

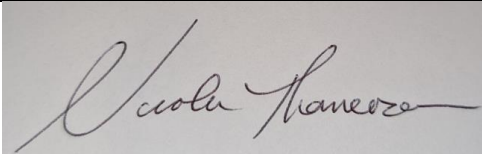


GILLINGSTOOL PRIMARY SCHOOL

Inspire ~ Believe ~ Achieve



BEHAVIOUR POLICY

Author/Person Responsible:	Headteacher
Date of Ratification:	21.1.26
Review Group:	Senior Leadership Team
Ratification Group:	Academy Community Council
Review Frequency:	Annually
Review Date:	1.12.26
Previous Review/amendments:	NA
Related Policies:	<p>The contents of this policy have been considered in relation to the Equalities Act 2010.</p> <p>Associated documents</p> <ul style="list-style-type: none">• MPT Behaviour Principles Written Statement• MPT Suspensions and Exclusions policy• MPT ICT and Internet acceptable use policy
Chair of Governors Signature:	

Rationale:

At Gillingstool Primary School, we believe that positive behaviour is essential to create a safe, happy and productive learning environment where all children can thrive academically, socially and emotionally. Good behaviour enables effective teaching and learning, promotes positive relationships, and supports pupils in developing self-discipline, responsibility and respect for others.

We recognise that behaviour is a form of communication and that all children need clear boundaries, consistent expectations and supportive relationships to help them make positive choices. This policy outlines how we promote positive behaviour, manage challenges effectively, and ensure fairness and consistency across the school.

Aims

Through this policy, we aim to:

- Create a calm, safe and inclusive learning environment for **all** pupils
- Promote positive behaviour, self-regulation and emotional resilience
- Teach children to understand the impact of their behaviour on others
- Ensure a consistent and fair approach to behaviour management across the school
- Encourage strong partnerships between staff, pupils and parents/carers
- Support children to make positive choices and learn from mistakes

Responsibilities of Staff to Promote Positive Behaviour:

All staff have a shared responsibility to promote positive behaviour by:

- Modelling positive behaviour, respect and calm communication at all times
- Establishing clear and consistent routines and expectations within classrooms and shared spaces
- Teaching behaviour expectations explicitly and revisiting them regularly
- Using positive language and naming and modelling the correct choice
- Building positive relationships with pupils based on trust and consistency
- Recognising and praising positive behaviour consistently
- Applying rewards and sanctions fairly and in line with this policy
- Supporting pupils with additional needs through appropriate strategies and adjustments
- Communicating effectively with parents/carers where necessary

Senior leaders are responsible for monitoring behaviour across the school, supporting staff, and ensuring the policy is implemented consistently.

Visible Consistencies Across the School:

To ensure fairness and clarity, the following consistencies are in place across the school:

- Clear behaviour expectations in the form of our three 'non-negotiables': Safe, Respectful and Ready to Learn are displayed in all classrooms and shared areas
- Common language and shared scripts are used by all staff when referring to behaviour expectations
- Agreed routines for transitions, lining up, assemblies and lunchtimes
- Consistent use of the reward and sanction systems
- Calm, respectful responses to both positive and negative behaviour
- A shared understanding that behaviour is managed proactively rather than reactively

These visible consistencies help children feel secure and confident in understanding what is expected of them at all times.

Positive Praise Guidelines:

Positive behaviour is actively encouraged and recognised through:

- Verbal praise that is specific and meaningful (e.g. “Well done for persevering with that task.”). The minimum behaviour expectations linked to our three non-negotiables will not be rewarded but will be recognised verbally to promote positive behaviour.
- Recognition of effort, improvement and positive choices, not just outcomes
- Use of whole-school reward systems (e.g. stickers, certificates, house points)
- Celebration of positive behaviour in assemblies and classrooms
- Non-verbal praise such as smiles, thumbs up and positive body language

Praise should be:

- Immediate and genuine
- Linked clearly to the behaviour being recognised
- Inclusive and accessible to all pupils

Whole School Reward Systems:

1. **House points through ClassDojo** – These are awarded linked to our school values and staff recognising a pupil’s positive behaviour choices.
2. **Daily House Point Certificate** – Each day, the pupil who has received the highest number of house points receives a certificate to take home. These pupils are then celebrated in our weekly celebration assembly.
3. **Star Learner** - If a teacher believes that a child has consistently modelled excellent behaviours or values in class and has gone above and beyond for the week (including learning behaviours demonstrated through high quality work) then they are to awarded our Star Learner award in Friday’s whole school assembly. Pupils who receive this award are invited for ‘Hot Chocolate with the Head’ on a Friday afternoon.
4. **Gillingstool Greatness** – At the end of every term, there is a special assembly where one pupil from each class who has consistently gone above and beyond is celebrated in a special assembly. Families of these pupils are invited in to celebrate with them during this assembly.

Sanction Guidelines

Sanctions are used to support children in understanding boundaries and learning from their behaviour. As a school, we ensure that they are:

- Applied calmly, respectfully and consistently
- Proportionate to the behaviour
- Focused on learning and reflection rather than punishment

Cycle of sanctions:

1. Verbal reminder (one given)

- a. Link conduct back to school non-negotiables.
- b. Remind child of when they demonstrated successful conduct.

c. Short, precise instruction.

2. Warning (one given):

- a. Remind the child that their choices are disrupting others and that they must now follow instructions.
- b. Name the behaviour that needs addressing linked back to non-negotiables
- c. Teachers to record log of warnings given
- d. Discuss with child what happened and how it could be avoided in future at the end of the lesson.

3. Time out (length flexible):

- a. Inform the child that they have chosen to keep breaking a school non-negotiable and that this has a consequence.
- b. Child sent to a partner class (with work) for the remainder of the lesson.
- c. Complete restoration conversation with staff member who issued the time out. Any timeouts to be communicated to parents/carers at the end of the day.

If behaviour continues to deteriorate following time out in another class, pupil will be sent to a member of the Senior Leadership Team.

4. Repair conversation:

- a. Takes place at an appropriate time when the child is calm.
- b. Can be short for minor conduct breaches or may be longer when there has been refusals or deregulated behaviour.
- c. Focuses on reflection and restoring relationships (not blame or further punishment)
- d. Utilises shared scripts and a Restoration Booklet where appropriate

We recognise that some children may require a bespoke approach to support their behaviour. In these cases, an individualised Pastoral Support Plan will be created in collaboration with the pupil, their family and class teacher. This plan must be followed consistently by all adults working with the child and is tailored to the child's needs using information from analysis of possible triggers and previous behaviour incidents, pupil and parent voice, and staff observations. An example can be seen in Appendix 1.

Where there are identified risks relating to a pupil and their behaviours, a risk assessment will be completed. This will outline agreed preventative strategies and measures designed to reduce risk and support safe, consistent practice. An example can be seen in Appendix 2.

In exceptional circumstances, where the behaviour graduated approach has been followed and a pupil's behaviour presents a significant risk to their own safety or the safety of others, positive handling may be used as a last resort. Positive handling will only be carried out by trained staff, using approved techniques, and will always be reasonable, proportionate and necessary to reduce immediate risk. It is never used as a punishment or to enforce compliance and will only be used where an appropriate risk assessment and behaviour support plan are in place, and wherever possible, strategies to de-escalate and support regulation will be prioritised.

Any use of positive handling will be recorded, monitored by senior leaders, communicated with families and followed by restorative support for the pupil and staff involved, in line with our commitment to safety, dignity and care.

In line with DfE guidance on suspension and permanent exclusion, a fixed-term suspension may be used in response to serious breaches of the school's behaviour policy, or where a pupil's behaviour poses a significant risk to the safety or welfare of others. Any decision to suspend will be made only by the Headteacher (or an authorised senior leader) and only after a thorough and appropriate investigation into the incident.

Suspension is used as a last resort and forms part of a wider strategy to support positive behaviour and arrangements will be made for education during the suspension period in accordance with statutory requirements. Following any suspension, the school will work with the pupil and parents/carers to repair relationships, reinforce expectations and plan appropriate support to reduce the likelihood of recurrence.