



Primary Culture Handbook

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Please ensure this Handbook is read in line with the school behaviour policy.

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Behaviour and Attitudes

1. Purpose and principles

The Gatwick School (TGS) provides a quality education for all young people in a safe and supportive environment. We prioritise maximising social and academic learning outcomes through a quality curriculum, positive relationships, and proactive school practices. Inclusive language and expected prosocial behaviours are defined, modelled, and reinforced. This policy ensures the establishment and maintenance of our supportive school environment.

Our guiding principles are as follows:

1. Consistent Standards: High expectations and standards apply to all subjects, lessons, and areas, and must be always upheld.
2. Positive Behaviour Management: Build positive relationships with pupils and avoid escalations. Separate behaviours from personalities, work to repair relationships, and identify triggers of poor behaviour.

3. **Disruption-Free Learning:** Every pupil has the right to learn in a safe and secure environment. Sanctions should consider the impact on the entire class. Low and high-level disruptions may result in removal from the class.
4. **Clear Consequences:** Ensure all stakeholders, especially pupils and families, understand the consequences of positive and poor behaviour. We consistently apply rewards and sanctions to establish expectations.
5. **Acknowledgements and Praise:** Use rewards and praise to reinforce positive behaviour, build confidence, and create positive relationships. We tailor rewards to be age-appropriate and motivating.
6. **Purpose of Sanctions:** Sanctions deter poor choices, protect those affected, and support pupils with a chance to make amends. We engage in direct dialogue with parents for serious incidents and aim to prevent recurring detentions.
7. **SEN (Special Educational Needs) Considerations:** Make reasonable adjustments for pupils with SEN. Use positive redirection for pupils who may struggle with tasks, assess their needs, and provide appropriate support.
8. **Collaborative Effort:** Promote and maintain positive behaviour through partnerships between pupils, school staff, parents, and other agencies. Strong home-school links and agency support help meet individual pupil needs.

In the Primary Phase, children will follow three key learning behaviours in the classroom to create a positive culture for learning:



In the corridors, all children will use the following behaviours to support a positive school culture:



2. Behaviour Curriculum

At TGS, all areas are learning environments. Our behaviour curriculum fosters social learning and enhances academic success. We prioritise high expectations through Rights Respecting principles and believe that the interpersonal behaviour we model, teach, and acknowledge shapes our school culture.

Our policy outlines how we explicitly teach expected positive behaviours, prevent unexpected behaviours and respond to unacceptable behaviours, consistent with current DfE (Department for Education) guidelines (2022), our whole-school [Rights Respecting charter](#) and our school values of “Choices, Chances & Culture”. Teaching (and reteaching) our behaviour curriculum runs through all that we do and is taught each week in our Culture assembly. All staff are expected to use consistent and clear language from the Rights Respecting charter and positively frame their script, e.g. “We walk in the corridors, respecting each other’s right to safety” rather than “Don’t run in the corridors!”.

We **WALK**:

W – Walk quietly with a purpose

A – Aware of surroundings

L – Listen to instructions from adults (teachers on doors and SLT on duty points)

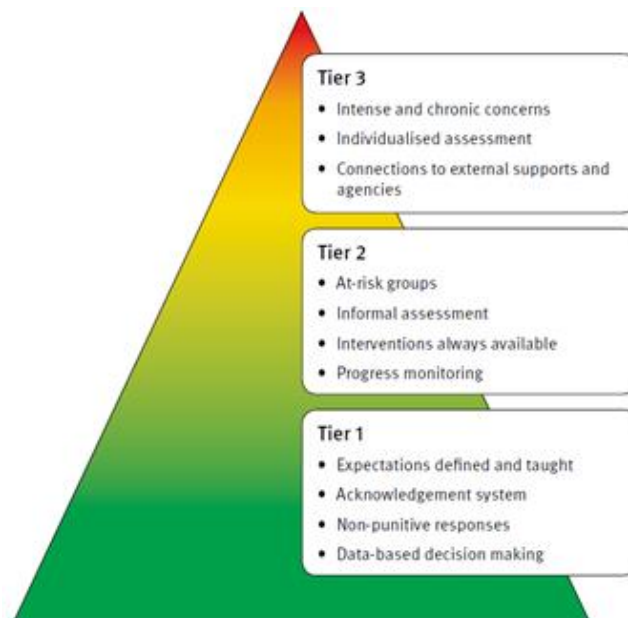
K – Keep to the left, give way to adults

3. Proactive support systems

At TGS, all pupils are entitled to quality-first teaching, enabling them to access the curriculum and succeed in all areas. All stakeholders of the school community play a role in the educational process. They must uphold clear and consistent expectations to ensure the needs of all pupils are being met through a tiered, graduated approach which ensures pupils are able to succeed. Key responsibilities are outlined below:

Pupils	Parents/carers	School staff
<ul style="list-style-type: none">• Be present and punctual, actively participate in lessons.• Study independently inside and outside of class.• Behave positively according to the school's policy.• Reach out to teachers and parents/carers if issues arise.• Aim for excellent results through effort and good behaviour.• Follow the TGS School Uniform policy.	<ul style="list-style-type: none">• Ensure regular attendance and provide explanations for absences.• Foster a positive relationship with your child, monitoring their emotions and relationships with others.• Stay updated on school events and participate actively.• Promote the school's Rights Respecting charter.• Engage in open communication with teachers and staff as necessary.	<ul style="list-style-type: none">• Build positive relationships with pupils, reinforce the school's plan, and deliver quality-first teaching.• Create seating plans that cater to the needs of all pupils.• Promote the Rights Respecting charter.• Monitor pupil progress and encourage positive behaviour using appropriate strategies.• Use regular praise to motivate pupils.• Communicate effectively with pupils, parents/carers, and other staff.

Pupils at TGS are supported through positive reinforcement and a 3-tiered system of universal, targeted and intensive behaviour support:



a. Tier 1 - Wellbeing and universal interventions

Our priority is the wellbeing of the whole child and ensuring their success. Wellbeing is explicitly taught through our AAT Wellbeing curriculum and as part of our Personal Development provision in circle time and assemblies.

Universal levels of support are provided to all pupils by promoting and encouraging positive behaviour and relationships within the school. This is assisted within the school community by:

- Embedding our core values of Choices, Chances and Culture
- Effective classroom behaviour management
- Communicating and modelling the Rights Respecting expected behaviours
- Having clear, shared expectations of pupil behaviours
- Acknowledging and praising pupils for acceptable, expected behaviours
- Providing quality teaching and learning experiences
- Providing well developed programmes and procedures
- Consistently applying consequences for unexpected behaviours

The Rights Respecting charter fosters a positive whole school culture. The table below illustrates *some* examples of how each right can be attributed to both positive and negative behaviours within the school setting. Expected behaviours are communicated to pupils on a regular basis in the classroom, playground, House Time, planner, wall displays and school assemblies. Expected behaviours are explicitly taught, modelled, supervised, reinforced/reminded and praised. The list of behaviours is a guide and by no means exhaustive.

Right	Expected behaviour examples	Unexpected behaviour
<i>The right to safety (Article 19)</i>	<ul style="list-style-type: none"> - Placing litter in the bin - Walking with a purpose 	<ul style="list-style-type: none"> - Littering - Running indoors - Bullying

<i>The right to an education (Article 28)</i>	<ul style="list-style-type: none"> - Listening to the teacher - Respecting others - Arriving on time to lessons 	<ul style="list-style-type: none"> - Defiance - Calling out - Disrupting the learning environment - Vandalism - Arriving late
<i>The right not to be discriminated against (Article 2)</i>	<ul style="list-style-type: none"> - Treating others equally - Being inclusive 	<ul style="list-style-type: none"> - Harassment and bullying - Discriminatory language - Being treated unfairly
<i>The right to be heard in any community (Article 12)</i>	<ul style="list-style-type: none"> - Speaking kindly to others - Allowing one voice at a time - Displaying mutual respect 	<ul style="list-style-type: none"> - Swearing - Discriminatory language - Talking over others - Ignoring instructions

Our whole-school Rhythms and Routines are embedded in the daily operation of the school. The Rhythms and Routines are as follows:

1. Punctual and positive meet & greet at the door, uniform check.
2. 5-minute registration activity (reading or retrieval).
3. Culture check (equipment on desk, culture focus and wellbeing).
4. Praise and remind with positive framing.
5. Plenary and reflection on progress. "Now you will pack up and clean your area..., next you will stand behind your chair..., then you will leave the room and walk quietly ."

b. Targeted behaviour support

Targeted support is delivered to any student who needs it for the length of time they need it for.

Pupils of concern are highlighted through daily and weekly data tracking and discussed in meetings held by a team of school leaders (Key stage leader, SENDCo, and Head of Primary). The team may recommend a range of interventions including parental contact/meeting or placing the pupil on a report for monitoring.

The levels of pupil support are graduated depending on the level of need and behaviours being displayed. If there is a concern about undiagnosed SEN, safeguarding, or mental health, the member of staff with a concern must first have a conversation with the DSL and/or SENDCo.

c. Intensive behaviour support

While at TGS a pupil may need more intensive support and/or flexible learning options to assist them to engage with their learning. This support involves individualised interventions for pupils with highly complex and challenging behaviours.

Senior Leaders may decide to withdraw these pupils from a single class or number of classes and place them temporarily Out of Circulation. This space will provide the pupil with time to reflect and

consider the expected behaviours with the support of the pastoral team. If a pupil is involved in a major incident requiring suspension, adequate work will be shared with the family for the length of the suspension.

If the Headteacher or a Senior Leader decides to suspend a pupil, the pupil and their parent/carer must partake in a reintegration meeting before the student is allowed to restart normal school activities. The reintegration meeting will create targets which will be put in place and monitored. In some cases, an individual behaviour plan, Safety Plan and/or Risk Assessment will be put in place to support the pupil with their behaviour moving forward. Pupils at this level of behaviour support may be referred to external agencies for further, specialised intervention, they may also assist in providing advice on individualising the pupil's support plan(s).

d. At risk of exclusion behaviour support

After exhausting internal support initiatives and exploring external options without improvement in behaviour, a pupil is at risk of exclusion. We will seek support from Governors, external agencies, and wider networks. Parents/carers and the pupil will be informed explicitly about the potential for exclusion if behaviour does not improve. All possible measures will be considered to avoid exclusion.

To ensure identified pupils can engage, the behaviour interventions will support needs, including, but not limited to:

- developing emotional resilience and positive mental health
- developing responsibility
- building confidence and self-esteem
- developing self-regulation strategies
- developing the understanding of what bullying is and how to stop it
- developing an understanding of how to stay safe
- developing skills in self-management

4. Acknowledgements & Praise

Pupils are expected to demonstrate positive behaviour at all times. We have a whole-school acknowledgements system using class dojo which recognises and rewards conscientious pupils who go over and above expected behaviours, consistently.

Positive behaviour is currently acknowledged, praised and rewarded on an everyday basis in the classroom using dojo points which will be converted onto Arbor as house points each term. Pupils can expect praise in three ways: free and frequent, short-term and long-term acknowledgements. Free and frequent: everyday praise and acknowledgements, moving up the dojo chart
Short term: weekly stars of the week, stickers, praise postcards
Long term: half term certificates, medals, badges

<u>Free & Frequent (daily)</u>
Stickers Class Dojo (House Points) Named and famed
<u>Weekly</u>
Praise postcards, Stars of the Week certificates and stickers, SLT Star and sticker Headteachers hot chocolate
<u>Fortnightly</u>
A/A (one week TT in Primary)
<u>Half-termly</u>
Celebration assembly, Dojo certificates , 100% Attendance certificates
<u>End of Term</u>
Celebration assembly, Dojo awards, 100% Attendance badges , Rewards trips, EOT prize voucher
<u>End of Year</u>
Awards Ceremony, Rewards trips

5. Sanctions

Pupils receive feedback if they have shown unexpected behaviour, in—line with what they have been taught. This feedback is given in the form of reminders about expected behaviours from the Rights Respecting charter. Staff use a staged approach to sanction pupil behaviour in the classroom when pupils fail to respond to this feedback. This approach allows pupils to understand the consequences of their actions.

Reminder	Verbal reminder	0 Points	No reflection
1 st Warning	Formal Verbal Warning stating infraction	Warning Point on dojo	No reflection
Choice	The teacher gives the student a verbal choice, to remain in the lesson and correct their behaviour.	Choice Point on dojo	Break or Lunch Reflection completed 5 minutes Parents contacted by class teacher
Removal	Class teacher sends the child to the Key Stage leaders class	-1 points	Student will be removed from lesson and taken to reflect with the Key Stage Leader until after the next social time. Parents contacted by the key stage leader
x2 choice reflections in a day = Reflection time with Key Stage Leaders			
x2 removals in a week = parents contacted by Senior Leader			

Staff and pupils share the responsibility of de-escalating situations and pupils are taught to avoid behaviours that escalate sanctions. Professional judgment and proportionality are essential in assessing behaviour, and non-verbal cues or positive redirection strategies are preferred over immediate consequences to create a culture rooted in mutual respect. The school environment should be relationship-centred, rather than teacher or student-centred.

Reflection Forms

A reflection form is used when a pupil must reflect. Behaviour, like all subjects at school, is something to learn from. The way we promote learning from behaviour is to analyse why it happened and think about how to make the right choices next time.

6. Suspensions & Exclusions

Refer to TGS Suspension & Exclusion Policy.

7. Record keeping

Dojo points will be kept on the ClassDojo website for The Gatwick School which has a secure access. Parents/carers will be able to see their child's points on class dojo, and each half term these will be transferred from ClassDojo to Arbor as House Points each half term. If there are any concerns relating to safeguarding, including child-on-child abuse staff must also report the incident on CPOMS.

8. Communication with parents

Parents/carers will have access to ClassDojo to view live points that their child receives, warnings or unexpected behaviours. These will also show at the end of each half term on Arbor.

9. CCTV, screening and searching

For the safety of staff and pupils, TGS has CCTV operational in several key areas of the site. The CCTV system can also record audio in some places, as well as video in key areas.

TGS will only search pupils in line with the “Searching, Screening and confiscation – Advice for schools 2022” (DfE – July 2022).

If a member of staff suspects that a pupil has a banned item in his/her possession, they must inform a member of the middle or senior leadership team immediately.

The Headteacher, and staff authorised by the Headteacher, may search a pupil or a pupil's possessions where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.

Prohibited items: knives or weapons, alcohol, illegal drugs, drug paraphernalia, tobacco/cigarettes/cigarette papers, matches/lighters and e-cigarettes/any form of vapes, fireworks, pornographic images, stolen items and any other items that may cause injury to or a person or school property. This list may be amended to include additional items without prior notice.

Searches will be conducted in line with Article 8 of the European Convention on Human Rights and “Searching, Screening and confiscation – Advice for schools 2022” (DfE – July 2022), so that they are conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil will be carried out in the presence of 2 members of staff, one of whom will be of the same sex as the pupil being searched.

10. Prohibited items

At The Gatwick School we do not allow prohibited items (see above) on the premises. If school fairs take place alcohol used as prizes will only be given to over 18s to take home. We have a clear Medical Conditions policy for any pupil requiring prescribed drugs/medication. Any prohibited items found on a pupil will be confiscated and our disciplinary procedures will be followed.

11. Confiscation of property

TGS will confiscate pupil property (in line with legal guidance) if it is felt the property is harmful, it contravenes a school policy, is detrimental to school discipline or is inappropriate for school. Property will either be returned to the pupil later, returned to parents or disposed of following discussion with either the parent or pupil. If the property is illegal in any way, then the police will be involved.

12. Use of reasonable force

At TGS, we avoid positive handling unless a pupil is a danger to themselves or others. On occasions it may be appropriate for a member of staff to use reasonable force. Any use of force by staff will be reasonable, proportionate and lawful. Staff will quickly and safely move a pupil or the rest of a class to a safe space. This means using no more force than is needed and the use of force may involve passive physical contact or active physical contact. Reasonable force will be used in accordance with

the DfE guidance “Use of Reasonable Force: advice for Headteachers, Staff and Governing Bodies” (DfE- 00060-2011) and only when immediately necessary and for the minimum time necessary.

Where restraint is used, staff would consider any disability or Special Educational Need of the pupil. Individual Behaviour Plans, Risk Assessments, Safety Plans and other forms of proactive behaviour support are used to reduce the need for reasonable force. The restraint is recorded in writing on Arbor and the pupil’s parents/carers will be informed.

13. Behaviour related to a disability

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support whilst taking due care to ensure that everyone remains safe. We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support, which is different from, or in addition to, that required by their peers to take full advantage of the educational opportunities available to all pupils. Adapted approaches will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Parents/carers will be kept informed and given every opportunity to share their perspectives, so together we can ensure the best support for the pupil. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school’s Special Educational Needs Policy and SEN Information Report for more information.

14. Behaviour outside the school and in the community

Sanctions may be applied where a pupil has misbehaved off-site. Behaviour outside of the school grounds and/or outside of the school day which brings the school into disrepute may, in some circumstances, result in suspension or exclusion. The school will liaise with the Police and other relevant agencies before reaching a decision regarding a suspension or exclusion.

15. Bullying

At TGS, we are committed to providing a supportive, caring, friendly and safe environment for all our pupils to appreciate the value of individuality, respect diversity, show tolerance and empathy towards others and promote equality of opportunity. All stakeholders (parents, pupils, staff, Trustees) share an agreed understanding of what bullying is and that bullying of any kind is unacceptable.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

All reported incidents of bullying will be treated as **significant incidents** and will be dealt with quickly and effectively by the relevant Key Stage leader or Senior Leader in-line with the school's levels of sanctions, which may include the use of a suspension or exclusion.

16. Safeguarding & Child-on-Child Abuse

Due care will be taken to ensure everyone is kept safe. We adhere to KCSIE 2023 (please see the TGS Safeguarding Policy). Any incidents of unexpected behaviour that are considered by staff as a potential safeguarding concern will be shared with the Designated Safeguarding Lead (DSL) when necessary and logged on CPOMS. Inappropriate behaviour between peers will be challenged and considered using KCSIE 2022, section 48, to determine if they are abusive in nature.

Allegations towards staff will be investigated following the guidance outlined in the TGS Safeguarding Policy and the AAT staff handbook.

17. Support and training for staff

Staff are supported through ongoing CPD throughout the school year to effectively implement the processes and procedures outlined in this handbook. Staff must seek help from their Line Manager or the Behaviour lead when they require support interpreting the details outlined in this handbook. Staff are also encouraged to engage with opportunities for coaching with a senior leader through classroom observations to develop their classroom management skills.

18. Supporting documents and associated policies

Anti-Bullying Policy
Uniform policy
Attendance policy
Wellbeing curriculum
Allegations of Abuse Against Staff Policy
Suspensions and Exclusions Policy
Equality Policy
Safeguarding and Child Protection Policy
Special Educational Needs and Disabilities (SEND) Policy
Supporting Pupils with Medical Conditions Policy

Uniform

Daily

- Teachers check uniform during registration.
- Teachers use class dojo to contact parents/carers if uniform does not meet school expectations.

Fortnightly

- Key Stage leaders contact parents/carers who have had 3 uniform infringements in one fortnight to agree support required.

Half Termly

- Senior leaders make contact with parents/carers who have had 6 uniform infringements, agreed next steps and write on CPOMS if required.

Attendance

Daily

Morning

- Registers are taken between 8.45 and 8.50am
- Attendance Team contact all absent pupil's parents/carers via text.

Afternoon

- Registers are taken between 12.45 and 12.55pm
- Attendance Team contact all absent pupil's parents/carers via text.

Weekly

- Weekly data collated by OnTo group and shared with Head of Primary
- Head of Primary meets with Attendance Team

Fortnightly

- Head of Primary meets with Key Stage Leaders to go through tracker, including monitoring attendance and absenteeism
- Attendance Team prepare fortnightly attendance newsletter and share with all families via email
- Key Stage Leader meets with Educational Welfare Officer (EWO)

Half-termly

- Attendance Team prepare pupil attendance certificates and badges in-line with praise system
- Head of Primary meet to analyse half-termly data and determine actions

Termly

- Attendance Team prepare pupil attendance certificates and badges in-line with praise system

End of year

- Attendance Team prepare pupil attendance certificates and badges in-line with praise system
- EWO contacts all persistently absent (PA) pupils in each year group before return to school in September

Personal Development

Primary children will follow the Aurora Academies Trust Well-being Curriculum to develop personal skills and knowledge, and learn about Children's Rights, Health and Well-being, Relationships and Sex Education (RSE) and Personal, Social, Health, Economic (PSHE).

Terms 1/2	YR	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1 Key Question	Who am I?	What is the same/different about us?	What makes a good friend?	How can we be a good friend?	What strengths, skills and interests do we have?	What makes up our identity?	How can we keep healthy as we grow?
Curriculum Theme	Health and Wellbeing	Relationships	Relationships	Relationships	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
Autumn 2 Key Question	What is a friend?	Who is special to us?	What is bullying?	What are families like?	How do we treat each other with respect?	How can friends communicate safely?	
Curriculum Theme	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships	
Terms 3/4	YR	Y1	Y2	Y3	Y4	Y5	Y6
Spring 1 Key Question	What are feelings?	What can help us stay healthy?	What jobs do people do?	What keeps us safe?	How can we manage our feelings?	What jobs would we like?	How can the media influence people?
Curriculum Theme	Health and Wellbeing	Health and Wellbeing	Living in the wider world	Health and Wellbeing	Health and Wellbeing	Living in the wider world	Living in the wider world
Spring 2 Key Question	What does it mean to be healthy?	Who helps us to keep safe?	What helps us to grow and stay healthy?	What makes a community?	How can our choices make a difference to others and the environment?	How will we grow and change?	
Curriculum Theme	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Living in the wider world	Living in the wider world	Health and Wellbeing	
Terms 5/6	YR	Y1	Y2	Y3	Y4	Y5	Y6
Summer 1 Key Question	What can help to keep me safe?	What can we do with money?	What helps us to stay safe?	Why should we eat well and look after our teeth?	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?	What will change as we become more independent? How do friendships change as we grow?
Curriculum Theme	Health and Wellbeing	Living in the wider world	Health and wellbeing	Health and wellbeing	Health and Wellbeing	Health and Wellbeing	Relationships
Summer 2 Key Question	How can we look after the world around us?	How can we look after each other and the world?	How do we recognise our feelings?	Why should we keep active and sleep well?	How can we manage risk in different places?	What decisions can people make with money?	
Curriculum Theme	Living in the wider world	Living in the wider world	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Living in the wider world	