



INSPIRE
PARTNERSHIP

Positive Behaviour Policy





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1. Rationale

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to choose responsible behaviour and, in doing so, to raise their self-esteem and promote their achievement.

The purpose of this policy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that inappropriate behaviour is minimised and effective learning can take place.

Active ingredients of our behaviour strategy:

- Consistent, calm adult behaviour
- First attention to the best conduct
- Equality of adult authority
- Reasonable adjustments
- Analyse, don't personalise
- Positive language choice
- Relentless routines, taught and practised
- Enable success because success breeds motivation
- Every child has unlimited potential for us to unlock



2. **Guidelines**

1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that most children behave appropriately and make good choices most of the time.
2. We work closely with parents to support our Behaviour Policy and we will share it as fully as possible with them.
3. Behaviour is learned, just as Maths and English are, and so opportunities to teach socially acceptable behaviour will be built into our planned curriculum.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to “punishment” or “sanction”. Instead we specifically teach that our actions result in consequences.
6. Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
7. Teachers and the pastoral team will hold a register of those children whose behaviour choices are causing concern.
8. Each class will have a copy of its class expectations displayed in class.
9. Staff will work closely with the SLT, SENCo and Learning Mentor to ensure that pupils at risk receive specialist support when necessary.



3. Pocket Principles

At Gawthorpe Community Academy, we have four simple principles that underpin our behaviour policy.

These are

- Be Respectful
- Be Responsible
- Be Reflective
- Be Ready to Learn

These 'pocket principles' are designed to be easy to understand for all children, parents and stakeholders.

4. The Excellent Behaviour Principles (The Gawthorpe Way)

We also follow the Gawthorpe Way to allow us to teach excellent behaviours and enable children to develop habitual behaviours.

Excellent Walking is:

1. Face forward
2. Stand in a straight line
3. Arms by our sides
4. Walking calmly and quietly

Excellent Listening is:

1. Face forward
2. Sitting up straight
3. Never interrupt
4. Track the speaker

Excellent Manners are:

1. Saying 'please' and 'thank you'
2. Speaking to others calmly and with respect
3. Be considerate of other's feelings
4. Holding the doors for others



5. Recognition

We will recognise acceptable behaviour in the following ways:

- with smiles and silent signals
- with words of positive praise
- with recognition board mentions
- with class points
- with stickers and stamps
- with Star Awards awards in assembly

The staff at Gawthorpe Community Academy make the following commitments to their pupils:

- We will aim to give more positive comments to negative ones;
- We will adopt a warm strict approach to behaviour management;
- We will try to catch children doing the right thing and show our approval promptly;
- We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs (we acknowledge that some children with low self-esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this).



6. Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery);
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

7. Fixed term suspension

Suspension from school for a fixed time period is a formal step taken when the Headteacher considers it necessary for a child to stay away from school for disciplinary reasons. The power of exclusion rests in law with the Headteacher. We use the latest guidance 'Exclusion from mainstream Schools, Academies and Pupil Referral Units in England'.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should consider the fair treatment of pupils from groups who are vulnerable to suspension.

Headteachers and governing bodies must take account of their statutory duties in relation to special educational needs and disabilities (SEND) when administering the exclusion process. This includes having regard to the SEN Code of Practice.



Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.

The purpose of suspension may be to allow:

- a cooling off period
- time for thought and discussion
- the school to function satisfactorily for the remainder of the pupils or
- an opportunity for discussion between school staff and parent[s]/carer[s].

A pupil may be excluded for a maximum of 45 days in a school year.

Parents / carers / governors need to know the length of the suspension and their rights to have their views considered. They will receive a letter containing all the information they need when a child is suspended. In addition, parents/carers may require information about their child's records and the provision of school work. That will usually be provided if the suspension lasts for more than 5 days. An early meeting with the Headteacher may be requested, if that is not already proposed. Parents / carers have further rights to make representations to the school governors and to the Local Authority.



8. Permanent exclusion

Permanent exclusion should only be used as a last resort. A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Parents / carers may attend the meeting with a friend. Those involved will usually be the parents/carers, Headteacher, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher. Parents also have the right to request a meeting with the school governors. If they wish to do that, they must make a written request within 7 days of the case conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

At the Headteacher's discretion, a case conference may be organised.

The purpose is to:

- allow parents/carers and child to hear the reasons for the exclusion and to ask questions;
- enable parents/carers to provide information and express their views; or
- consider the circumstances and reach agreement, if possible, about what is to be done.

Notifying appropriate bodies regarding exclusions

The Headteacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.



The governing body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors.

The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of schools days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test

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