a responsibility to make our world a better
- To create an environment in which children can develop as caring and responsible people, regardless of gender, social background, race, ethnicity, special educational needs or disabilities, young carers duties or sexual orientation

- To foster self-respect, consideration and respect for others, respect for authority, care for the environment and a spirit of cooperation.
- To create an environment in which children can develop as caring and responsible people, regardless of gender, social background, race, ethnicity, special educational needs or disabilities, young carers duties or sexual orientation
- We aim to establish parent partnerships that respects and values their contribution and that their support in the processes of teaching and learning are vital for children’s educational and emotional well-being with all parents annually signing the *Home-School Agreement* and the *Parent Code of Conduct* in their child’s diary to support this
- All members of the school community will work to develop a clear understanding of our policy and apply it with a consistent approach

3. Legislation and Statutory Requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Malicious Communications Act 1988 \(legislation.gov.uk\)](#)
- [Restrictive interventions, including use of reasonable force, in schools](#)

In addition, this policy is based on:

- Section 175 of the *Education Act 2002*, which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the *Education and Inspections Act 2006*, which requires schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property
- Schedule 1 of the *Education (Independent School Standards) Regulations 2014*; paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

This policy complies with our funding agreement and articles of association

4. Definitions

4.1 Good Behaviour is defined as:

- Making good choices that lead to positive outcomes
- Following the instructions of staff and speaking respectfully to them
- Demonstrating tolerance and respect for others
- Exhibiting consideration and empathy towards others
- Being actively engaged, listening well and fully participating with their learning
- Demonstrating good manners
- Playing fairly on the playground, being kind and respectful to others
- Walking quietly and calmly when inside the building
- Sitting quietly in assemblies, listening carefully and participating appropriately
- Always using kind words, hands and feet
- Respecting and taking care of property and the school environment
- Demonstrating inclusive attitude which respects the diverse school community
- Learning from previous poor behaviour choices and changing future behaviours as a result
- Demonstrating all the relevant above behaviours outside of school, including online

Adults, including parents, are expected to follow the same principles as pupils.

4.2 Unconscious, distressing conduct is defined as:

- Using inappropriate language that staff have reason to believe, the child does not fully understand. This could include, but is not limited to:
 - Anti-LGBTQ+ language
 - Racist language
 - Swearing
 - Sexualised terminology
- Making gestures or actions that staff have reason to believe, the child does not fully understand

4.3 Misbehaviour is defined as:

- Disruption in lessons which prevents themselves and/or others from learning
- Disruption around the school, including at break and lunchtimes
- Refusal to complete work appropriately
- Showing a lack of respect for others – in words, attitudes and actions
- Showing a lack of respect for the property of the school and its community
- Not following adult instructions
- Communicating inappropriately online

4.4 Serious misbehaviour is defined as:

- Repeated breaches of the behaviour expectations
- Physical abuse (towards pupils and/or adults) such as significant hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Online behaviour that facilitates, threatens and/or encourages abuse (including outside of school hours)
- Fighting (including retaliation)
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Discriminatory behaviour (including):
 - Racism
 - Sexism
 - Anti-LGBTQ+
- Swearing
- Abuse in intimate personal relationships between peers; child-on-child abuse
- Vandalism
- Theft
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Possession of any banned items – see Section 21 of this policy
- Sexualised behaviours (as set out in KCSIE)
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

5. Responding to Incidents

5.1 All incidents of poor behaviour will be investigated by a member or members of staff, and the response of the school will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Whilst we will not tolerate poor behaviour, we will endeavour to understand/recognise potential causes or triggers. We will support and listen to all of the pupils involved and the alleged perpetrators will be offered support so that they can change their future behaviour. We will also consider the age of the alleged perpetrator.

Due to a wider-societal culture of victim blaming, pupils may be afraid of reporting incidents of abuse and harassment reflects on them. However, at Gossops Green we create a culture of respect, tolerance, acceptance and diversity, making it easier for all pupils to call out incidents and for anyone to challenge inappropriate behaviour. This is supported by our RSE and PSHE curriculum, which covers what respectful behaviour looks like and how to be good citizens.

5.2 The use of Walkie Talkies

Walkie talkies are available in all areas of the school environment and are used judiciously to call for support when a behaviour incident warrants it. The aim is for a supporting adult to arrive on the scene to de-escalate as far as possible by working with the adult in situ or relocating the pupil(s) to a different location where they can regulate. Staff should use these communication methods to maintain a safe environment and minimise disruptions to teaching and learning.

5.2 Reflection Booklet (see Appendix D)

To support the Gossops Green ethos of pupils recognising and owning poor behaviour choices and the associated impact on their peers, the school has developed a 'Reflection Booklet' for use with pupils once a situation is defused and all pupils are regulated. The booklet contains pictorial images (*Widgits*) and language prompts relating to; identifying causes, feelings, impact on others and the exploration of solutions. The final step involves a pupil identifying how to manage the same challenging situation should it occur in the future. EYFS have an adapted version that is more appropriate for children in their first year of school. This approach develops pupils' awareness of the need to follow the school's 3Rs and meeting expectations of British Values of mutual respect and tolerance (Appendix D).

5.3 Our pupils know that:

- their safety and wellbeing is taken seriously
- they are listened to
- their concerns are acted on
- abuse is not tolerated or accepted
- every child has the right to learn

This policy is shared (in child appropriate language) with all children.

5.4 School's response

5.4a How the school will respond to in-school distressing conduct or misbehaviour

When a child reports a concern, the member of staff will act immediately, however small the incident is perceived to be. Staff will always:

- Listen to the alleged victim
- Listen to the alleged perpetrator
- Consult with any witnesses
- Offer support to the victim

- Respond to the perpetrator in a proportionate way, in line with this policy:
 - **Unconscious distressing conduct (see section 4.2)** – explain why this behaviour is not acceptable and ask the child to apologise for their behaviour
 - **Misbehaviour (see section 4.3)** – the response will be in line with sections 9 and 12 of this policy
 - **Serious misbehaviour (see section 4.4)** – the response will be in line with section 12 of this policy.
 - **Allegation** – see Child Protection and Safeguarding policy

5.4b How the school will respond to out-of-school distressing conduct or misbehaviour

Although we have no control over incidents outside of school, we will inform parents/carers of any alleged incidents. However, if the children are wearing school uniform, we reserve the right to impose sanctions within school as a result of the child bringing the reputation of the school (and The Collegiate Trust) into disrepute. Furthermore, the school may need to act where behaviour outside of school impacts on behaviour in school or the emotional wellbeing of other members of the school. We may seek advice from the community PCSO.

5.5 Recording of Behaviour Incidents

All behaviour that meets the threshold of Stage 3 or higher must be logged on CPOMS (the schools online recording system). This should be logged on the day of the incident with sufficient detail to ensure clarity around the incident, including action taken by the recording adult. Parents/carers must be informed of Stage 3 and higher on the day of occurrence – either via face-to-face conversations at pick-up or a note in the diary.

5.6 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy. Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse. The Principal will also consider the pastoral needs of staff accused of misconduct.

6. Rewards

Pupils are rewarded for good behaviour and effort in many different ways, some of which are listed below. Many of these rewards, including House Points and certificates rewarded are tracked to ensure that these are consistently given across the school and to ensure that all children have the opportunity to receive rewards over the school year.

6.1 Individual

These may include:

- **Verbal Praise** – this is used by all staff regularly to reinforce good behaviours
- **Recorded Praise** – evident in pupil's work, around the classroom / school (on display) or in the newsletter / school website

- **Behaviour for Learning Chart** – this is an agreed, systematic approach across the whole school - recognising good learning behaviour choices and pre-empting poor behaviour related to learning choices and meeting school expectations for behaviour
- **Class Teacher’s Reward System** – class teachers have the option to implement their own reward system in addition to supplement the Behaviour for Learning chart. These internal rewards may also celebrate individual contributions to a positive ethos, demonstrating British Values or our school 3R’s.
- **Informing Parents** – verbally or through written communication in their child’s Home-School Diary
- **Stickers** – awarded for good behaviour or good work
- **Gold Card** – for exceptional effort or achievement in an area of school life. The recipients will be seen by the Principal, their achievement will be celebrated and they will be given a Gold Card to take home. This can be awarded for effort or achievement both inside and outside of the classroom
- **House Points** – awarded to individuals by staff for positive behaviours or effort with their learning
- **Star Learner of the Week** – one child is chosen from every class each week and a certificate awarded in the final assembly of the week
- **Good Citizen Award** - one child is chosen from every class each week and a certificate awarded in the final assembly of the week
- **TT Rockstars** – each week, the top three children in each KS2 year group for a range of criteria (most correct answers, best improvement etc.) are announced and rewarded in assembly
- **Tregear Trophy** – a memorial shield is awarded every July to two Year 6 pupils (one boy and one girl) for sustained contribution to the life of the school
- **Sportsman Cup** – awarded every July to one Year 6 pupil who has contributed to the sporting life of the school, for exhibiting a positive attitude and making a significant contribution to sport whilst at the school

6.2 Collective Rewards

- **House points** – collated at the end of the week into team totals and the winning team awarded with a token which is added to the display. These totals are announced each half term
- **House Cup** – awarded termly
- **Sports Day Cup** - awarded to the winning house team at the end of each Sports Day
- **Class reward systems** - used by the teachers which lead to earned class rewards
- **Mealtime Mindfulness** – In KS1 and EYFS – two children from each class demonstrating the best table manners over the week, are celebrated during each Friday mealtime

7. Behaviour Management Strategies in Lessons

We hold high expectations for behaviour in all lessons to ensure that all children have the opportunity to learn and achieve in a calm, orderly and supportive environment. To facilitate this, we have a very clear and structured approach to managing behaviour in lessons.

7.1 Behaviour for Learning Chart – this is an agreed, systematic approach across the whole school - recognising good learning behaviour choices and pre-empting poor behaviour learning choices to meet

school expectations for behaviour. Each class has an agreed behaviour chart prominently on display which details the following steps:

- **Star Learner(s)**
- 6 - Amazing Learning
- 5 - Good Learning
- 4 - Ready to Learn
- 3 - Disappointing – One Warning – Learning Needs to Improve
- 2 - Poor – Two Warnings – Learning **Still** Needs to Improve
- 1 – Unacceptable - Three Warnings – Learning has Stopped

Time Out with Year Leader, HUB at Next Lunchtime and Note in Diary

See Classroom Behaviour and Consequences Chart – (Appendix A) and Whole school Behaviour for Learning Peg Chart (Appendix C).

These are implemented across the whole school in order to provide continuity, familiarity and consistency of expectations (see Appendix C). In every class, each child has a named peg which is pegged to the chart – starting each morning and afternoon on number 4 (these are reset each day and also at lunchtime – providing a ‘fresh start’ twice a day). These are printed on coloured paper to reduce potential visual stress (particularly for our Dyslexic pupils), making it easier for children to read and comprehend the implication.

7.2 Strategies to take to address poor behaviour prior to implementing the Behaviour for Learning Chart:

- I. **Non-Verbal Warning** – such as a ‘look’ to show the child their negative behaviour has been recognised
- II. **Verbal Warning** – clear and precise, referring to the consequences of continued poor behaviour

7.2 Use of the Behaviour for Learning Chart (Refer to appendix A)

7.3 What happens if a child gets to Level 1 on the chart

- I. **Time Out** - this is both a ‘calm down’ action and /or a consequence. The child will be sent to their **Year Leader**. A written note will be put in their Home-School Diary and the teacher will record this on CPOMs. If the Year Leader is not in class, the child will be sent to another Year Leader in the same phase
- II. **Involvement of Assistant Principals** - if the child continues to be disruptive/refuses to work for the Year Leader, an Assistant Principal should be called upon to offer support
- III. **Involvement of Principal or Deputy Principal** – if the behaviour continues to escalate or needs further intervention, the Principal or Deputy Principal will become involved
- IV. **HUB (Helping Understand Behaviour)** – All children who reach Stage 3 (on *Appendix A – Behaviour and Consequences Chart - Classroom*) will be sent to the HUB at lunchtime. See Section 9 for further details.

8. Playtime/Lunchtime Behaviour Management Strategies

We extend these high expectations for behaviour in lessons to all areas of school life, including during all unstructured times, such as both play and lunch breaks, collective gatherings and movement around the school.

See Behaviour and Consequences Chart – Playtime and Lunchtime (Appendix B)

- **Verbal Warning** – for a Stage 1 incident

- **Time Out** – following repeated Stage 1 incidents or in response to a more serious Stage 2 incident. Adults will send the child to sit out for 5 minutes or if in the lunch hall, move and sit alone for 5 minutes’ reflection time

Should a child not take advantage of being given time out to reflect and regulate and instead chooses to make poor behaviour choices, they will receive a HUB sanction

- **HUB** – a Stage 3 incident will result in the child being sent to a HUB

Should behaviour at playtime or lunchtime become a persistent issue, the Principal or Deputy may decide that the child will need to wear an orange sports bib when outside at break and lunchtime. This ensures that staff are easily and quickly able to identify the child. Parents/carers will be informed of this decision.

9. The HUBs (Helping Understand Behaviour)

The HUBs are spaces for children to reflect on their behaviour and to help them understand the consequences and impact of their behaviour on others. There is a HUB in both KS2 and KS1. Each HUB is staffed every lunchtime, by a member of either the Nurture Team or SLT. EYFS children’s poor behaviour choices are managed within the EYFS setting.

9.1 Behaviour which results in a HUB sanction

If a child’s behaviour is listed under Stage 3 on Appendix A or B, the child will be sent to the HUB at the next opportunity – for 15mins if they are in KS1 and 30mins if they are in KS2 (children in EYFS are not sent to the HUB). This will roll over to the next day if there is insufficient time to complete the consequence e.g. if an incident occurs with only ten minutes remaining of lunchtime, the consequence would be implemented the next day. This consequence will be recorded on the child’s CPOMS record by the member of the Nurture Team in the HUB and/or a member of SLT.

9.2 Reflection in the HUBs

While they are in the HUB, children will be supported to reflect on their behaviour and consider:

- Why they made the behaviour choice
- The impact on them and the people around them
- How they could have made a better choice
- How they can modify their behaviour choices going forward

9.3 Incident of a more serious nature – Stages 4 and 5

Incidents listed under Stage 4 or 5 are dealt with by the Principal or Deputy as they are repeated poor behaviours or a series one-off incident of a grave nature. These incidents are evaluated on an individual basis in terms of extenuating context, level of intent or additional needs of the child (see Section 18). These incidents could result in the child spending time in the HUB depending on the outcome of the evaluation of the incident. Should an evaluation of a behaviour event be deemed of a more serious nature, these sanctions may result in being internally suspended, externally suspend or in the most extreme circumstances, a permanent exclusion will be issued. See Section 12.5 for more details.

10. Regulation Spaces

The school utilise the following spaces to enable to regulate:

- **SENSORY Room and Sensory Garden** – which are areas which combine a range of stimuli to help children develop and engage their senses as part of a calming strategy

- **'Launchpad to Learning' (Reflection Room)** – is an area for children to reflect on their behaviour and self-regulate before returning to learning
- **S.P.A.C.E. Room (Safe, Protective, and Calming Environment)**. This room is used to enable children to de-escalate and then regulate in a secure and safe place, without the need for adult physical intervention
- **S.T.A.R. Room (Specific, Targeted, Adapted, Regulation)**. This room is designed to meet the needs of pupils with significant SEND in EYFS.

11. Recording of Behaviour Incidents

All occurrences of Stage 3, 4 and 5 behaviour incidents (see Appendices A and B) are systematically recorded on CPOMS. This allows patterns and trends to be identified and analysed. Consequently, further support strategies can be implemented (see Section 12 below). A record is also kept of all children that have been sent to a HUB along with the reason for this consequence.

12. Further Support, Strategies and Sanctions

The following sanctions may be applied dependent on the severity of the circumstance. These may be administered or agreed by any member of the Senior Leadership Team (SLT) or SENDCO.

12.1 Next Steps to support repeatedly challenging behaviour

Action 1 – Class Teacher and Year Leader to meet Parents/Carers

This meeting is to share concerns relating to behaviour exhibited

- **Purpose** – In order to engage parents and pupils in taking responsibility for pupil behaviour and finding ways together to implement strategies to ensure a positive outcome
- **Who** – It is for those pupils who we see a pattern of regular and unacceptable behaviour emerging
- **Process** - Rewards, sanctions and an agreed length of monitoring time are set by the teacher and pupil. Teacher and parents monitor weekly for agreed time, 3 – 6 weeks before meeting again. This meeting is recorded on CPOMS.

Action 2 - Weekly Behaviour Report Record (see Appendix E)

Following a meeting between an Assistant Principal, the class teacher and parents / carers, the child will be placed on a Weekly Behaviour Report Record

- **Purpose** - In order to engage parents and pupils in taking responsibility for pupil behaviour and finding ways together, to ensure a positive outcome
- **Who** - It is for those pupils where behaviour has continued to deteriorate or deteriorated quickly and seriously. For those who are at risk of being suspension or exclusion
- **What** - A two-week Weekly Behaviour Report Record will be put in place that records behaviour on a session-by-session basis, using a colour system. Whole lessons are divided in to three parts so that a child has the opportunity to experience success in the best case scenario. With each box being colour coded with either:
 - **Green** = meeting behaviour expectations
 - **Amber** = could improve behaviour choices to meet expectations

- **Red** = have not met behaviour expectations
- **Process** – The Weekly Behaviour Report Record informs parents/carers of how their child has managed behaviour choices over each day. This should be signed by parents/carers on a daily basis to ensure communication between home and school - and by a member of SLT at the end of the week. A member of SLT will speak to the parent at the end of the initial two-week process to give a progress report/outcome. It may be necessary to repeat this process for a further two weeks
- **Record** – Scans of the Weekly Behaviour Report Record will be recorded on CPOMS
- **Sanctions** – If a child receives two red sections in one day, this will result in the child being referred to the next lunchtime HUB session

Action 3 – Meeting with Principal (or Deputy Principal)

If the behaviour does not improve, Parents / Carers will be required to attend a meeting with the Principal to discuss how the behaviour can be managed, going forward. If a child's behaviour is persistently deemed a risk to him/herself or others, an IBP will be put in place (see Section 12.2)

12.2 Individual Behaviour Plan (IBP) - (see Appendix G)

If a child's behaviour is repeatedly deemed a risk to him/herself or others, an IBP will be put in place, after a discussion between the class teacher, SENDCO and the Principal where all evidence is reviewed. The parent/carer will be informed and asked to sign a copy. This will be reviewed at the end of each week.

12.3 Loss of Privileges

If a child has demonstrated poor behaviour, consequences may include missing events such as; school trips (if the trip is integral to curriculum based learning, further consideration will be given), after school activities (such as: clubs, Cygnet Crew, discos, movie nights), representing the school at team sports.

12.4 Continuous poor behaviour or serious misbehaviour

For continuous poor behaviour or serious misbehaviour (see Section 4.4), a child may be suspended, either internally or for a fixed term. The final sanction is a permanent exclusion.

- **Internal Suspension** – the suspended child will be in school, overseen by an adult, but will be unable to have contact with other pupils. This may be used when a child is at risk of a fixed term suspension or permanent exclusion. This is an intermediary step with the aim of modifying behaviour and preventing the need for further sanctions.
- **External Suspension** – this will be implemented if the incident is of a severity that warrants this serious consequence. On occasion this will also be used when there is a prior history of serious behaviour incidents that have been repeated, despite all efforts by school to support the child in making good behaviour choices.
- **Permanent Exclusion** – in the most serious cases, a child may be permanently excluded

12.5 Suspension / Exclusion Process

- Whenever a pupil is suspended from school, the parent/carer is notified immediately by phone and will be given documentation recording the incident and the suspension

- Work is set by the school for the pupil to complete
- The Chair of Governors, The Collegiate Trust and West Sussex are informed that a suspension has occurred
- A re-integration meeting (parents and child) is held when the pupil returns to school
- See TCT Policy: [TCT Suspension & Exclusion Policy](#)

12.6 Further Referral

- Dependent on the circumstances, the school may refer incidents to the police (such as online/social media incidents, covered under the *Malicious Communications Act*) or other external professional agencies.

13. Monitoring and Reviewing

All poor behaviour that is considered Stage 3 or above is recorded on CPOMS. This data is reviewed and analysed by SLT and by the TAC (Team Around the Child) group. This ensures that behavioural trends and patterns, as well as pupils with frequent incidents are identified quickly. This allows preventative measures to be put in place to avoid situations from escalating.

14. Class Rules/Expectations

At the start of each academic year, each class collaboratively create their own set of 'Class Rules/Expectations' which encompass the school's 3Rs which sit alongside the Behaviour and Consequences Charts (Appendix A and B).

15. New Starters

Children who join mid-year, are given a trained 'Buddy' who acts as a peer mentor and ensures (alongside school staff) that the new pupil is aware of behaviour expectations and consequences. Each child is evaluated on an individual basis, once the request to attend our school has been confirmed. A clear procedure is in place to ensure a smooth start for all who start at non-transition points in the year.

15.1 Factors that will require additional modifications at transition times:

- Children that have been out of fulltime education for more than 1 month (including those that have been Electively Home Educated, or excluded from their previous setting)
- Children that have arrived in the country from overseas
- Children with identified and documented additional needs – including Emotionally-Based School Avoidance (EBSA)

These children will all be placed on a modified timetable when they begin to support their transition.

16. Mindfulness Mealtimes

Mindfulness Mealtimes ensures pupils have the opportunity to focus on enjoying their food, developing awareness of etiquette and good table manners, in a respectful and calm environment. Simple visual aids are displayed to encourage pupils to take responsibility for noise levels whilst calm music is played to enhance the ambience. Pupils' attention is gained through the use of chime bars reinforced with visual prompts on the screen. Pupils experience a minute's mindful silent reflection if noise levels are too raised, and this helps to re-set expectations.

17. Bullying

Bullying is any deliberate, hurtful, upsetting, frightening, humiliating or threatening behaviour by an individual or a group that intentionally hurts another individual or group either physically or emotionally. It is **repeated** over a period of time and it is very difficult for the victims to defend themselves. We align this acronym with to define bullying:

STOP – It happens *Several Times On Purpose*

Bullying is, therefore:

- Deliberately hurtful
- **Repeated**, often over a period of time
- Difficult to defend against

Bullying is **not**

- The *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone
- When children fall out or say things because they are upset

When occasional problems of this kind arise it is not classed as bullying, it is an isolated incident. **It is an important part of children's development to learn how to deal with friendship breakdowns and develop social skills to repair relationships.**

Whole school initiatives and proactive teaching strategies, (primarily through our PSHE and RHE curriculum) will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. The school has trained peer mentors through the Diana Award ([The Diana Award - Anti-Bullying](#)) in KS2 who are Anti-Bullying Ambassadors (ABAs) who support behavioural choices and reflection on the playground. Allegations of bullying are recorded on CPOMS and investigated by staff and responded to in line with this behaviour policy. Should repeated bullying incidents occur, involving the same perpetrators, these are investigated and additional sanctions taken in line with this policy. Trends are identified by the DSL in conjunction with the Director of Safeguarding for the Trust, via monitoring of CPOMS records. Following analysis, any repeated themes of bullying (e.g. online issues) are addressed directly in year group/phase-appropriate assemblies and our PSHE curriculum (via SCARF our PSHE programme) is adapted to meet the identified need.

18. Reasonable Adjustment

The school recognises its legal duty under the *Equality Act 2010* to prevent certain pupils from being at a disadvantage. Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the pupil. Therefore, Gossops Green is an inclusive school and prioritises the need for an equitable education. We recognise that some pupils may, at times, require adults in the school to make reasonable adjustments when applying our behaviour policy, in order to support individual needs.

All school leaders are aware of pupils identified needs on the SEND register and before sanctions are applied, leaders and the SENDCO will meet to evaluate the most appropriate modification to the necessary sanction, based on that pupil's documented needs.

It is important that we understand the meaning behind some pupils' behaviour in order to support their difficulties. Some of our pupils come with a range of communication and social interaction challenges. Some may have attachment difficulties and may have heightened anxiety when presented with certain situations. Examples of such students might include:

- Students experiencing SEED (Social, Emotional, Economic Disadvantage)
- Students with SEND
- Looked After Children and Previously Looked After Children
- Students with English as an additional language
- Students who act as Young Carers
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Students with an assigned social worker

Whilst it is important to acknowledge the need to personalise support, we do not accept these reasons as excuses for significantly inappropriate behaviour. All students are expected to adhere to the behaviour policy at all times and will be supported to do so by all adults within the school.

Where it has been identified that a child's behaviour is directly affected by their additional needs, designated staff will be responsible for creating bespoke curriculum adjustments to support these children which helps prevent behaviours occurring.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, Medical Practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Parents will always be consulted, advised of this involvement and outcomes will be shared.

19. Positive Handling, Restrictive Interventions and Training

The Collegiate Trust and Gossops Green Primary school are committed to creating a safe, supportive and inclusive environment where pupil behaviour is managed through positive relationships, early intervention and de-escalation strategies.

Restrictive interventions, including the use of reasonable force, must only be used in exceptional circumstances, where other strategies have been exhausted or are not practicable, and where there is an immediate risk of harm.

Any use of restrictive intervention must be lawful, proportionate, necessary, reasonable and in the best interests of the child.

Legal Framework

In accordance with the Education Act 1996 and associated guidance, school staff may use reasonable force to prevent a pupil from:

- committing a criminal offence
- causing personal injury to themselves or others
- causing damage to property
- engaging in behaviour that seriously prejudices the maintenance of good order and discipline

This applies on school premises and during any school-led activity.

Definition of Positive Handling and Restrictive Interventions

Positive handling refers to a carefully considered physical intervention used to support a pupil where there is a risk of harm, with the primary intention of protection and de-escalation, not punishment.

Restrictive interventions may include:

- physical restraint
- non-physical restriction of movement
- separation or removal from a situation to reduce immediate risk

Seclusion (preventing a pupil from leaving a space alone) must only be used in line with statutory guidance and must never be used as a disciplinary sanction.

All restrictive interventions must:

- be used for the shortest possible time
- aim to restore safety and re-establish verbal control
- be carried out as an act of care and safeguarding, never as punishment

Prevention and De-escalation

Staff are expected to prioritise:

- early identification of behavioural triggers
- reasonable adjustments for pupils with SEND
- trauma-informed approaches
- clear behaviour plans and risk assessments
- verbal and non-verbal de-escalation strategies

Where pupils are known to be at increased risk of distress or dysregulation, restrictive interventions must form part of a planned, reviewed and proportionate approach.

Authorisation and Training

All members of school staff have a legal power to use reasonable force in certain circumstances. Specifically, to prevent or stop a pupil from causing injury to themselves or others, committing a criminal offence, damaging property or causing disorder among pupils at the school, whether during a teaching session or otherwise.

Staff who are likely to need to use restrictive interventions must be authorised by the Principal, and appropriately trained in their safe and lawful use.

Training must be proportionate to the staff member's role and the likelihood of involvement, and must include:

- the lawful use of reasonable force
- safe physical techniques
- prevention and de-escalation strategies
- safeguarding responsibilities and post-incident support

No member of staff is expected to place themselves or others at risk.

The absence of training does not prevent staff from taking reasonable action in an emergency to prevent serious harm.

The Principal is responsible for ensuring that training needs are identified, recorded and reviewed, and that appropriate oversight arrangements are in place.

Recording, Reporting and Monitoring

Any incident involving positive handling or other restrictive intervention must be recorded on the school's safeguarding system as soon as practicable.

Records must include:

- names of pupils and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has identified special education need or disability and their SEN status code
- the time, date, location of the incident
- the approximate duration of the intervention
- an account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force and details of any physical injuries sustained.
- a brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
- confirmation of when and how parents were notified and what follow-up has taken place

The DSL must be notified of all such incidents and is responsible for:

- ensuring appropriate safeguarding review
- parental notification as soon as practicable, unless this would place the child at additional risk
- identifying patterns or concerns requiring further action

A report of the incident made to parents should include the following details:

- time, date, location and approximate duration of the intervention
- an account of why the intervention was assessed as necessary in that instance
- an account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

Schools should ensure that parents are notified verbally and this the above communication is followed up in writing using the Trust's Positive Handling Incident Report Form. Parents should be invited to have a follow-up discussion about the incident where appropriate.

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Incidents are tracked, monitored and reviewed by senior leaders to inform training, policy development and safeguarding assurance.

Post-Incident Support

Following any restrictive intervention:

- the pupil must be supported to regulate and reflect
- staff involved must be offered appropriate support and supervision
- behaviour plans and risk assessments must be reviewed where necessary

Further Guidance

This policy has regard to Department for Education guidance: [Restrictive interventions, including use of reasonable force, in schools](#) (Statutory guidance effective from 1 April 2026)

20. Roles and Responsibilities

20.1 The Local Governing Committee (LGC)

The LGC is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

20.2 The Principal

The Principal is responsible for:

- Reviewing this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently

20.3 Designated Staff

Designated staff are responsible for:

- Ensuring that certain children are not at a disadvantage due to their identified needs (such as SEND)
- Making suitable adjustments to implementation of this behaviour policy
- Sharing these adjustments with all relevant parties

20.4 All Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
 - All Stage 3 behaviour (and above) resulting in being sent to Year Leader to be recorded on CPOMS
 - All serious incidents recorded on CPOMS
- Providing a challenging, interesting and relevant curriculum
- Treating all children fairly and with respect

20.5 Parents

Parents are expected to:

- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Be aware of and support the school rules and expectations
- Maintain good communication with the school regarding behaviour

20.6 Pupil Responsibilities

Pupils are expected to:

- Work to the best of their ability and allow others to do the same
- Treat others with respect
- Take care of property and the environment around the school
- Follow instructions of school staff
- Speak out if they are worried or concerned about any kind of abusive behaviour they have experienced or witnessed, inside and outside of school, including peer-on-peer

21. Searching and Confiscation

If school staff have reason to believe or suspect a pupil has a banned item (see list below) in their possession – SLT will follow the latest DfE guidance on searching and confiscation ([latest guidance on searching, screening and confiscation](#)) to ensure the safety of everyone in school.

Any banned items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Banned items may include, but are not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Vapes and related items
- Tobacco
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will only be returned to pupils after discussion with senior leaders and parents, if appropriate.

Mobile Phones - children are not allowed to use mobile phones or any other digital smart communication device once on school premises. Yr5 and Yr6 pupils are permitted to bring a mobile phone to school, once the school parental permission form has been completed (see *Personal Electronic Communication Devices (Pupils) Policy*) and kept securely in the school office throughout the school day. Any child in possession of a phone that hasn't been handed in – will have it confiscated.

22. Training

Our staff are provided with training on managing behaviour as part of their induction process

- Behaviour management will also form part of continuing professional development
- Staff are given opportunities to discuss effective practice and raise any issues or concerns they have about the behaviour of a pupil in school
- Identified staff are fully trained in Safe Touch and Positive Handling (in line with the latest Restrictive Intervention guidance) and this is renewed where necessary

23. Links with other policies

This behaviour policy is linked to the following policies ([Policies | Gossops Green Primary School](#)):

- Child Protection and Safeguarding Policy
- Safe Touch and Positive Handling Policy
- SEND Policy
- Personal Electronic Communication Devices (Pupils) Policy
- TCT Suspension & Exclusion Policy

APPENDIX A - Behaviour and Consequences Chart – Lesson

See behaviour policy for further steps to support behaviour.

	Stage	Behaviour	Consequence
Classroom	1	<p>Low level disruption e.g.</p> <ul style="list-style-type: none"> • Calling out/constant chatting • Interrupting/ silly noises • Ignoring instructions • Pushing in line • Throwing/flicking small objects • Wandering around the classroom • Not following any other established classroom rule • Refusing to work • Answering back/walking away • Purposeful disruption of teaching and learning • Rude/ inappropriate responses • Taunting/teasing/winding up • Breaking equipment through silliness • Rough play (EYFS/Y1) • Leaving the classroom without permission • Deliberately not telling the truth (lying) 	<p>Application of the behaviour policy.</p> <ol style="list-style-type: none"> I. Non-verbal warning II. Verbal warning III. Visual warning – class-based system - peg down, name on board etc. IV. Visual warning – as above <p>Aligns with Levels 2 and 3 on the Behaviour for Learning Peg Chart</p>
Classroom	2	<ul style="list-style-type: none"> • <u>Repeat occurrence of Stage 1 behaviour after warnings</u> • Rude/threatening gestures or intimidating body language • Name-calling • Repeated refusal to follow instructions from an adult • Verbal aggression 	<p>Aligns with Level 1 on the Behaviour for Learning Peg Chart</p> <p>Time Out – this is both a ‘calm down’ action and /or a consequence. The child will be sent to their Year Leader. A written note will be put in their Home-School Diary and, if this happens more than once in a school day, the teacher will record on CPOMs.</p>
Classroom	3	<ul style="list-style-type: none"> • <u>Continued repetition of any of the above during Time Out with Year Leader</u> • Deliberately aiming and throwing objects at someone to cause harm • Deliberately harming someone • Intimidating others • Purposeful damage to property • Swearing (physical or verbal) • Sexist discrimination • Unconscious distressing conduct - Using inappropriate language that staff have reason to believe, the child does not fully understand (<i>see 5.4a of the Behaviour Policy</i>) 	<p>Involvement of Assistant Principals – one of the Assistant Principals should be informed</p> <p>HUB – The child will be sent to the HUB during the next lunchbreak (15mins EYFS and KS1/30mins KS2)</p>
Classroom	4	<ul style="list-style-type: none"> • <u>Continued repetition of any of the above</u> • Discriminatory Behaviour, including: <ul style="list-style-type: none"> ○ Racism ○ Anti-LGBTQ+ language • Sexualised behaviour • Serious harm to others • Purposefully throwing dangerous objects with the aim of causing harm • Serious damage to property • Threatening physical violence • Stealing • Leaving school premises (absconding) 	<p>Taking into consideration age and additional needs of perpetrator:</p> <p>Principal/Deputy Involvement – likely to lead to further sanctions or support (see Sections 9 and 12 of the Behaviour Policy)</p> <p>May lead to Internal Suspension or Suspension</p>
Classroom	5	<ul style="list-style-type: none"> • Continued repetition of any of the above • Extremely violent behaviour • Harmful Sexual Behaviour (HSB) • Serious physical abuse to pupils or staff 	<p>Suspension</p> <p>In the most serious cases Permanent Exclusion could follow.</p>

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APPENDIX B - Behaviour and Consequences Chart – Playtime and Lunchtime

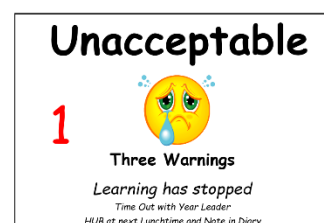
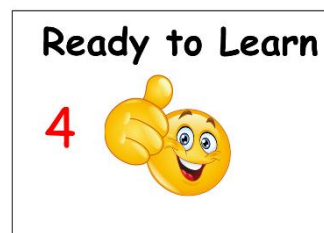
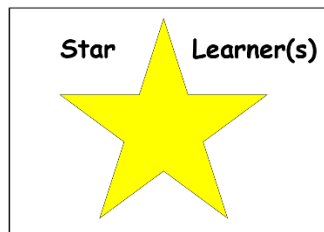
See behaviour policy for further steps to support behaviour

	Stage	Behaviour	Consequence/Action
Playground/ Lunch Hall	1	<p>Low level disruption e.g.</p> <ul style="list-style-type: none"> Not responding to bell or whistle Choosing not to tidy away play equipment Disruptive lining up Deliberately leaving others out to cause to distress Refusing to listen to adult instructions Pushing in the line/talking in the line Answering back to an adult Not playing fairly In the building without permission Shouting across the lunch hall Throwing/dropping food at others or on the floor Bad table manners – spitting food etc Ignoring adult instructions in the lunch hall 	<p>Verbal warning</p> <p>2nd Verbal warning</p> <p>Time Out - following two Stage 1 incidents an adult sends the child to sit on the outside wall for 5mins or if in the lunch hall, move and sit alone.</p>
Playground/ Lunch Hall	2	<ul style="list-style-type: none"> Repeat occurrence of Stage 1 behaviour after warnings Walking away from an adult/arguing with an adult Repeated refusal to follow instructions from an adult Rude/ inappropriate responses Taunting/teasing/winding up Name-calling Use of swear words Misuse of equipment, causing it to break Rough play Deliberately not telling the truth (lying) Rude/threatening gestures or intimidating body language Seeking out peers to deliberately antagonise Deliberately spreading untruths Verbal aggression towards adults 	<p>Taking into consideration age and additional needs of perpetrator:</p> <p>Time Out - an adult sends the child to sit on the outside wall for 5mins or if in the lunch hall, move and sit alone.</p>
Playground/ Lunch Hall	3	<ul style="list-style-type: none"> Continued repetition of any of the above following Time Out Purposeful damage to property Physically hurting someone with malicious intent Deliberately aiming and throwing objects at someone with malicious intent Deliberately harming someone Fighting Intimidating others Swearing (physical or verbal) Sexist discrimination Unconscious distressing conduct - Using inappropriate language that staff have reason to believe, the child does not fully understand (<i>see 4.2 of the behaviour policy</i>) 	<p>Involvement of Assistant Principals – one of the Assistant Principals should be informed</p> <p>Taking into consideration age and additional needs of perpetrator:</p> <p>Taken to the HUB - this may roll over to the next day (15mins EYFS and KS1/30mins KS2).</p>
Playground/ Lunch Hall	4	<ul style="list-style-type: none"> Continued repetition of any of the above, over time Discriminatory Behaviour, including: <ul style="list-style-type: none"> Racism Anti-LGBTQ+ language Sexualised behaviour Serious harm to others On-going bullying or inciting others to bully Verbal or physical abuse of staff Threatening physical violence Serious damage to property Purposefully throwing dangerous objects with the aim of causing harm Stealing Leaving school premises (absconding) 	<p>Taking into consideration age and additional needs of perpetrator:</p> <p>Principal/Deputy Involvement – likely to lead to further sanctions or support (see Sections 9 and 12 of the Behaviour Policy)</p> <p>May lead to Internal Suspension or Suspension</p>
Playground/ Lunch Hall	5	<ul style="list-style-type: none"> Continued repetition of any of the above Extremely violent behaviour Harmful Sexual Behaviour (HSB) Serious physical abuse to pupils or staff 	<p>Suspension</p> <p>In the most serious cases Permanent Exclusion could follow.</p>

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APPENDIX C – Whole school Behaviour for Learning Peg Chart

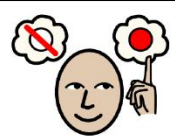
These are printed on coloured paper to reduce potential visual stress (particularly for our Dyslexic pupils), making it easier for children to read and comprehend the implication. Each child in every class has their own named peg on this chart.




APPENDIX D – Reflection Booklet

(EYFS have an adapted version that is more appropriate for children in their first year of school)






Reflection Booklet




What happened?

broke something	scribbled on something	hurt an adult	hurt a child	unsafe
left without permission				disrespectful
inappropriate language				disruptive
didn't listen to instructions	threw something	ran away from adult	ripped my work	something different




What were you thinking or feeling?

worried	bored	silly	embarrassed	sad
angry				lonely
surprised				worried




Who has been affected?

me	a friend	a teacher	my class	my family
an adult				other children
other children				other children



What needs to happen to put things right?

make a card	write a letter	talk to someone	say sorry	fix something
thinking time				tidy up
make a change				clean something



How do you feel now about what happened?

sad	sorry	guilty	annoyed	embarrassed
worried				scared
lonely				tired
unsure	calm	better	frustrated	something different



Next time I will...

move away	ask for a brain break	go to my calm space	ask for help	get a fidget toy
tell someone how I feel				count to 10
play with someone else				be respectful
remember the Gossops Green 3Rs	make a good choice	Take a 'Time to Talk' card first	listen carefully	something different

APPENDIX E – Weekly Behaviour Report Record



Weekly Behaviour Report Record

Name:	Target:
Class:	
Date:	

	Monday	Tuesday	Wednesday	Thursday	Friday
Date					
Morning Task					
Morning Session 1					
Assembly					
Break					
Morning Session 2					
Lunch					
Afternoon Session 1					
Afternoon Session 2					
Parent/Carer Signature					

This Weekly Report Record must be brought to school and signed by a parent/carer on daily basis. If this does not happen – you will be sent to a member of SLT.

Green – if your target was achieved (and there were no other concerns)
Yellow – if you needed reminding of your target and behaviour choices twice or more
Red – if your target wasn't achieved or you demonstrated poor behaviour. Two red sessions in a day and you will go to the next HUB session at lunchtime

**Notes can be written on the back*

SLT Signature (Friday)		Name	
-------------------------------	--	-------------	--

APPENDIX F – Sample Letter to Parent/Carer re: Weekly Behaviour Report Record

A letter similar to the one below will be given the parent/carers of any child put on a Weekly Behaviour Report Record.

DATE Re: Behaviour Report

Dear **insert name of parent/carers**

Due to unacceptable behaviours, exhibited with regularity by **name**, the school is left with no option but to place **(name)** on our **Weekly Behaviour Report Record** (please see our Behaviour Policy on our website, for more information [Policies | Gossops Green Primary School](#)).

From **Date** to **Date**, there have been **insert the number** different behaviour incidents involving **name** making poor behaviour choices and in which **he/she** has accepted that **he/she** was the perpetrator and not a victim of someone else's actions. Despite a school ethos which develops reflection and consideration of others, **xxx** behaviour is not currently meeting our shared expectations and therefore we need to provide support to help her recognise this and improve her behaviour choices.

As a consequence, from today; **DATE**, your child has been given a **Weekly Behaviour Report Record** on which the following colours will be recorded:

- **Green** shading denotes behaviour in line with expectations
- **Amber** shading denotes Stage 2 behaviours
- **Red** shading denotes *repeated* Stage 2 and any Stage 3 or above behaviours

After **two** school weeks your child's behaviour will be reviewed on **date** and a decision made regarding continuance on the Weekly Report Record for a further two weeks.

Q. How will the Weekly Behaviour Report Record 'look' in school?

- *Your child and a member of staff will evaluate behaviour at the end of each session and break/lunch times. The report will be coloured to match the level of behaviour exhibited.*
- *Two red shadings in a day will result in 30mins of the following lunchtime (that they are in school) **being spent in the HUB** as a consequence.*
- *Four or more amber shaded sections on the Report, in one day, will result in 30mins of the following lunchtime (that they are in school) **being spent in the HUB** as a consequence.*
- *Green shaded sections denote positive behaviour and there will be no consequences.*

Q. As a parent/carers, what do I need to do?

- *Please talk to your child about their behaviour and emphasise the importance of behaving appropriately and with respect.*
- *Reports **MUST** be signed on a daily basis by parents/carers to show that your child has shared this with you. If not signed by a parent/carers, the child will be sent to a member of SLT.*

We need to do everything possible to help your child recognise and develop good behaviour choices so that they can learn to be a good citizen and achieve well in school.

Thank you for your anticipated support.

Best wishes

Mrs Dunne

Principal

APPENDIX G – IBP (Individual Behaviour Plan) Template



INDIVIDUAL BEHAVIOUR PLAN (IBP) AND RISK ASSESSMENT

Version: 01

Part 1 – IBP

PUPIL NAME:	CLASS:	YEAR GROUP:
Date of birth:	Medical conditions/needs:	
Date plan starts:	Staff working with the pupil:	
Date of next review:	SEND Need	
CHALLENGING BEHAVIOUR		
What does it look like?		
How often does it happen?		
How long does it last?		
TARGETS <i>What are we working towards?</i>		
1.		
ANY SPECIAL EDUCATIONAL NEEDS (SEN) THAT MAY AFFECT BEHAVIOUR		
•		
WHY MIGHT THIS BEHAVIOUR HAPPEN?		
•		
STRATEGIES FOR MAINTAINING POSITIVE BEHAVIOUR		

PUPIL NAME:	CLASS:	YEAR GROUP:
How do we maintain positive behaviour?	•	
What does the pupil like?	•	
Phrases to use	•	
Rewards, motivators	•	
TRIGGERS AND WARNING SIGNS <i>What triggers might cause an incident?</i>		
•		
HOW DO WE PREVENT AN INCIDENT?		
What to look out for	•	
How to respond (reminders, alternative environment)	•	
REACTIVE STRATEGIES		
How do we diffuse the situation?	•	
At what stage should another member of staff be informed? Who should this be?		
SUPPORT AFTER AN INCIDENT		

PUPIL NAME:		CLASS:	YEAR GROUP:
•			
SKILLS AND TALENTS		ACHIEVEMENTS	
LIKES		DISLIKES	
•		•	
PRIOR STRATEGIES/TECHNIQUES/ACTIONS		NEXT STEPS	
•			
AGREEMENT:			
Parent/carer name		Staff name	
Parent/carer signature		Staff signature	
Date		Date	
BEHAVIOUR PLAN EVALUATION AND NEXT STEPS:			
How effective is the plan?	This is the first version of the plan and will be reviewed		
Record suggestions to be considered when this plan is reviewed.	TBD		

All behaviour incidents are logged on CPOMS.

Part 2 – Risk Assessment

IDENTIFICATION OF RISK <i>(tick those that apply)</i>		
VERBAL AGGRESSION <i>E.g., regular angry outbursts or shouting, swearing or being very argumentative.</i>	DESTRUCTIVENESS <i>E.g., deliberately damaging school property or the property of pupils and/or staff.</i>	ENDANGERMENT <i>E.g., deliberately behaving in away that puts themselves or others at risk</i>
PHYSICAL AGGRESSION <i>E.g., frequently hitting, biting or kicking others or hair pulling.</i>	FLIGHT RISK <i>E.g., leaving designated area - where the child is meant to be)</i>	

IDENTIFICATION OF RISK	
What risks are exhibited?	•
What risks does this behaviour pose?	•
Who is affected by the risk?	•

ASSESSMENT OF RISK

In which situations do the risks usually occur?
Describe any triggers that you know of, e.g.:

o

How likely is the risk to arise?

Consider any past incidents to help with this. For example, if the pupil has exhibited physical aggression on many occasions when being told 'no', presume that the risk is likely to arise.

If the risk arises, who is likely to be injured or hurt?

•

What kinds of injuries or harm are likely to occur?

•

How serious are the adverse outcomes?
Would those affected require medical attention? / How long-lasting would the impact be?

RISK REDUCTION

	HAZZARDS AND RISKS	EXISTING CONTROL MEASURES	RISK LEVEL (Very High, High, Medium, Low)	FURTHER ACTIONS ✓/X (IF ✓ SEE ACTIONS)
1	•			
2	•			
3	•			
4	•			
5	•			
6				
7				
8				
12				

Following assessment if no further actions are assessed to be required, please mark an X in the "Further Actions" box. If, however additional controls or actions are assessed to be required please place a ✓ in the box and note the action in the action plan.

ACTION PLAN
ADDITIONAL CONTROL MEASURES REQUIRED/RECOMMENDED ACTIONS

	HAZZARDS AND RISKS	REOMENDED ACTIONS	TARGET DATE	COMPLETED BY	DATE COMPLETED
1	•				
2					

COMPLETION

REVIEWED / APPROVED BY	
JOB TITLE	
DATE	

By signing this risk assessment, I confirm the assessment has been shared / made available to all relevant staff to review. All staff have been asked to confirm they have read and understood the control measures.

APPENDIX H – Restrictive Intervention Report Form

Restrictive Intervention Report Form

★ STATUTORY DOCUMENT — must be completed on the day of the incident ★

SECTION 1 — Incident Details

Date:	Time:	Approximate Duration:
Location (be specific):	Activity at time of incident:	

SECTION 2 — Pupil & Staff Details

Pupil Name:	Class / Year Group:	Date of Birth:
SEND / Vulnerability (Statutory — must be completed)		
Does pupil have identified SEND? Y / N	SEN Status Code (statutory):	
Relevant needs / vulnerabilities / medical conditions / EAL:		
Staff Involved		
Name of staff using intervention:	Job title:	Trained in positive handling? Y / N
Other staff involved:	Witnesses (pupils / adults):	

SECTION 3 — Type of Intervention (tick all that apply)

NEW from April 2026: Seclusion and non-force restraint must now be recorded separately. Tick the relevant category below.

Reasonable Force (physical intervention)	Seclusion
<input type="checkbox"/> Guiding / escorting by hand or arm	<input type="checkbox"/> Seclusion — confined to a space, supervised
<input type="checkbox"/> Shepherding (hand on back)	<input type="checkbox"/> Duration of seclusion (minutes): _____
<input type="checkbox"/> Physically interposing between pupils	<input type="checkbox"/> Location of seclusion:
<input type="checkbox"/> Leading / holding to prevent harm	<input type="checkbox"/>
<input type="checkbox"/> Restraint (holding to limit movement)	<input type="checkbox"/>
Non-Force Restraint (NEW — statutory duty to record)	Other
<input type="checkbox"/> Removal of mobility/walking aid	<input type="checkbox"/> Other (specify below):
<input type="checkbox"/> Blocking / preventing exit without physical contact	<input type="checkbox"/>

SECTION 4 — Reason for Intervention (tick all that apply)

Potential risk	Actual harm
<input type="checkbox"/> Harm / risk to self	<input type="checkbox"/> Harm / risk to self
<input type="checkbox"/> Harm / risk to others	<input type="checkbox"/> Harm / risk to others
<input type="checkbox"/> Damage to property	<input type="checkbox"/> Damage to property
<input type="checkbox"/> Committing criminal offence	<input type="checkbox"/> Committing criminal offence
<input type="checkbox"/> Causing serious disorder	<input type="checkbox"/> Causing serious disorder

SECTION 5 — Antecedent / Trigger (tick all known)

<input type="checkbox"/> Difficult/non-preferred task	<input type="checkbox"/> Restricted access to activity/object/place	<input type="checkbox"/> Request made of pupil	<input type="checkbox"/> Other pupil(s)' behaviour
<input type="checkbox"/> Sensory issue	<input type="checkbox"/> Transition / ending preferred activity	<input type="checkbox"/> Medication	<input type="checkbox"/> Previous incident (no immediate antecedent)

<input type="checkbox"/> Feeling ill / tired	<input type="checkbox"/> Anxiety / fear	<input type="checkbox"/> Sensory overload	<input type="checkbox"/> Antecedent not identified
Other / additional context:			

SECTION 6 — Behaviour Observed (tick all that apply)

Environment	Self	Other Pupil(s)	Staff	Other
<input type="checkbox"/> Damage to property	<input type="checkbox"/> Self-harm – threat	<input type="checkbox"/> Assault	<input type="checkbox"/> Assault	<input type="checkbox"/> Absconding from site
<input type="checkbox"/> Throwing items	<input type="checkbox"/> Self-harm – attempt	<input type="checkbox"/> Bullying	<input type="checkbox"/> Verbal abuse	<input type="checkbox"/> Absconding from class
<input type="checkbox"/> Throwing furniture	<input type="checkbox"/> Self-harm – actual	<input type="checkbox"/> Spitting	<input type="checkbox"/> Spitting / biting	<input type="checkbox"/> Stripping
<input type="checkbox"/> Disrupting lesson	<input type="checkbox"/> Threatening behaviour	<input type="checkbox"/> Verbal abuse	<input type="checkbox"/> Racism	<input type="checkbox"/> Barricading
<input type="checkbox"/> Climbing	<input type="checkbox"/> Absconding	<input type="checkbox"/> Racism	<input type="checkbox"/> Refusal to work	<input type="checkbox"/> Use/threat of weapon
<input type="checkbox"/> Spitting	<input type="checkbox"/> Soiling / wetting	<input type="checkbox"/> Theft	<input type="checkbox"/> Theft	<input type="checkbox"/> Other:
Other / details:				

SECTION 7 — De-escalation & Prevention Strategies Used (Statutory: must be recorded)

The 2026 guidance requires you to record what preventative and de-escalation strategies were attempted before and during the intervention.

<input type="checkbox"/> Reminder of rules	<input type="checkbox"/> Redirection	<input type="checkbox"/> Distraction
<input type="checkbox"/> Offer to listen	<input type="checkbox"/> Verbal warning	<input type="checkbox"/> Directive statement
<input type="checkbox"/> Offer time out / calm space	<input type="checkbox"/> Non-verbal signal to stop	<input type="checkbox"/> Tactical ignoring
<input type="checkbox"/> Reassurance	<input type="checkbox"/> Change of staff / change of face	<input type="checkbox"/> Address sensory antecedent
<input type="checkbox"/> Withdrawal of other pupils	<input type="checkbox"/> Visual support	<input type="checkbox"/> Working out of class
<input type="checkbox"/> Communicated with pupil re: what was happening and why	<input type="checkbox"/> Non-verbal / AAC communication used (EAL or SLCN)	<input type="checkbox"/> Used known calming strategies from IBP/BSP
Other / additional detail:		
Were strategies effective before intervention was required?		

SECTION 8 — Narrative Account of Incident (Statutory)

Statutory requirement: provide a brief account of the incident including what led up to it, what type of force was applied, the degree of force, and details of any injuries sustained. Completed by the staff member(s) involved.

How did the incident start? What was happening immediately beforehand?

Describe the intervention used (type of hold/force, body positions, degree of force applied):

Why was the intervention assessed as necessary at that moment? (Statutory — must be recorded)

Include: necessity, proportionality, and pupil welfare considerations (per DfE 2026 guidance pp.10-11).

How was the incident resolved / how did the intervention end?

Was the pupil's IBP/Behaviour Support Plan followed? Y / N / N/A

SECTION 9 — Injuries & Medical (Statutory)

Pupil	Staff
Injuries sustained (describe):	Injuries sustained (describe):
First aid required? Y / N Details:	First aid required? Y / N Details:
Medical assessment sought? Y / N Details:	RIDDOR reportable? Y / N (report to HSE if yes)

SECTION 10 — Consequence / Outcome

<input type="checkbox"/> Time out	<input type="checkbox"/> Sensory room	<input type="checkbox"/> SPACE room / HUB	<input type="checkbox"/> Restricted play
<input type="checkbox"/> Internal exclusion	<input type="checkbox"/> Fixed term suspension	<input type="checkbox"/> Permanent exclusion	<input type="checkbox"/> Reduced timetable
<input type="checkbox"/> Police informed	<input type="checkbox"/> Other (specify):		

Police details (if informed):

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SECTION 11 — Parental / Carer Notification (Statutory — same day required)

Statutory duty from 1 April 2026: parents must be informed in writing as soon as practicable and no later than the same day. The notification must include: time, date, location, approximate duration; why the intervention was necessary; type and degree of force; and any injuries sustained.

Parent/Carer informed? Y / N

Time / method of notification:

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Who made the notification?

Written notification sent? Y / N (email / message / letter)

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Exception applied? Y / N (report to DSL if disclosure would cause serious harm to pupil)

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Follow-up meeting offered to parents? Y / N Date / outcome:

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SECTION 12 — Post-Incident Support & Debrief (Statutory)

The 2026 guidance requires schools to hold a follow-up conversation to support wellbeing, facilitate reflection and repair relationships. This should ideally be facilitated by a staff member not involved in the incident.

Pupil debrief held? Y / N By whom?

Staff debrief held? Y / N By whom?

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Post-incident support provided (pupil):

Post-incident support provided (staff):

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Any pupil witness(es) supported? Y / N Details:

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IBP / Behaviour Support Plan to be reviewed? Y / N Action required:

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SECTION 13 — Record Sign-off & System Logging

Completed by (name):	Job title:	Date completed:
Reviewed by SLT (name):	Date reviewed:	CPOMS entry completed (tag: Positive Handling)? Y / N
Notified: DSL Y / N	Notified: Principal Y / N	Form uploaded to CPOMS with report attached? Y / N

Statutory Compliance Notice

This form fulfils the statutory recording duty under section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, effective 1 April 2026. Completed forms must be retained securely and governing bodies must use incident data to regularly review and interrogate patterns, disproportionate impact on pupils with protected characteristics, and identify staff development needs.