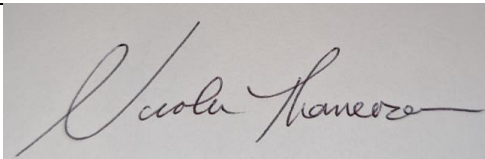




BEHAVIOUR POLICY

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:	The contents of this policy have been considered in relation to the Equalities Act 2010. Associated documents ● MPT Behaviour Principles Written Statement ● MPT Suspensions and Exclusions policy ● MPT ICT and Internet acceptable use policy
Chair of Governors Signature:	

At Gillingstool School, we believe that children learn best when they are part of a community that is grounded in clear boundaries, where they feel safe, valued and accepted as individuals.

In line with Mosaic Partnership Trust's commitment to equality, diversity, inclusion and belonging, we strive to create an environment where every child feels respected and part of our school family, regardless of their background or needs.

Our staff approach behaviour with curiosity and a commitment to understanding the holistic child, seeking not only to observe what behaviour is being expressed, but to understand the needs, emotions or experiences that may sit beneath it. Recognising behaviour as a form of communication, and guided by the Trust's values of integrity, partnership and innovation, we respond with empathy, consistency and a focus on connection, supporting pupils to develop more socially acceptable and constructive ways of expressing their feelings.

Our staff are committed to understanding not only what behaviour is being expressed, but why, recognising behaviour as communication. Guided by the Trust's values of integrity, partnership and innovation, we respond with empathy and consistency, supporting pupils to develop more socially acceptable ways of expressing their feelings. By embedding inclusion, fairness and belonging into our daily practice, we foster a nurturing culture in which children can thrive academically, socially, emotionally and grow into confident, respectful members of our school community.

Aims

- To pursue a culture of high aspiration and achievement through a clear and consistent approach to supporting behaviour.
- To create an ethos in which children feel safe with a culture of mutual respect, ensuring pupils feel valued and secure.
- To create an ethos where children feel safe, respected and that they belong, reflecting the Trust's commitment to equality, diversity and inclusion.
- To build positive relationships within firm, supportive boundaries across all areas of school life.
- To promote positive learning behaviours so every child can engage fully and achieve their potential.
- To work in partnership with parents and carers to support and reinforce positive behaviour.

Guidelines

- Teachers maintain high expectations for behaviour at all times and model these consistently.
- Class rules are agreed at the start of each year, and children are regularly reminded of the school rule and core values.
- Individual effort is recognised through Dojos.
- Teachers promote collaboration and teamwork through class Dojo rewards linked to the four school values.
- Clear, structured consequences are in place when children do not meet behaviour expectations, with a consistent process for staff to follow.
- Teachers use both green and red Dojos to recognise and respond to behaviour.

- Behaviour incidents are recorded on Arbor to inform monitoring and enable provision to be adapted to meet the needs of all pupils.
- Behaviour is monitored and reported during unstructured times, and staff, including leaders, decide on the appropriate next steps.

Whole School Reward Systems:

House points through ClassDojo – These are awarded linked to our school values and staff recognising a pupil's positive behaviour choices.

ClassDojo individual rewards - Every time a child receives 30 Dojo points, they will receive a smelly sticker from the Senior Leadership Team.

ClassDojo class rewards – Every time a class earn 500 Dojo points, they will receive a 5 minute class treat e.g. extra play, laptop time, free time.

Star Learner Certificate – Each week, one child from each class who 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) will be awarded our 'Star Learner' certificate during celebration assembly on a Friday.

Presentation Champion Certificate– Each week, one child from each class who has shown perseverance or improvement in the presentation of their work in any subject will receive a 'Presentation Champion' award in Friday's whole school celebration assembly. Pupils who receive this award are invited for 'Hot Chocolate with the Head' on a Friday afternoon.

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.

Behaviour protocol:

Children may display behaviours that are not in line with expectations.
Verbal Warning (this is not recorded)
First recorded warning
First warning that is recorded using red dojo warning 1
Second recorded warning
Second warning recorded using red dojo warning 2 Moved to another place within the classroom / a quiet area of playground if outside
Third recorded warning
Third warning recorded using red dojo warning 3 Child goes to partner class / sit in designated area if outside When the child returns to class/playground the adult will welcome back with a positive acknowledgement.
Fourth recorded warning
Fourth recorded warning using red dojo warning 4 Reflection may take place immediately, at lunchtime, at breaktime or at an appropriate time to support the child's regulation, using a reflection book to scaffold discussion and repair. Number of reflections and incidents are monitored using Arbor, by SLT and weekly reports of incidents are sent to leaders for monitoring and triage purposes.

Some children may require a bespoke approach to support their behaviour. In these cases, a individualised Pastoral Plan will be created. This plan is followed consistently by all adults working with the child. The plan will be tailored to the child's needs using information from behaviour pattern analysis, crisis stages and possible triggers, pupil and parent voice, and staff observations. The plan may include proactive strategies, possible environment adaptations, adjustments to routines, timetables or additional support to reduce the likelihood of difficulties arising. It will also include strategies to help defuse and de-escalate situations, developed in consultation with leaders and staff. In some cases, help scripts and visuals are developed with staff and used to support children effectively during moments of crisis.

Staff are guided by their knowledge and previous experience of the individual. 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.

While the vast majority of behaviour concerns are managed successfully through our graduated response, there may be occasions when more serious action is required. This could involve Team-Teach as a strategy for positive behaviour management that includes training in de-escalation and physical intervention techniques. This would only be carried out by trained members of staff to support individuals who display challenging behaviours in a way that maintains positive relationships and ensures safety for everyone involved. Parents will be made aware if this strategy has been required. On rare occasions, the severity

of an incident may warrant a fixed-term suspension. Such decisions are made in line with statutory guidance, taking into account the context, the needs of the child, and the impact on others. Parents and carers are informed promptly, and the school ensures that appropriate support and reintegration planning are in place to help the pupil successfully return to learning, including a reintegration meeting held the morning of the child's return to school with a Senior Leader and the child with their parent or carer. Our aim is always to use suspension only when absolutely necessary, ensuring that all pupils remain safe and able to learn.

Equalities Impact Statement

- The contents of this policy have been considered in relation to the Equalities Act 2010.

Associated documents

- MPT Behaviour Principles Written Statement
- MPT Suspensions and Exclusions policy
- MPT ICT and Internet acceptable use policy
- Federation Home School Agreement