



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 voice, learning to live and play in a child's world to defuse tension.
2. Acceptance - children feel accepted and wanted at school- even if 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.



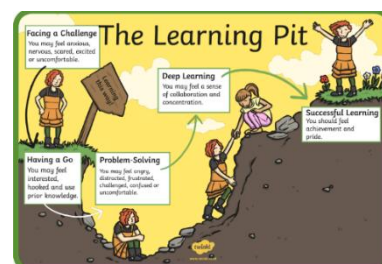
Learning occurs best when our learners display strong learning behaviours. Learning and behaviour are inextricably connected; one cannot exist without the other.

We behave to learn. **Fostering a 'Behave to Learn' culture** is what our school does to support the creation of a respectful climate in which our learners can access the curriculum, engage with lesson content and actively participate in their learning demonstrating the Gosford Park family way.

Teachers actively plan and implement strategies to foster a culture of **'Behave to Learn'** in the classroom and lead learning.

Some of these planned strategies will include:

- Modelling respectful, determined and ambitious behaviours and self-regulation techniques
- Planning & implementing consistent learning routines
- Using positive reinforcement to encourage desired learning behaviours
- Promoting respectful communication and active listening
- Giving clear instructions to empower learners to take ownership of their own learning
- Using visual cues for learning behaviour reminders
- Establishing the ratio: 80% pupil led work, 20% teacher guidance
- Using scaffolded challenges to support students through the learning pit and guide them to success
- Connecting lessons to real-world applications to aid focus and show relevance



- Planning for 'active thinking' time – making this explicit
- Encouraging respectful and impactful peer collaboration to promote shared responsibility for learning and behaviour
- Planning for individual and / or independent ambitious learning
- Ensuring that demonstration of our Gosford Park Family Values is recognised, celebrated and rewarded consistently

In a culture of '**Behaving to Learn**' learners are:

- Self-directed
- Demonstrating active independence
- Demonstrating effective learning routines, which maximises positive outcomes
- Actively engaging with material, people and ideas
- Actively reflecting, inquiring and sense making
- Demonstrating active attention to teacher
- Demonstrating active thinking
- Demonstrating that they are 'safe' in the learning pit
- Demonstrating leadership skills and enable others to make progress
- Demonstrating good 'Learning to learn' strategies
- Ambitious, determined and respectful role models – Demonstrating Gosford Park's Family Values.

At Gosford Park we also have 'Gosford Park Etiquette' these outline the simple ways, the most basic rules, 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.

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 into class names that reflect our local area in Coventry and the curriculum taught in that year group;

Nursery- N Gosford (Local parks)

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)

At Gosford Park, we are a school family and we treat one another with care.

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 but there are still to be firm boundaries to support their understanding of what we expect.

Communication that enables us to learn and play effectively- Our Family Values;	Communication that requires P.A.C.E approach and further investigation
Being respectful	Learners show passivity, waiting to be told what to do instead of taking the initiative
Taking responsibility	Learners show compliance without active engagement or initiative
Being resilient	Learners demonstrate a reliance on others to do most of their work
Being receptive to feedback and ideas	Learners show limited self-regulation

Saying 'please' and 'thank you'	Learners make frequent excuses rather than taking responsibility for their own learning
Being punctual	Poor outcomes attributed to low expectation and ambition
Considering others	Refusing to follow instructions.
Trying your best	Aggression
Valuing others point of view	
Playing well together	

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 including every classroom. 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

The school day is 'divided' into 2 sessions; session 1 is morning until lunch, session 2 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 has stayed 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 all day= 1 Dojo
- Being Green all week= 5 extra Dojo points (Would be a total of 10 per week)

As a child joins 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 (it feeds forwards) 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.

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 which introduce 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 book.

OPAL at Gosford Park

At Gosford Park Primary school we recognise that play may need to make a noise, get dirty, make a mess and sometimes be out of the direct gaze of adults. We believe that the role of the adults is to support the play process.

We believe play has many benefits, including:

- Play is critical to children's health and wellbeing, and essential for their physical, emotional, social, spiritual and intellectual development.
- Play enables children to explore the physical and social environment, as well as different concepts and ideas.
- Play enhances children's self-esteem and their understanding of others through freely chosen social interactions, within peer groups, with individuals, and within groups of different ages, abilities, interests, genders, ethnicities and cultures.
- Play requires ongoing communication and negotiation skills, enabling children to develop a balance between their right to act freely and their responsibilities to others.
- Play enables children to experience a wide range of emotions and develop their ability to cope with these, including sadness and happiness, rejection and acceptance, frustration and achievement, boredom and fascination, fear and confidence.
- Play encourages self-confidence and the ability to make choices, problem solve and to be creative.
- Play maintains children's openness to learning, develops their capabilities and allows them to push the boundaries of what they can achieve.
- Play encourages children to attend school regularly.

In OPAL, we encourage children to risk assess a situation themselves. Risk-taking is an essential feature of play provision and of all environments in which children legitimately spend time at play. Play provision aims to offer children the chance to encounter acceptable risks as part of a stimulating, challenging and managed play

environment. As outlined in the play sector publication 'Best Play', play provision should aim to 'manage the balance between the need to offer risk and the need to keep children and young people safe from harm'.

Celebrations of Success- 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 at least 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 will involve moving the child away from the situation, within the classroom. 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 Consequence** Children are told they have a 'Yellow Consequence'. This means that a phone call contact will be made with home, the pupil will be moved to their partner classroom and required to fill in a reflection sheet about their behaviour for 5 minutes with a timer. The pupil will be expected to finish their classwork too, so this would then mean taking unfinished work to a reflection time at breaktime where a leader will sign to say the reflection is detailed enough and support to complete work.

Yellow Consequences should all be reported on CPOMS and reflection sheet uploaded alongside it. This is the teacher's responsibility and they should be making contact home on the phone.

5. **Yellow Consequence for significant behaviour** bypass the above for:

Aggressive behaviour (like tipping a chair, or being verbally aggressive- including making threats)
Swearing
Play fighting
Inappropriate contact during sport- EG football
Name calling
Not being honest

6. **Red Consequence**. Any pupil receiving a Red Consequence, who has moved through yellow during the same session and is still not responding appropriately, will have a 'time out' from the session. They will be sent to their Phase Leader for the rest of the lesson to complete their learning and reflection log. 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. All red consequences should be reported on CPOMS and allocated under the red consequence category. A phone call should be made with home regarding this incident by the Phase Leader and a meeting with parents/carers scheduled to discuss face to face. With a red consequence, the pupil will complete their reflection time during the full length of their break and lunchtime.

6. **Red Consequence for significant behaviour-** bypass the above for:

Fighting or physical attacks of any kind
Leaving the class/school without prior permission
Any forms of bullying
Inappropriate use of the internet in school
Demonstrating hostility based on discrimination- race, religion, disability, sexual orientation, or transgender identity
Stealing or damaging property
Not behaving responsibly online outside of school, including sending inappropriate images or messages to peers in school.
Bringing sweets or gum into school

In the above circumstances, a Senior Leader is required to meet with parents, face to face, on the day of the incident. With a red consequence, the pupil will complete their reflection time during the full length of their break and lunchtime. If this is during the second session, they will miss the following breaktime and all work not completed will be sent home to do that evening.

If a pupil has already been issued with a red consequence and continues to show challenging behaviour parents or carers will be called immediately to come up to school.

There are instances outlined above where it is down to the discretion of the Headteacher, or the most Senior Leader on site in consultation with the Headteacher as to whether this would warrant a fixed term exclusion.

7. If a pupil receives a 3 red consequences over any 5 day period, then this will result in the pupil going on WHITE report. This is where parents and child meet every day after school with the Assistant Headteacher to review their report card. This is filled in every session by a school adult. To fail a session, the pupil needs to have gained a yellow consequence or red consequence as outlined above. If there are circumstances of yellow or a red consequence then WHITE report continues.
8. If a pupil fails WHITE report (has more than one red consequence 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. If the week is successful (all ticks) then the child goes back to WHITE. If there are circumstances of yellow or a red consequence then YELLOW report continues.
9. If a pupil fails YELLOW report (has more than one red consequence that week), this 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 Assistant Headteacher. 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, i.e. not receiving a red consequence that week then they step back a level of reporting after the week.

In the instance of a RED report being failed, 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.

Serious Breaches of Our Code of Conduct

Deliberate and serious damage to the building and or property
Using a mobile phone on our school site inappropriately.
Possession of any prohibited items. These are; knives or weapons, alcohol, lighters/ matches, illegal drugs, stolen items, tobacco or any smoking related items, fireworks, inappropriate images
Posting online about the school or its staff in a derogatory way.
Sexual violence or harassment- this can occur between children of any gender. It can also occur through group.

In these instances, it is down to the discretion of the Headteacher, or the most Senior Leader on site, in discussion with the Headteacher, as to whether this would warrant a fixed term exclusion, or a permanent exclusion.

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. The purpose of which is to prevent 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 or radioed 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 educational needs plan, they have a positive handling plan; these would be on EduKey, which is shared with staff alongside being shared and agreed with parents.

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

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/carers 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 use 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 a 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.

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. 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. Where possible, parents should be involved in this.

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 are listed in this policy as knives or weapons, alcohol, lighters/ matches, illegal drugs, stolen items, tobacco or any smoking related items, fireworks, inappropriate images although this list is not exhaustive. Any item that could cause yourself or others harm is prohibited on site.

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.

Reviewed and agreed: July 2025

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!							
Day of the week	Lesson 1	Break	Lesson 2	Lunch	Lesson 3	Lesson 4	Assistant Head

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 consequence was given as per the process in the policy.

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

*If a report is lost then the entire week needs to be started again. Finished reports must be uploaded to CPOMS.

Yellow Report- Name:

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!

Day of the week	Lesson 1	Break	Lesson 2	Lunch	Lesson 3	Lesson 4	Deputy Headteacher

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 consequence 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

Finished reports must be uploaded to CPOMS.

Red Report- Name:

If you are on Red report it means you have already been on two previous reports and your behaviour has not improved to the expected standard. You will not have break or lunch with the rest of the school on this report.

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

Day of the week	Lesson 1	Break	Lesson 2	Lunch	Lesson 3	Lesson 4	Headteacher

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

Finished reports must be uploaded to CPOMS.

Display Resources

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 and a move from area within classroom/ outside
Step Four	A Yellow warning will be issued- sent to reflect in partner class and then in reflection at following break or lunchtime to catch up on lost learning.
Step Five	A Red consequence will be issued – sent to Phase leader classroom for remainder of the session to do your learning and missing the entire of the following break or lunchtime.
If you receive 3 Red consequences in a week you will be sent to the Assistant Headteacher and placed on WHITE Report.	
If you are not successful on a WHITE Report, then you are sent to the Deputy Headteacher and placed on YELLOW Report. If this is unsuccessful, then you are placed on RED Report with the Headteacher.	

Gosford Park Code of Conduct

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.

