



THE
**GORDON
CHILDREN'S**
ACADEMY

BEHAVIOUR POLICY

2026-2028

Gordon Children's Academy

Part of Thinking School's Academy Trust

Date of determination: May 2026

Date of Review: May 2028

Nicola Youseman – Head Teacher



Gordon Children's Academy – Behaviour Policy

1. Introduction

At Gordon Children's Academy, we are committed to creating a calm, safe and purposeful environment where all children can thrive academically, socially and emotionally and 'Be Their Best Self'. Positive behaviour is fundamental to ensuring all pupils have the right to learn and succeed.

Our approach is underpinned by the **TSAT 7 Principles of Behaviour and Culture**, which shape both policy and daily practice across the school.

2. Aims

The Aim of the Policy is to:

- Promote a culture of excellent behaviour, ensuring that all pupils can learn in a calm, safe and support environment.
- Develop pupils' self-regulation, responsibility and reflection.
- Establish a whole-school approach to maintaining high standards of behaviour which reflect the values of the school.
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Foster strong relationships between pupils, staff and families.

This policy is available on our website and is shared with parents at the start of each academic year or when their child joins the school (in their induction pack).

3. Roles and Responsibilities



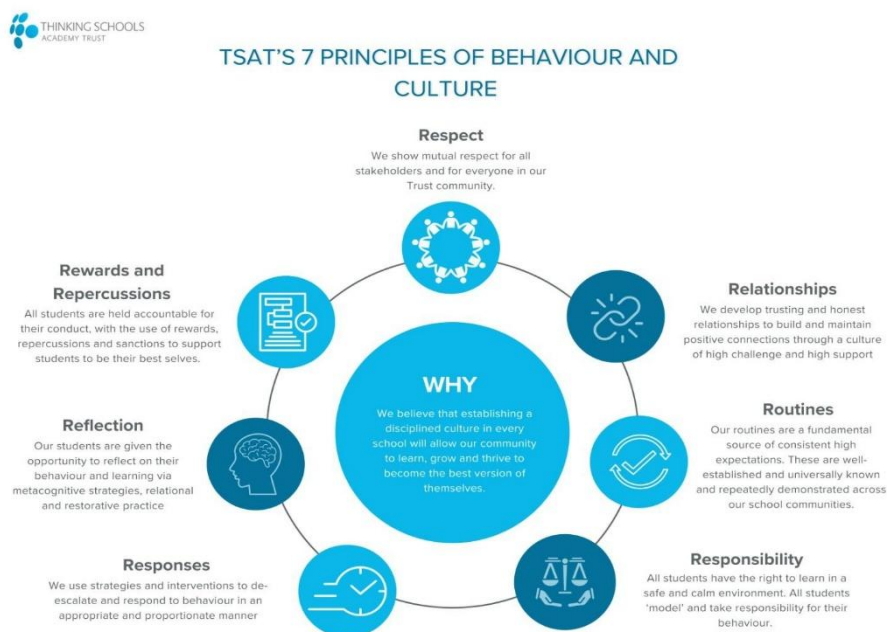
Senior Leadership Team:

Senior leaders in the school are responsible for making sure that all staff and pupils understand the expectations for behaviour and the importance of maintaining them. Leaders are also responsible for ensuring that staff receive relevant training for behaviour management and for understanding the implementation of this policy. This training will include how certain special educational needs, disabilities or mental health may at times affect a pupil's behaviour. Leaders are also responsible for tracking and monitoring behaviour incidents within the school and for ensuring that this information is analysed and that trends and patterns are responded to. This should include the effectiveness of any suspensions and the follow up work that takes place. Leaders are responsible for ensuring that pupil, parent and staff voice is gained at least once a year to see how respondents feel. Leaders should report to governors at least 3 times a year.

Teachers and staff:

The culture and ethos at The Gordon Children's Academy is underpinned by the TSAT 7 behaviour principles. These principles are fundamental to policy and practice and align with the school's key learning values:

Staff are responsible for ensuring that all the TSAT behaviour principles are upheld these are:





Teaching and all support staff are responsible for setting the tone and context for positive behaviour within the school. They will develop a positive relationship with pupils (using the agreed strategies) which includes:

- Greeting pupils every morning.
- Establishing clear routines and challenging the children to adhere to them (for example, using learning modes effectively).
- Communicating expectations of behaviour in ways other than verbally – use of non-verbal signs and gestures.
- Highlighting and promoting good behaviour – praise immediately.
- Concluding the day positively and starting the next day afresh.
- Follow the behaviour policy, including recording all behaviour incidents promptly.
- Use the stop hand signal as a standard consistent approach alongside a varied approach when needed to refresh attention.

Pupils:

Pupils will be made aware of: the expected standard of behaviour they should be displaying at school; their duty to follow the behaviour policy; the school's key rules and routines; the pastoral support that is available to them to help them meet the expectations; the rewards for meeting and exceeding the behaviour standards and the consequences they will face if they don't meet the standard.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture through:

- Be Your Best Self time-tabled sessions
- Classroom and school displays
- Class discussions
- Group and individual intervention/discussion
- PSHE lessons



Pupils will also be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy through school council agenda.

Parents and Carers:

The role of parents and carers is crucial in helping us develop and maintain good behaviour. We ask all parents to be familiar with our behaviour policy and to reinforce the expectations at home as appropriate, support their child and the school in adhering to the school's behaviour policy. Parents and carers have a duty of care to inform the school of any changes in circumstances which may impact their child's behaviour. We welcome parents to discuss any behavioural concerns with the class teacher promptly and raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school and take part in the life of the school and its culture.

The school will endeavour to build positive relationships with parents and carers by keeping them informed about developments in their child's behaviour and working in collaboration.

4. Behaviour Curriculum

At The Gordon Children's Academy, we have five attributes which form the basis for our school rules. We strive for all children to be 'Gordon Greats': **ambitious, brave, confident, kind and proud.**

For The Gordon Children's Academy to have a calm and purposeful atmosphere, we have three simple over-arching rules, "Be respectful, be safe, be ready,"

These rules are explicitly taught through our behaviour curriculum; displayed in all classrooms and shared spaces and referred to consistently by staff during teaching and restorative conversations.



The Gordon Way:

We explicitly teach behaviour through a structured curriculum known as **The Gordon Way** which: breaks down expectations into clear, teachable behaviours, establishes consistent routines and habits, focuses on what successful behaviour looks like and supports pupils to develop independence and responsibility.

Be Respectful:	Be Safe:	Be Ready:
Greet adults and peers politely when we arrive each morning.	During learning time, move calmly around the school site.	Come to school on time.
Look after ours and other people's belongings.	Use and put away play equipment correctly.	Show that you are listening by sitting up, tracking and actively listening.
Work hard in lessons.	Kind hands and feet.	Follow instructions the first time.
Win and lose gracefully.	Tell an adult if something is wrong.	Wear the correct uniform and PE kit.
Keep our environment, inside and outside, clean, tidy and free from litter.	Use technology responsibly.	Line up promptly and quietly.
	Wash hands regularly.	Minimise the need for any learning time to be missed.



Ensure that learning isn't interrupted.	At lunch, walk sensibly in the lunch hall.	Take responsibility for your actions and learn from your mistakes.
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5. Responding to Behaviour: School Systems

We positively reinforce the behaviour that we expect as this prepares pupils for their learning and contributes to our school being a safe and calm place. Sometimes a pupil's behaviour will be unacceptable, and they will be supported to understand that there are consequences for their behaviour and that a reasonable and proportionate sanction will be used.

Positive recognition and rewards:

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive Points:

A child can be awarded a positive point for showing the Gordon Great attributes: Ambitious, Bravery, Confidence, Kindness and Pride which accumulate to bronze (50), silver (100), gold (150) and platinum (200) certificates and badges.

All staff are expected to "catch" children who are exceeding behaviour expectations and award a positive point accordingly.

Rewards should not be given for correct answers, as correct and incorrect answers have equal value if the correct class culture is to be developed.



We do not “inflate” the value of our positive points, e.g. giving 10 and 20 positive points to reward for basic behaviour expectations. Basic behaviour expectations (sitting quietly, lining up, holding a door etc) should not be rewarded with positive points. Verbal praise is more than enough. We award positive points for exceeding expectations.

The positive points are recorded on Arbor and count towards individual certificates – this resets each academic year. At the end of the term, the child who has received the most points within the class will be invited to a ‘Gordon Great’ tea party and will be rewarded with the ‘Greatness’ certificate and golden tie. They will also accumulate points for specific rewards such as positive postcards, a positive rewards trip and the end of year prize giving ceremony.

In EYFS and KS1, their positive points are displayed within the classroom with the ‘steps on a rainbow’ which lead towards a ‘pot of gold’. When children land on the ‘pot of gold’, they receive a positive point and a sticker for consistently following the rules.

Celebration Certificates:

Certificates are presented during weekly celebration assemblies for pupils nominated by their teacher/teaching assistant. The award is given for positive reasons in relation to displaying ‘The Gordon Great Attributes’.

Alongside the Golden Tie, children are awarded the following:

Class Recognition and Rewards:

As a class, children can earn a marble for the following behaviours:

- Whole class smartly dressed and in correct uniform (1 marble)
- Whole class have completed homework in KS2 (2 marble)
- Whole class have PE kits (1 marble)
- Whole class engaged in learning (1 marble)



- Whole class walking silently around the school (1 marble)
- Lining up swiftly, sensibly and silently (1 marble)
- Leaving the library clean and tidy (1 marble)
- The whole class having their equipment (1 marble)
- Representing the school well on trips and during events (2 marbles)

(This list is not exhaustive)

This marble is added to the class jar. When the jar is full, the class earn a reward. The length and type of reward will vary depending on how many times a class has filled their marble jar. For example, on the first instance children might have extra playtime whereas on the 10th occasion children might visit the local park. Pupils should be consulted on what they would like as a reward, however, the teacher must manage their expectations around this. A final decision may be a democratic vote, but phase leads/year group leads must agree that the choices pupils are voting from are appropriate and fair across the phase.

Marbles in the jar are to be used for motivation; however, teachers should also be sensitive in their use, ensuring there is encouragement amongst peers and no blame. To meet the particular needs of a class, a teacher can discuss allocation of points for particular things.

A Cumulative Response:

As part of a positive climate for learning, we believe that it is important to manage behaviour with the least invasive behaviour intervention first, escalating appropriately if the need occurs.

All adults will use the following steps for dealing with challenging behaviour:

Remind:	This is a gentle direction or reminder of behaviour such as: - A non-verbal signal to let pupils know they are off task, such as be seen looking (an exaggerated 'look' towards a pupil), hand gesture (pointing
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	with finger to a pen on the desk), modelling the correct behaviour (mimicking writing with a pen) or proximity (moving to stand near a pupil). - A reminder of the expectations: Respectful, Safe, Ready (to be delivered privately wherever possible), - Remind pupils of a previous example of good behaviour, -Praise if the child is able to model good behaviour as a result of the reminder.
Request:	This is a clear verbal warning, delivered in private where possible, to make the learner aware of their behaviour and explicitly outline the consequences of they continue to behave in this way. Sometimes it is not possible to do this and there is a need to nip behaviour in the bud and therefore correct publicly. Before doing this, staff should consider the reason behind the behaviour. For example, “I have noticed that you have continued to call out after my reminder. You are not following our school rules of respect and if this continues, you will need to reflect. Do you remember yesterday when you were focussed and respected your classmates learning? This is what I need to see today.”
Reflect (Stage 1)	We create space for regulation. To pause the behaviour, children are directed to a time out space. They will have access to a ‘reflection’ area in their classroom or outside the classroom where necessary. They may be given visual aids, calming activities or sensory aids to aid self-regulation or co-regulation. All children who have a Stage 1 reflection will be given a ‘Stage 1’ card and will miss 10 minutes of their lunch time in the reflection room to complete a simple reflection or any outstanding work. Stage 1 incidents are recorded on the class reflection sheet and will not be shared with parents unless specifically requested.
Reflect (Stage 2)	If the behaviour continues, children will now miss 20 minutes of their lunch in the reflection room and parents will be informed. This will be recorded on the class reflection sheet.



Reflect (Stage 3)	If the behaviour continues, the phase leader will become involved, and the child will have a full lunch time reflection. Class teacher will inform the parents with phase leaders support where necessary and this incident will be recorded on Arbor.
Repair and Restore	After any incident, it is important to show understanding and compassion, set boundaries for acceptable behaviour and to work together to resolve or restore. A child's behaviour is usually the outcome of many and varied complex factors in their lives and should never be taken personally by a member of staff and therefore a restorative conversation will always occur after an incident. The restorative conversation could involve questions such as: - Can you tell me what happened? What were you thinking or feeling at the time? Who was affected by it? What can we do to put it right? What needs to happen next? How have you felt since the incident? How could things have been done differently? What could/should you have done? Reflection sheets will aid these conversations and when and how these conversations occur will depend on the context of the incident.

Stage 3 Behaviour:

If a child receives three stage 1 reflections within one week, this will be treated as a Stage 3 reflection, and they will miss their full lunch.

In addition to the cumulative responses, the following behaviour would be considered Stage 3 behaviour:

- Persistently not following school rules
- Rudeness to adults
- Rough play, including play fighting
- Deliberate vandalism
- Swearing



- Theft, including taking and hiding someone's belongings
- Unkind behaviour, including comments on social media
- Exiting a space without permission
- Serious behaviour outside of school which brings the school's reputation into disrepute
- Misuse of property, e.g. toilets or misuse of resources such as scissors.

The above list is not exhaustive.

If a child has three stage 3 reflections within a term, they will be placed on a behaviour contract. Parents will be invited in for a face-to-face meeting with the class teacher and phase leader in order to complete a behaviour contract which will have specific targets for the child to work on. Teachers should comment daily on the child's behaviour, and the parent should sign to show they have read the comments. The headteacher or deputy headteacher will sign the target card at the end of the week. Additional support will be given in class.

Stage 4: Serious Behaviour

A Stage 4 is a serious incident which causes harm or risk of harm to others, is deliberate and/or sustained unsafe behaviour or significantly disrupts the safety and order of the school.

This includes behaviour such as:

- Racism
- Discriminatory behaviour (homophobia, biphobia, transphobia)
- Sexual misconduct or harassment
- Bullying (including cyber bullying)
- Persistent and ongoing disruptions to lessons which significantly disrupts the learning or safety and order of the school



- Persistent, aggressive outbursts and/or fighting
- Serious vandalism/damage to property
- Leaving school site without permission
- Deliberate swearing at others
- Malicious allegations against staff
- Threats to others, including staff, including those on social media
- Bringing a weapon/dangerous object into school
- Using an object in a way to cause serious fear or harm
- A one-off serious breach or persistent breach of the school's behaviour policy

The above list is not exhaustive.

The incidents above are all logged and SLT will be informed. They are sometimes reported to other agencies and groups e.g. governors, the Local Authority and Ofsted (during an inspection). In some cases, school may need to contact other agencies (e.g. social care, police)

A Stage 4 reflection could include consequences such as: after school detention, internal exclusion for a half day or full day (either on site or at an alternative provision) or a fixed term suspension or permanent suspension (see suspension policy). We aim to include, not suspend. No suspension (fixed term suspension) will be issued without first attempting other strategies or in the case of a serious single incident, a proper investigation.

If a child receives 3 internal exclusions, a pastoral support plan should be put in place which will be decided in collaboration with their class teacher, phase leader, SENCo and SLT in order to support the child. This will be shared with the parent and all adults working with the child.

In addition to the above systems, class teachers may detain pupils at break and lunch. This can be for one of several reasons:

- Failure to complete tasks in class in time or to an acceptable standard



- Restorative conversations where a pupil can 'put things right'
- To write witness statements

There may be occasions when “reasonable adjustments” may be made, always in discussion with a member of the Senior Leadership team. We would seek to take reasonable and proportionate action sooner if we have significant cause for concern around the behaviour of an individual pupil.

6. Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

At The Gordon Children's Academy, we consistently promote high standards of behaviour to ensure that all pupils can achieve and thrive both in and out of the classroom. We recognise that at times, some pupils may need additional support to achieve the expectations that we have set. We recognise that some behaviours are more likely to be associated with particular types of SEND. We will also consider behaviour in relation to a pupil's SEND but are clear that not every incident of misbehaviour will be connected to a pupil's SEND.

In line with the Equality Act 2010, we will take reasonable steps to avoid any substantial disadvantage to a disabled pupil by the implementation of this policy or our practices in relation to it. In line with the Children and Families Act 2014 we will always use our best endeavours to meet the needs of pupils with SEND.

Where parents are concerned that a SEND is contributing to a pupil's misbehaviour, they should request to speak to the class teacher in the first instance, who will refer them on to the SENDCo if appropriate and/or if difficulties persist.

7. Trauma Informed Practice

We are a trauma informed school. This means that staff are trained to understand that traumatic events shape children or young people's neurological development as well as other aspects such as psychological health or social behaviour patterns. As a school we



aware of trauma and its effects and we are committed to supporting pupils who have experienced trauma. We have strong working relationships with a range of agencies and will always explore what support is available both in school and elsewhere.

8. The Use of Restrictive Interventions, Including Use of Reasonable Force

The Gordon Children's Academy is committed to maintaining a safe, respectful and supportive environment for all pupils, staff and visitors. The school recognises that, in exceptional circumstances, restrictive interventions, including the use of reasonable force, may be necessary to prevent harm and maintain safety and good order. Any use of reasonable force will always be carried out lawfully, proportionately, reasonably, and only for the shortest time necessary.

This policy is in line with the Department for Education (DfE) guidance *Use of Reasonable Force in Schools* (2013, updated guidance effective from April 2026) and Section 93 of the Education and Inspections Act 2006.

Reasonable force will only ever be used as a last resort after de-escalation strategies and other supportive approaches have been attempted, unless there is an immediate risk of harm. Staff must always seek to preserve the dignity, safety and wellbeing of the pupil.

Under Section 93 of the Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force where necessary. This includes teachers and any other staff authorised by the Headteacher to have control or charge of pupils.

Reasonable force may only be used to:

- Prevent a pupil from injuring themselves or others;
- Prevent a pupil from committing a criminal offence;
- Prevent serious damage to property;
- Maintain good order and discipline within the school or during off-site activities.



Any force used must be proportionate to the circumstances, necessary to prevent harm or serious disruption, and reasonable in the context of the incident. Staff understand that force must never be used as a punishment, to cause pain, humiliation or distress, or simply to secure compliance with instructions or address low-level disruption. Techniques that intentionally inflict pain must not be used unless absolutely unavoidable to prevent immediate harm.

The school does not support the use of seclusion as a disciplinary sanction. Where a pupil requires time and space to regulate, this will be managed through supportive and supervised approaches that prioritise safeguarding and wellbeing.

Staff should avoid physical intervention wherever possible and use preventative and de-escalation strategies first, including:

- Calm verbal communication;
- Offering choices and reassurance;
- Distraction and redirection;
- Removing triggers or audiences;
- Seeking assistance from colleagues;
- Following individual behaviour or risk management plans.

Where physical intervention is unavoidable, staff should, wherever possible, ensure that another member of staff is present. Any intervention must use the minimum force necessary for the minimum amount of time required to restore safety.

All staff receive guidance regarding the lawful use of reasonable force.

New staff receive training as part of their induction, which includes:

- Understanding the legal framework relating to reasonable force;
- De-escalation and behaviour support strategies;
- Risk assessment and recognising triggers;
- Understanding pupils' individual needs, including SEND needs;
- Safe and appropriate intervention techniques;



- Recording and reporting procedures following incidents.

The school recognises that restrictive interventions can be distressing for pupils and staff. Following any incident, appropriate support and debrief opportunities will be offered.

Recording and Reporting Incidents:

All incidents involving the use of reasonable force or restrictive intervention must be recorded as soon as practicable after the incident and, wherever possible, on the same day. Records will include:

- The date, time and location of the incident;
- The names of pupils and staff involved;
- The reason the intervention was necessary;
- Details of de-escalation strategies attempted;
- The type and duration of force used;
- Any injuries or distress caused;
- Witness accounts where applicable;
- Any follow-up actions taken.

Parents/carers will be informed of any significant incident involving the use of reasonable force as soon as reasonably practicable. The Headteacher or designated safeguarding lead will review incidents to ensure that practice remains lawful, proportionate and appropriate, and to identify any patterns, training needs or additional support required for pupils or staff.

9. Searching, screening and confiscation

(See: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>)

The Headteacher and staff they authorise (SLT and designated safeguarding lead) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. The conditions for this search are outlined within DfE guidance below and will be implemented consistently,



proportionately and fairly. The age and needs of the person being searched will be considered. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability. Parents would always be informed. Should prohibited items be found, these will be confiscated and returned or handed over to relevant authorities.

10. Legislation, Statutory Requirements and Guidance.

This policy has been developed with due regard to current legislation and Department for Education (DfE) guidance relating to behaviour, safeguarding, restrictive interventions, exclusions and SEND. The school will ensure that all behaviour management practices are lawful, reasonable, proportionate, inclusive and in the best interests of pupils.

This policy should be read alongside the Academy's Safeguarding and Child Protection Policy, SEND Policy, Anti-Bullying Policy and Exclusions Policy.

The policy is informed by the following statutory and non-statutory guidance and legislation:

- [Behaviour in Schools: Advice for Headteachers and School Staff \(2024\)](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement through Alternative Provision \(2023\)](#)
- [Searching, Screening and Confiscation: Advice for Schools \(2022\)](#)
- [Keeping Children Safe in Education \(KCSIE\) \(2025\)](#)
- [Restrictive Interventions, including the Use of Reasonable Force, in Schools \(effective from April 2026\)](#)
- [Use of Reasonable Force in Schools](#)
- [SEND Code of Practice: 0 to 25 Years](#)
- [Equality Act 2010](#)
- [Education and Inspections Act 2006](#)
- The Education (Independent School Standards) Regulations 2014



In particular, the Academy acknowledges:

- Section 93 of the Education and Inspections Act 2006, which enables authorised school staff to use reasonable force where necessary and lawful;
- The statutory safeguarding duties placed upon schools to safeguard and promote the welfare of children;
- The requirement under the Independent School Standards Regulations 2014 for schools to have a written behaviour policy, safeguarding procedures and an anti-bullying strategy.



Appendix 1:



TSAT'S 7 PRINCIPLES OF BEHAVIOUR AND CULTURE

