



# **Gosford Park Primary School**

Our Relationships Policy: Our Code of  
Conduct

## Gosford Park Primary School

### Our Relationships policy; Our Code of Conduct

#### Aims

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Relationships Policy; Our Code of Conduct is therefore designed to encourage the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. As a school, we have decided to adopt the P.A.C.E approach, developed by Dr Dan Hughes; P.A.C.E is an acronym that represents an approach to therapeutic strategies to inform relationships.

It expresses four core principles to adopt when responding to the idea that all behaviour is a form of communication;

1. Playfulness- being spontaneous, light-hearted, in the moment, using a sing- song story voice, learning to live and play in a child's world to defuse tension.
2. Acceptance- children feel accepted and wanted at school- even they communicate with behaviour that is deemed unacceptable, there is still a trusting connection within our school community that we suspend judgement and attempt to understand.
3. Curiosity- avoiding judgement and being open to discovering what a child is feeling and why they feel that, taking a deep dive to discover their truth.
4. Empathy- we assure children that we are listening and that we are doing our best to understand.

These 4 principles help all children to feel more secure.



## Our Approach

At Gosford Park, we have high expectations of how all children should behave. We expect all children to behave in a responsible manner and to show consideration, courtesy and respect for themselves and others at all times. We believe that each and every child in our school has rights and with those rights come responsibilities. We have 3 simple beliefs that each child has:

- **The right to be safe and feel safe**
- **The right to learn**
- **The right to be treated with respect**

We positively encourage and reward appropriate behaviour. Communicating with appropriate and safe behaviours is recognised and actively encouraged throughout the day. Behaviour that disrupts learning or is unsafe is discouraged through the same routes and by the application of sanctions. Rewards and consequences are applied consistently by all staff, in all year groups across the school. We treat all children equally and fairly to ensure that they are happy, safe and able to learn effectively.

We know that the quality of teaching and learning has a direct impact on positive behaviour. We aim to make our lessons lively, stimulating, and with high-quality experiences which engage and interest the children and effectively meet their individual needs.

We acknowledge the important role that we play as a school in helping children to learn how to behave in an appropriate way and how to form positive and productive relationships with each other and with adults.

At Gosford Park we also have 'Gosford Park Etiquette' these outline the simple ways in which we can make our school a pleasant place to be. This consists of:

- Moving sensibly and safely around school.
- Saying good morning or good afternoon.
- Welcoming visitors.
- Opening doors for others.
- Saying please and thank you.

It is our expectation that all adults in school will model the etiquette to the children consistently and seek opportunities to praise children when they see it.

## Types of Behaviour

Children arrive at school with different lived experiences and different patterns of behaviour. We recognise that the starting point for each child is different, and we carefully monitor progress for those with difficulties. We are also mindful of the fact that circumstances outside of school may affect behaviour in school. Whilst this cannot be used as an excuse for inappropriate behaviour, it should influence the way in which each individual's behaviour is managed.

The same high standard of behaviour and communication is expected from ALL children. We recognise that where pupils display behaviours in the right hand column, we need to make them feel safe and secure through the P.A.C.E approach.

<b>Communication that enables us to learn and play effectively;</b>	<b>Communication that requires P.A.C.E approach and further investigation</b>
Respecting others and their property	Aggression
Being helpful	Fighting or physical attacks of any kind
Saying 'please' and 'thank you'	Swearing, racist, homophobic, or sexist remarks
Following instructions	Name calling
Being fair	Refusing to follow instructions
Being punctual	Threatening behaviour, bullying
Considering others	Telling lies or answering back
Trying hard	Stealing or damaging property
Valuing others point of view	Leaving the class/school without prior permission
Playing well together	Behaviour which is offensive or disrespectful

### **Curriculum Provision**

#### **Personal, Social and Health Education (PSHE)**

PSHE lessons at Gosford Park aim to foster an environment of mutual respect, responsibility, and nurturing self-esteem in a happy, safe and caring atmosphere. We aim to create an ethos that is rooted in acceptance, kindness, generosity, and helpfulness, where diversity is accepted and celebrated by all stakeholders. To support this, every class has a class charter that clearly states the behaviours that will be shown in PSHE lessons. This is decided as a class and is written in age-appropriate language.

Personal, Social, Health Education is central to our curriculum; it helps children grow and develop as individuals and as members of families and communities. Through PSHE pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent, and aspirational lives and to become informed, active and responsible citizens.

The PSHE curriculum is taught through Kapow and is set out into 6 main strands (with 7 in Year 6) which include families and relationships; economic wellbeing; health and wellbeing; citizenship; safety and the changing body; transition and identity (Y6 only).

Weekly lessons are supported by whole school assemblies introduced a broad theme for the week. During the assembly a whole school 'question for reflection' designed to be thought provoking and discussion enabling is introduced. Classes reflect on this throughout the week and add their thoughts to the whole school reflection board.

#### **School and Classroom Rules**

In consultation with our pupils, we have developed a set of simple rules, through which our expectations are promoted and reinforced in a consistent manner throughout all aspects of school life. These are on display at all times in a number of areas across the school. The rules are:

- I will use the right voice at the right time.
- I will keep my hands, feet and other objects to myself.
- I will follow instructions straight away.

Each of these rules will be accompanied with an image, displayed across the school to remind all pupils and adults of our expectations.

These expectations will be consistently reinforced by staff at all times. At **NO** time should children be allowed to fall short of these expectations without there being an appropriate intervention.

### **Strategies for Encouraging Communication that enables us to learn and play effectively**

#### It's Good to be Green

We have moved away from using the Good to be Green chart to publicly display. Instead, we have an online tracker to support teachers in the classroom. Each morning, every child has a fresh start and they display green on the tracker.

The school day is 'divided' in to 3 sessions; session 1 is morning until break, session 2 is break until lunch and session 3 is the afternoon slot. Children will reset to green at the start of each session.

At the end of the school day, if a child is still on 'Green' they win a Dojo point. This is stored for every individual on Dojo and also collected for each child in their house team.

The following are automatic Dojo points;

- Arriving to school on time each morning= 1 Dojo
- Being Green at the end of the day= 1 Dojo
- Being Green all week= 5 extra Dojo points (Would be a total of 10 per week)

As a child enters school they are assigned a house. Children displaying the desired behaviours or producing work that requires celebration will receive a Dojo point. At the end of each week, the house point totals will be revealed in celebration assembly and the House winners will be rewarded at the end of each term.

Children's individual Dojo points can be viewed by parents at home and children can 'spend' these points at the end of each half term on the Gosford Golden Trolley. The items on the trolley change and items vary in value. The Primary Leadership team support staff in selecting items for the trolley.

As a school, all staff will:

- Ensure that any feedback is constructive and highlights how a positive outcome can be achieved;
- Demonstrate the positive behaviour we wish to see at all times;
- Encourage children to be responsible for their own behaviour.

### **Collective Identity at Gosford Park**

At Gosford Park, we pride ourselves on being forward thinking and never static. It is because of this that we have decided to name our House Teams after the four cardinal directions;

North  
South  
East  
West

At Gosford Park we have organised our classes in to class names that reflect our local area in Coventry and the curriculum taught in that year group;

Nursery- N Gosford (Local park)  
Reception- R Memorial and R Swanswell (Local parks)  
Year 1- 1 Humber and 1 Jaguar (Local transport)  
Year 2- 2 Cash and 2 Whittle (Local industry- Cash (textiles) and Whittle (Engines))  
Year 3- 3 Baginton and 3 Westwood (Local Geography)  
Year 4- 4 Coffantre and 4 Sherbourne (Local landmarks)  
Year 5- 5 Dunlop and 5 Phoenix (Coventry during the war)  
Year 6- 6 Greyfriars and 6 Whitefriars (Local historical locations)

## **Weekly Awards Assembly**

Each week, every class teacher will choose two children from their class who have particularly stood out for their work, effort or behaviour. These children will be awarded with a certificate and a badge by their class teacher in the weekly awards assembly. All children should receive one of these awards approximately once over the year and teachers should keep a running record of the dates when each child has received their award.

## **Reminders for children not following the Code of Conduct**

We pride ourselves on putting the safeguarding and welfare of our pupils and staff at the forefront. We have taken the decision, as a school, to avoid shouting wherever possible. Shouting at another person is never accepted at Gosford Park, unless there is a significant risk of harm.

All pupils will start each morning on 'Green'. If a pupil is displaying behaviour that is leading to the significant disruption of learning for themselves or others and cannot be managed by low-level classroom management techniques, then the following steps should be implemented.

1. **Non verbal warning** given to the child to remind them of the expected behaviour and to give them a chance to self-correct or a reminder of what is expected.
2. **A quiet verbal reminder** to remind the child that their behaviour is now on your radar, this should be done in a calm voice and could just be the child's name.
3. **A second verbal reminder-** for constant or significant interruption of teaching and learning. This should be used to remind the child to follow the code of conduct. It should not interrupt the flow of teaching. No dialogue with the child should be entered into.
4. **Yellow warning** Children are told they have a 'Yellow Warning' and that if this behaviour continues there will be a consequence. *This is always followed with; Would you like to take 2 minutes to go on a movement break on the sensory pathway outside of our classroom?*
5. **Red consequence.** Any pupil receiving a red consequence will have a 'time out' from the session. This is down to the teacher's discretion based on the child's need. This could be either; a time out to see their Phase Leader at the next appropriate opportunity or a time out during break time with class teacher. If break time is used, this should be a constructive time for conversation and seeking understanding, not a threat or punishment. During this time, adults should be following the P.A.C.E approach to try to understand what this behaviour is trying to communicate. All red consequences should be reported on CPOMS and allocated under the red consequence category and contact should be made with home regarding this incident by the class teacher. This could be on Class Dojo or by phone.
6. **If a pupil has already been issued with a red consequence and continues to show challenging behaviour** they should be sent, with an adult and their work, to their Phase leader for the remainder of the timetabled session. This is to give the situation a chance to defuse and the Phase Leader should still be able to maintain teaching of their own class.
7. If a pupil receives 3 red consequences in a week (Monday- Friday) then this will result in the pupil going on WHITE report. This is where parents and child report to the Phase Leader at the end of every school day for a week with the WHITE report card, filled in after every session by an adult.
8. If a pupil fails WHITE report (has 3 further red consequences that week) then this will result in the pupil going on YELLOW report. This is where parents and child report to the Deputy Headteacher at the end of every school day for a week with the YELLOW report card, filled in after every session by an adult.
9. Failure to improve behaviour after the YELLOW report will result in parents and pupil meeting with the Headteacher to discuss an individualised approach to enable the pupil to learn and the pupil will be on RED Report.

### Reporting System

If a pupil is placed on report, parents must be contacted immediately by the class teacher. A pupil on report must get each session, including breaktime and lunchtime, signed by an appropriate member of staff. If a child is successful in 'passing' a report, ie not receiving a red consequence that week then they step back a level of reporting after the week.

### **Specific Unacceptable Behaviour**

The following unacceptable behaviours will result in direct referral to the Headteacher/Deputy:

- Demonstrating hostility based on race, religion, disability, sexual orientation, or transgender identity.
- Threatening/aggressive behaviour which poses a danger to the safety of the child/other children/adults
- Significant physical harm to other children
- Physical violence/aggression towards adults

In these instances, the parent/carer of the child will be informed of the incident. It will be at the discretion of the Headteacher/Deputy Headteacher as to what further action will be taken. The personal needs and circumstances of the individual child will be taken into consideration when deciding on an appropriate consequence.

### **Physical Intervention- Use of reasonable force**

Very occasionally situations may arise in which positive handling may be required. Staff at Gosford Park are Team Teach trained. Should a child need positive handling to ensure their own and others safety, a member of staff who has been 'Team Teach' trained may use such strategies as is reasonable in the circumstances for the purpose of preventing the child from doing, or continuing to do, any of the following:

- Causing personal injury or damage to property
- Engaging in behaviour which puts their own or others personal safety at risk

Practical methods to defuse the situation should always be considered before positive handling is used including keeping calm, offering verbal prompts or retreat. Team teach is based on the principle of 95% de-escalation and staff should ensure that all possibilities are explored prior to positive handling being implemented.

'Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique but a regrettable and infrequent 'side effect' of ensuring that a service user remains safe' (George Matthews Team Teach director)

If possible, a member of the Senior Leadership Team should be sent for before any form of physical intervention is used.

DFE guidance states, 'All teachers and staff the head has authorised to have control or charge of pupils automatically have the legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.' At Gosford Park this includes all teachers, teaching assistants, and admin staff. Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. If reasonable force is necessary, then staff will ensure that there is at least a second member of staff with them where possible.

The Governing Body of Gosford Park has adopted DFE guidance on 'the Use of Force to Control or Restrain Pupils'. Most of the guidance is non-statutory, though staff are strongly advised to follow all sections of the guidance, but the section on 'recording and reporting significant incidents' is statutory. All instances where positive handling has been used are recorded in the Team Teach incident book and parents should be informed as part of their feedback about their child's behaviour.

Where positive handling is part of a child's special needs plan they have a positive handling plan, these would be on EduKey which is shared with staff. These plans are also shared and agreed with parents.

Where possible, staff should be released, and a short recovery time provided when positive handling has been used.

## **Playtime and Lunchtime Behaviour**

Inappropriate or dangerous behaviour at playtime should be managed by a clear verbal warning. If the child continues, they should be stood with the adult outside to have a 'break' from breaktime and to remind them of how to behave outside. This should all be following the P.A.C.E approach. We recognise how much our children need to play and socialise so removing a whole break would be an extreme circumstance, however if a child is still struggling to regulate their emotions then staff will give appropriate time to this.

**The warning system outlined previously in this policy should not be used at playtime – it is for classroom behaviour only.**

## **Behaviour on Visits**

Children who are going out of school on educational visits, residential trips, attending weekly swimming lessons or walking to and from school are representing Gosford Park and we expect them to follow the school rules and to behave in a responsible and acceptable way. Children will be reminded prior to leaving school of their responsibility to do so.

## **Parent/Carer Involvement**

Parent/carer support and involvement are essential in all aspects of the school. We want to celebrate every step of progress and every achievement, which is why we are using Class Dojo. Where there is a problem with behaviour, active support from home nearly always improves the performance at school.

Expectations about behaviour are communicated through the Code of Conduct which is sent home when the policy is launched and available to all parents or carers on our school website

Parents/carers, children and the Headteacher are also expected to sign the annual Home-School Agreement and adhere to the expectations set out in this.

Parents/carers with concerns about their child's behaviour at school are encouraged to raise them with the class teacher in the first instance. This could be face to face, or via Class Dojo message.

## **Exclusions from School**

At Gosford Park, we will do all that we can to support all children in accessing all aspects of school life through early intervention, the providing of additional resources and working in close partnership with the families and outside agencies concerned.

In rare cases, it may be necessary to exclude a child from school. This will only be considered after all other possible avenues have been explored. A decision to exclude a child will only be taken in response to serious breaches of the school's Relationship Policy- Our Code of Conduct and if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

In cases where this behaviour is repeated a child will be permanently excluded to ensure that staff and children are safe and that other children have the right to learn in line with our philosophy of rights and responsibilities. Very careful arrangements will be made to ensure that any child returning to school after an exclusion is helped to behave appropriately. Local Authority guidelines will be followed. An offer of outside help is available to the parent/carer in these situations. In the event of a temporary or permanent exclusion, the parent/carer has a right of appeal to the Governing Body.

## **Transition**

At Gosford Park, we are aware that transition between year groups can be an unnerving and anxious time for children. A whole school transition day will take place annually and, as a school we have made the decision to do additional transition mornings or afternoons. Each child will be sent home with a proforma with photographs and key information for the following year. For pupils with specific needs, enhanced transition take place. Staff are



provided with the opportunity to transfer information which includes strategies that work with the pupil for whom challenging behaviour is an issue. The SEND lead will also arrange meetings with class teachers for specific pupils.

### **Searching, screening and confiscation**

At Gosford Park we follow the DFE guidance' Searching, screening and confiscation: January 2018.

Searching - School staff can search a pupil for any item if the pupil agrees.

The Headteacher and authorised staff have statutory power to search pupils or their possessions, without consent, where they have reasonable ground for suspecting that the pupil may have a prohibited item. Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarettes or vapes  
(see DFE guidance for further examples).

Any staff member searching a pupil must be the same gender as the pupil and should be accompanied by another member of staff, to act as a witness.

Confiscation- School staff will seize any prohibited item found, as a result of the search.

Screening- Schools can require pupils to undergo screening by walk-through or handheld devices. This is due to a schools' statutory duty to ensure the safety of staff, pupils and visitors. Should a pupil refuse to be screened the school can refuse to allow the pupil on site. In this instance the school have not excluded the pupil and the absence should be unauthorised.

See DFE document Searching, Screening and Confiscation for further information.

### **Monitoring and Review**

The Headteacher is responsible for monitoring the implementation of this policy. They also provide staff and governors with regular summaries of the impact of the policy on the practice of the school. This policy will be reviewed in accordance with the school's policy review cycle.

<b>Senior Member of Staff Responsible:</b>	Rachael Allen
<b>Designated Member of Staff:</b>	Jessica Stewart
<b>Governor Responsible:</b>	David Brewis

**Reviewed and agreed:** September 2023

## White Report- Name:

You have been put on WHITE report because you have been given three red consequences in one week and we need to monitor your behaviour. We expect that your behaviour will improve and you understand that it's good to be green!

	Lesson 1	Break	Lesson 2	Lunch	Lesson 3	Lesson 4	Phase Leader
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Teacher/ TA ticks and signs that behaviour has stayed good to be green for each session.

If a tick is not given then a reason must be given in the box and explanation including if a yellow or red card was given.

A completed report needs to be taken to the Phase Leader at the end of every day with a parent present.

\*If a report is lost then the entire week needs to be started again.

## Yellow Report- Name:

You have been put on YELLOW report because you have been given three red consequences in one week and we need to monitor your behaviour. If you are on YELLOW report it means you have already been on WHITE report and your behaviour has not improved to the expected standard.

We expect that your behaviour will improve and you understand that it's good to be green!

	Lesson 1	Break	Lesson 2	Lunch	Lesson 3	Lesson 4	Deputy Headteacher
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Teacher/ TA ticks and signs that behaviour has stayed good to be green for each session.

If a tick is not given then a reason must be given in the box and explanation including if a yellow or red card was given.

A completed report needs to be taken to the Deputy Headteacher at the end of every day with a parent present.

Successful completion of the Yellow Report means the pupil returns to White Report.

\*If a report is lost then the entire week needs to be started again

## RED Report- Name:

You have been put on RED report because you have been given three red consequences in one week and we need to monitor your behaviour. If you are on RED report it means you have already been on WHITE report and YELLOW report and your behaviour has not improved to the expected standard. We expect that your behaviour will improve and you understand that it's good to be green!

	Lesson 1	Break	Lesson 2	Lunch	Lesson 3	Lesson 4	Headteacher
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Teacher/ TA ticks and signs that behaviour has stayed good to be green for each session.

If a tick is not given then a reason must be given in the box and explanation including if a yellow or red card was given.

A completed report needs to be taken to the Headteacher at the end of every day with a parent present. Successful completion of the Red Report means the pupil returns to Yellow Report.

\*If a report is lost then the entire week needs to be started again

Gosford Park- It's Good to Be Green

If you are modelling good behaviour for learning or produce exemplary work at school then you will be awarded a Dojo point, which will be collected for your personal account and for your house team!




We start every day on Green. It is Good to Be Green!

Step One	A Warning Look
Step Two	A Verbal Warning
Step Three	A Second Verbal Warning
Step Four	A Yellow warning will be issued
Step Five	A Red consequence will be issued

If you receive 3 Red consequences in a week you will be sent to your Phase Leader and placed on WHITE Report.

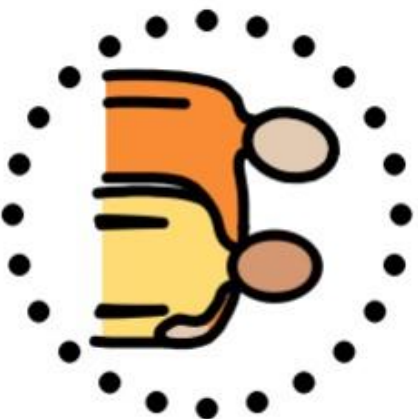
If you are not successful on a WHITE Report, then you are sent to the Deputy Headteachers and placed on YELLOW Report. If this is unsuccessful, then you are placed on RED Report with the Headteacher.

Gosford Park Code of Conduct

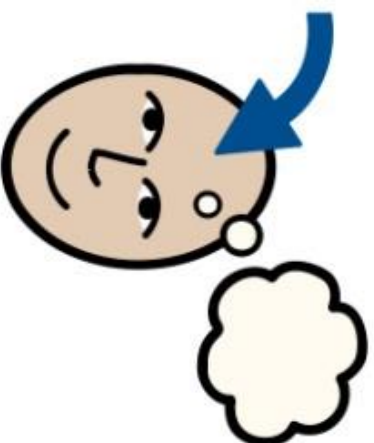
<p>I will use the right voice at the right time.</p> 	<p>I will keep my hands, feet and other objects to myself.</p> 	<p>I will follow instructions straight away.</p> 
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At Gosford Park we believe that;

Everyone has the right to  
feel safe



Everyone has the right to  
learn



Everyone has the right to  
be treated with respect



## Gosford Park Code of Conduct

<p>I will use the right voice at the right time.</p> 	<p>I will keep my hands, feet and other objects to myself.</p> 	<p>I will follow instructions straight away.</p> 
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