



Policy Name:	Communication Policy (including behaviour and exclusions)
Adopted at / by:	FGB/Committee
Signed on behalf of the Governing Board	
Name:	Kevin Moyes
Date:	September 2025
Signed on behalf of Headteacher:	
Name:	Kayleigh Anstee
Date:	September 2025
Review period:	Annual
Date of next Review	September 2026

Behaviour principle written statement for Gateway Primary School

Ethos and Principles

We believe that all children need a climate in school that will nurture all the skills that they will require to be happy, healthy and motivated learners, both now and in their future lives.

Through the development of the teaching of social, emotional and behavioural skills, we aim for our children to:

- Be effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflict effectively and fairly
- Solve problems with others or by themselves
- Manage strong feelings such as frustration, anger and anxiety
- Recover from setbacks and persist in the face of difficulties
- Work and play co-operatively
- Compete fairly and win and lose with dignity and respect for other competitors
- Recognise and stand up for their rights and the rights of others
- Understand and value the differences between people, respecting the right of others to have beliefs and values different from their own.

Rights and Responsibilities

Staff Rights

- To be supported by peers and managers
- To be listened to
- To share opinions
- To be treated courteously by all others in the school community
- To be made fully aware of the school's systems/policies/expectations
- To receive and use appropriate training to increase skills in behaviour management

Responsibilities

- To ask for support when needed
- To offer support to colleagues and managers
- To listen to others
- To give opinions in a constructive manner, ensuring that contributions are made in a professional way
- To model courteous behaviour
- To recognise and acknowledge positive behaviour in others
- To seek information and use lines of communication
- To support others developing their skills in promoting positive behaviour and good attendance
- To acknowledge areas of their own behaviour management skills which could be developed
- To work as part of a large team within the school, realising that contributions/paperwork need to be produced within the agreed timescale to allow others to complete necessary tasks

Children Rights

- To be treated with respect
- To be safe
- To learn
- To make mistakes without fear of criticism
- To be listened to
- To be made aware of expected behaviour in each setting they experience in school
- To know the positive and negative consequences of their behaviour choices

Responsibilities

- To show respect to others
- To behave in a way which keeps self and others safe
- To attend school regularly and on time
- To be willing to learn
- To allow others to learn
- To take responsibility for mistakes
- To allow and support others to make mistakes
- To give opinions in a constructive manner
- To listen to others

Parents/Carers

Rights

- To be treated with respect
- To be kept informed about their child's progress
- To be listened to
- To have access to information on the school's approach to behaviour and attendance
- To have concerns taken seriously

Responsibilities

- To behave respectfully towards others
- To make sure their child attends school regularly and on time
- To talk to their child about what he/she does in school and participate in homework
- To talk to teachers if they have any concerns about their child's learning or wellbeing
- To listen to others
- To share concerns constructively
- To actively support the school's Home/School Agreement

Behaviour is communication or a form of information. Children rarely deliberately choose to annoy, irritate or disrupt. Their feelings and experiences drive everything they do: they are unable to rationalise that without being taught and supported to do so. It is our role to recognise that they're trying to tell us something and we need to help them regulate.

Developing trusting relationships with staff, children and parents/carers

We have clear expectations that at the beginning of a school year the main focus is building positive relationships with all children as these relationships are essential to supporting positive behaviour.

This is started through a transition programme that gives children the opportunity to visit their new classes and teacher before the summer holiday enabling children and staff to begin to get to know each other. This is carefully and deliberately planned for – this includes building class groupings which allow for positive relationships between peers and adults.

Children joining the school in September access transition visits prior to their start date.

Adults show kindness, make connections, listen to children and greet them when they see them.

A positive approach to behaviour – we are committed to a positive approach to behaviour, whereby we support and encourage positive learning behaviour through a stimulating and engaging curriculum, which allows pupils to showcase their best. We take many approaches to positive behaviour management, including:

- Praise and positive reinforcement – ‘catching children getting it right.’

Positive praise – both public and private.

Positive facial expressions.

Thumbs up

Displays showcasing positive outcomes from class

Phone call home/Dojo message/conversation at the door

Visit another teacher/SLT

Rewards, Choices and Consequences

Praise will be freely given for children following school and class rules, or showing any form of positive behaviour. All adults are asked to look for, and to praise, regular, thoughtful and responsible behaviour. Rewards across the school are greatly encouraged and can be given by any adult in the school. Rewards are both intrinsic and extrinsic. The language of the Behaviour Planes help children to feel and understand positive behaviour in this way.

- Verbal praise
- House reward system – all children are allocated one of four houses for which they can gain House Points. These are awarded for exceptional effort/achievement. The houses are Wellington, Hurricane, Spitfire and Lancaster. Children are awarded bronze (50), silver (100), gold (150) and purple (200) house point awards throughout the year.
- A ‘Star of the Week’ certificate will be presented at our celebration assembly on Friday to children who have put real effort into a task or achieved beyond expectation.
- Values slips can be given to any child who is representing our school values. The slips will then be entered into the weekly tea party draw. The Headteacher will hold a tea party once a week and six children who have shown good school values will be invited.
- Positive feedback to parents verbally at end of the day or via Class Dojo or ParentHub.
- In addition each age phase or class may run different reward systems, building to a shared experience or reward.

Responding as role models and using positive phrasing.

Children learn best surrounded by positive role models. Adults in school will always model consistent, calm adult behaviour. All adults will speak respectfully to each other, to children and about children.

We walk in the school building, listen to children when they talk to us and take time to teach children pro-social ways to behave, always linking this to our school rules, eg, 'thank you for holding the door, that is so helpful.' We model to the children, often through talk, how we are feeling, how it is ok to have a wide range of feelings, and we show by example how being honest and talking through our experiences in a positive strategy.

Routines, repetitions and structure

Having clear and predictable routines that all children are aware of creates a sense of feeling safe and prepared. We use visual timetables for whole classes to share what the day will include. Changes to typical routines are explained to the children. Transitions are carefully considered – larger transitions such as school holidays and moving class, but also smaller transitions like break time and changing subjects. We aim to support changes in routine with preparation and clear communication.

Comfort, forgiveness and restorative processes.

If children feel safe, happy and respected they are more likely to display positive social behaviours. They don't always get this right and it is vital that when they don't, they are given a fresh start. Every day is a new day. Adults need to forgive and model this forgiveness. During difficult and dangerous behaviours, they need to encounter adults who are calm and consistent and who respond in a predictable, consistent and empathetic manner. Children need to learn to forgive themselves and others and we are role models for this. When a child is displaying difficult or dangerous behaviours, we remember this means they are not feeling safe or happy. We need to consider why and try to de-escalate. A child who has spent time in crisis may need time to calm before any consequence or conversation can take place.

Behaviour Planes

At Gateway we promote and support positive behaviour for learning through a common language called the 'Behaviour Planes'. All classrooms have four different airplane pictures with the below descriptions. Through the language of the behaviour planes children are able to take responsibility for their own behaviour and attitude to learning. It is an expectation that all children are 'ready to fly' to show they are ready to learn. 'Check your engines' tells the children that they need to think about their behaviour for learning and act to move back into 'Ready to Fly' quickly. 'Flight Grounded' is for more serious behaviours that may mean children need to take time out and see a senior member of the teaching staff. 'Flying High' tells the children they are showing exceptional behaviour for learning.

Children know and understand the zones as:

Flying High – Exceptional behaviour for learning.

Ready to fly – Ready to learn.

Check your engines – Stopped learning or listening. What do I need to do to move back into green?

Flight Grounded – Serious behaviours (verbal and physical behaviours)

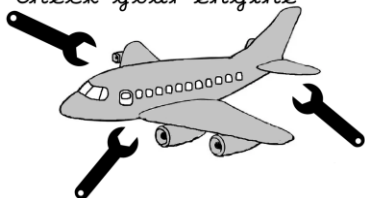
Flying high



Ready to fly



Check your engine



Flight grounded



The School's Rules

1. We try our best
2. We are polite to others.
3. We follow instructions.

The school rules are displayed in all classrooms.

The use of Behaviour Planes

The Behaviour Planes are used to identify behaviour for the class. All children start the day on 'Ready to Fly.'

Flying High – Children identified as delivering their personal best will be moved to 'Flying High.' This is a celebration of their achievement and efforts and teachers/TAs can share this with the class. This promotes a sense of excellence. Children reaching 'Flying High' are 'reset' to 'Ready to Fly' at the next transition point in the day (Breaktime, Lunch, or end of day).

Ready to Fly – Most children will spend most of the day at this point on the Behaviour Planes Chart. At this point, children are demonstrating school values, they are engaged in their learning and they are following the school rules. Children receive positive praise for being on 'Ready to Fly' including green highlighter on their work. School and classroom structures and lesson plans allow for children to remain here readily – they know what is expected of them and are able to be successful.

Check your engines – If children begin to not show 'Ready to Fly' behaviours, they are reminded what is expected. They may need a specific prompt to ensure they can remain on 'Ready to Fly.' If behaviour persists, then the child will be told they are showing 'Check your Engines' behaviour. At this stage, staff will support/guide pupils in identifying what they need to be able to return to 'Ready to Fly.' It may be as simple as a quick 1:1 explanation of the task to refocus, or it may need an intervention or alternative strategy to guide that child back to 'Ready to Fly.' If 'Check your Engines' behaviours continue then the child will be reminded and encouraged to reflect or show 'Ready to Fly' zone behaviour. Continued 'Check your Engines' zone behaviour may result in 'Flight Grounded'.

Flight Grounded – Flight Grounded behaviours could include persistent ‘Check Your Engines’ behaviour or a more serious behaviour such as physical violence, vandalism, swearing or aggression. Flight Grounded behaviours mean a child will be supported by a member of SLT, either in the classroom or away from the classroom. This will then be recorded on the CPOMs system. The main aim of the behaviour zones is to ensure the child returns to ‘Ready to Fly’ zone learning and the classroom as soon as possible. The member of SLT will ensure children are clear on the expectations and that they are likely to succeed if returned to their learning. In some instances, this may involve a longer time out of class or time to reflect in a different activity, such as physical exertion in the forest. SLT may apply further consequences for behaviour including missed break/lunch play to catch up on learning lost in class, or the removal of other privileges such as equipment on the playground. If behaviour continues to prevent learning, then possible actions include ongoing targeted behaviour support or the development of an Individual Support Plan with parental involvement. Targeted support for children regularly needing Flight Grounded support may include a quiet space to work, more frequent breaks, reward charts, stickers, SEND profile consideration.

Flight grounded behaviour is shared with parents/carers.

Break time behaviour in the playground/hall will follow a similar pattern

The following consequences will apply:

1. Verbal warning and a reminder given about ‘Ready to Fly’ behaviour.
2. If ‘check your engines’ behaviour continues then 5 minutes ‘time alongside’ an adult.
3. Further 5 minutes ‘time alongside’ if behaviour continues.
4. If behaviour moves to ‘flight grounded’ then the child must go inside to see a member of SLT. (This will be recorded on CPOMs)

Flight Grounded behaviour will result in SLT recording the incident/ behaviour on the school CPOMs system. Parents will be contacted if appropriate by phone.

Enhanced Pupil Support

For some children on the Special Educational Needs Register for Social, Emotional and Mental Health needs (SEMH), or children who are on the Autistic Spectrum (ASD), the school behaviour policy may not fully take into account their specific difficulties. The use of the school behaviour policy for these individuals could be seen as being non-inclusive, so we apply a ‘flexible consistency’. (Please see SEND policy for more information).

Gateway Primary School sets out to create a safe and purposeful environment in which children can learn and, while the Behaviour and Engagement policy is working to achieve this aim, it is also part of the school’s ethos to provide inclusion for all pupils. As a staff, we accept that at times there may be different expectations for children with SEMH. Therefore, a separate set of strategies and sanctions may be required for certain individuals, in order to focus on their progress towards an improvement in behaviour. Our aim is to avoid pupils being excluded and to this end separate strategies and sanctions for SEMH pupils will enable the class teacher and SENDco to have more time to liaise with parents and outside agencies before the problem escalates. There could, of course, be extreme circumstances in which exclusions may occur, especially if children or staff are being injured. (Reasons for exclusion can be found in Appendix 2.) A risk assessment will be written for the pupil, detailing the exact response which should happen if a child is violent. Physical restraint is always a last resort, but where necessary, a record of restraint should be kept (Appendix 1)

The strategies and sanctions used for individual children will be discussed with the SENDco and parents as well as outside agencies, and may be used as targets on the Individual Support Plan (ISP). These strategies will be carefully tailored to the individual. Strategies used, which have been either successful or unsuccessful will also be recorded on the ISP.

A vital part of this plan would be a discussion between the teacher/SENDco and the rest of the class to explain why the school behaviour policy was being applied differently to a particular child.

To develop the social skills of some children, small groups will work with a trained TA on a regular basis in nurture groups. For those children who find being on the playground at break time a difficult experience and cannot socialise in an appropriate manner with their peers, a lunch time club has been established, where these children learn to eat their lunch and share with others with the support of a teaching assistant and the school family support worker, located in 'The Hangar'.

Foundation Stage

Foundation Stage use the same system of rewards/consequences and use the language of Behaviour Planes. Due to their age their teachers will often give many more reminders and both non-verbal and verbal warnings, as they are developing appropriate behaviours for learning. It is expected that by Term 5 all children will be able to follow the school's behaviour policy: a QCA Behaviour Assessment will be completed for any children still struggling and a discussion held with the class teacher and parents.

Dealing with Bullying

We regard the persistent victimisation of another child, whether physical, verbal or emotional, as bullying. Our strategies for teaching and promoting positive behaviour, in conjunction with our rewards and consequences, go a long way towards reducing the potential for bullying. All staff are alert to the signs that a child may be vulnerable to this happening and, through discussion and observation, will find ways to deal with the problems before they develop.

However, it is not always easy to immediately identify such problems. In this respect, we encourage parents to keep us informed of any concerns they may have, in order that we may work together to ensure the happiness and well-being of their child in school. If bullying should occur, it is essential that we are informed as soon as possible. All allegations of bullying are taken seriously and investigated thoroughly. Any reports are recorded, as are the outcomes of the investigation and discussions with children and parents.

Our culture is one of openness, and children and parents are encouraged to share concerns with the class teacher or Head teacher, and are sympathetically dealt with. Fear of reprisals from the alleged bully can inhibit a child from telling an adult about problems, but children are encouraged to talk to an adult they feel safe with. Any conversations with a child found to have been bullying will address this issue explicitly and we would work with the child's parents to ensure such a situation would not arise again, in addition we would ensure the child found to be bullying is supported and helped.

Continuing Professional Development for all Staff

Through the school's performance management systems, any professional development requirements will be supported through either in-house support and training or accessing the inset

programme offered by the LA training team. In addition to this, commercial training bodies will be accessed for more specific training requests. These will be available for all members of the school's staff.

Should parents/carers approach the school for support in developing their child's social, emotional and behavioural skills, time will be made available for this to take place and our Family Support Worker is available to meet with and offer support.

Supporting Good Attendance

We will encourage good attendance from all our pupils through the monitoring of the attendance data. The class with the highest attendance percentage in each phase receives a trophy for their classroom for the week, awarded in Friday's celebration assembly.

Parents are regularly reminded of the importance of good and punctual attendance through the school newsletter. The head teacher is unable to authorise holidays or time away from school during term time unless there is an exceptional circumstance.

Children who are persistently late in their arrival will be reminded of the importance of punctuality, parents will be contacted and asked to attend an initial meeting followed by an attendance contract if lateness doesn't improve.

For those whose attendance drops below 95% parents will be contacted and an attendance contract, where regular meetings take place and attendance is closely monitored, may be undertaken.

Monitoring and Reviewing of this Policy

Regular monitoring of this policy is very important due to the crucial element of consistency in its application by all staff. Focus weeks will take place throughout the year for the Senior Leadership Team to monitor specific aspects of the policy and feedback to staff. This in turn will ensure a consistent approach. The policy will be presented to governors annually.

Fixed Term and Permanent Exclusions – Principles

Fixed Term Exclusions

Fixed Term Exclusions (FTE) are to be carried out using the specific procedures set out in this document only. Gateway Primary School will not carry out 'unofficial exclusions'. Fixed Term exclusion is deemed a very serious issue and will only be used in cases where it is deemed necessary to re-enforce with the individual pupil, and indeed the school population as a whole, that the particular behaviour will not be tolerated. It is likely that this action would be taken in the event of serious injury/harm to a peer or member of staff, racist behaviour, homophobic behaviour and acts of vandalism to buildings.

The decision to issue a FTE will be taken by the Headteacher or Deputy Headteacher. The length of the FTE will be decided based on severity. In this instance, a parent will be called and asked to attend the school as a matter of urgency. A letter explaining the legal procedure of FTE will be issued on their arrival and, where possible, an explanation of the event/incident will be shared by parents. At this time, our focus will be removing the pupil from school for the FTE period – discussions regarding positive steps forward and necessary adaptations/monitoring will be completed during the reintegration meeting immediately following FTE.

The reintegration meeting will be scheduled for early morning on the return to school day. This meeting will include the Headteacher/Deputy Headteacher, the parents and the pupil. The focus of this meeting is to 'unpick' the event/incident which led to the FTE and identify possible solutions/strategies to reduce the risk of repeat behaviours in the future. This is also an opportunity to discuss wider issues or challenges at school and engage in discussions around how best to make amends with anyone injured or affected by the incident. Positive engagement between parents and school in this meeting is crucial in moving forward with a successful return to school.

All FTEs are recorded on our CPOMs system, including letters sent to parents and minutes from reintegration meetings. Governors will receive an overview of FTEs yearly for monitoring.

Permanent Exclusions

Gateway Primary School is committed to avoiding having to permanently exclude any of the pupils that are on its roll at any given time. The school is committed to avoiding permanent exclusions by implementing whatever level of support is possible and appropriate for the particular pupil in the particular circumstance.

There will be clear occasions however when the school will look to permanently exclude students and these fall in line with DfE guidance '*Improving Behaviour and Attendance: Guidance on exclusions from Schools and Pupil Referral Units*' (2009) which states that there are circumstances when:

“In the Headteacher’s judgement, it is appropriate to permanently exclude a child for a first or ‘one off’ offence. These might include:

- a) A serious actual or threatened violence against another student or member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Carrying an offensive weapon”

Gateway Primary School deems an offensive weapon to include a pocket knife/pen knife/folding knife and all others alluded to in DfE guidance. This also includes items such as pieces of wood that may be used in an offensive, dangerous or threatening manner.

The school will use all of the DfE guidance when considering a permanent exclusion and will also be in close contact with the Local Education Authority seeking advice which will include precedents that may have been set in other Oxfordshire Schools. Any decision to permanently exclude a pupil will not be taken lightly as permanent exclusions are a last resort.