Gillespie Primary School



Behaviour Policy

October 2026

INTRODUCTION

Our Behaviour policy, together with our Anti-Bullying policy and Child Protection policy is key to our whole school approach to safeguarding all of our children. It has been reviewed taking in to account guidance from the DFE document*: Behaviour in schools –advice for head teachers and school staff Sept.2022*

At Gillespie, we strongly believe that high standards of behaviour and a growth mind-set approach to learning lie at the heart of a successful school. Good behaviour allows staff to teach effectively and enables children to make the best possible progress in all aspects of their school life.

All children and staff have a right to feel happy and safe in school and to that end, we encourage mutual respect between children, and between pupils and staff.

Good behaviour is actively modelled and encouraged throughout the school to promote self-discipline and teach a culture of respect. This is done through:

- teaching and reminding children consistently how to behave through daily routines in the classroom, moving around the building at transition times, at playtimes , during assemblies and in the lunch hall
- the taught curriculum, including the PSHE curriculum which teaches values, the difference between right and wrong and about individual rights and responsibilities.
- creating a learning and behaviour culture which rewards and encourages positive behaviours and good learning dispositions
- engaging children in decision making in the life of the school though pupil teams including school council, playground buddies, eco-team, Science Committee.

It is our policy to adopt a calm and positive approach when dealing with children and to praise them whenever possible. This helps to raise the children's self-esteem and to create a secure and purposeful learning atmosphere. We aim to work closely with parents to achieve outstanding behaviour in our school.

We have school rules, which are intended to create an environment, which will protect children from physical and emotional hurt.
These school rules were developed with the children .They are displayed in all classrooms and around the school building. The rules are revisited regularly with children.

Do…	Don't …
• Be gentle	• Hurt anyone
• Be kind and helpful	• Hurt people's feelings
• Be honest	• Cover up the truth
• Work hard	• Waste time
• Look after property	• Waste or damage things
• Listen to people	• interrupt

We want children to understand it is important to know that

- All people should be treated with respect
- Bullying is totally unacceptable
- Sharing with, caring for and cooperating with others are core values of society
- Discrimination of any sort is unacceptable
- Kicking, fighting or dangerous play are unacceptable
- Swearing or name calling of any kind are unacceptable

School rules

We make our behaviour expectations clear through revisiting the school rules in assembly and in the classroom at the start of each academic year and through negotiating separate class rules with the children that are appropriate to their age and experience. The class rules complement the school rules and are

displayed in classrooms. If children break the rules then a fair and transparent sanction system is consistently applied in a calm and positive way giving pupils an opportunity to reflect on their behaviour.

Praise which encourages a Growth Mind-set, supports learning and reinforces positive behaviour

At Gillespie, we have in place a reward system that recognises and reinforces good learning dispositions and positive behaviours. We recognise that praise can be more powerful than reproach in helping children to understand what is expected of them. Both staff and children are involved in rewarding good learning and behaviour. Colour merits are given as rewards to children using specific language linked to effective learning behaviours. These are displayed in all classrooms and around school and are shown below:



Merits also can be awarded for any behaviour we are seeking to encourage such as politeness, hard work, persistence, cooperation with others, achieving a target, being a good friend to someone, walking away from conflict etc.

Children collect merits in class and are awarded certificates in multiples of 50
50 = Bronze
100 = Silver
150 = Gold
200+ = High achiever certificates

Certificates are awarded in whole school assemblies to celebrate children's achievements and successes and are taken home to share.

In addition to the whole school merit system, individual class teachers may put in place their own reward systems that complement the merit system and that are class and age appropriate.

Other rewards used include:

- Quick notes home when children have been trying hard or want to celebrate success.
- Stickers to reward children. These colourful tributes are a fun way of thanking children for doing well.
- Class points such as Dojos encouraging the class to work together.

Some children do need extra support to help them follow the rules. Where children take smaller steps towards excellent behaviour we will do everything we can to help them succeed. Individual reward systems may be used with some children to target particular behaviours. Together small targets may be set around specific behaviours with the child, rewards negotiated and progress against targets closely monitored. Individual behaviour systems/charts used with children are shared with parents.

Rewarding good behaviours in and around the school

- In assembly, the 'Playground Buddies' pay tribute to children from each year group who have demonstrated consistently good playground behaviours, e.g. being a good friend, being kind to others, playing well with younger children and being a good sports person.
- Stair monitors and adults give verbal praise to children for moving around the school calmly and sensibly.
- Children can be sent by a member of staff to the Head or Deputy to share/reinforce excellent work and/or behaviour.

Unsatisfactory Behaviour in lesson time

If children break classroom or school rules there is a clear system of consequences outlined through the traffic light system. In all classrooms, a traffic light is displayed for this purpose. Children, who are put on the traffic light, stay on, for that day.

However, every day is a new day where all children start afresh and where good behaviour is seen to be the norm.

The Traffic Light System

1. **Warning**
2. **Red (STOP)** – this is in effect a second warning. The child's name is moved to the red traffic light as a visual reminder that they have been warned. The name may be moved by an adult or by the child.
3. **Amber (TIMEOUT)** – this means the child will move to a 'timeout' place in the classroom to calm down, reflect and think before joining in the lesson again.
4. **Green (GO /Exit)** – the child will be exited to a partner class for 5-15 minutes (depending on age). Whilst exited, they are given an age appropriate 'exit sheet' to complete, asking them to reflect on the choices they made that led to the exit from class. Exit sheets are kept by the class teacher as a record of behaviour.
   Parents are informed every time either the teacher or the school office exits a child from class.
5. **Last step** – the child is sent to the **Headteacher**

Children can be exited more quickly from class for more serious misdemeanours without going through the earlier stages of the traffic lights. The reasons for moving children to any stage on the traffic lights are made explicit to ensure children understand.

We believe that early intervention is important in setting clear expectations in relation to behaviour; therefore, teachers will talk to parents where children are continually getting onto the traffic light system.

Pupils with Special Educational needs and Disabilities and other needs

Some children including pupils with complex SEN needs have individualised approaches to support the management and development of positive behaviour. All teachers and support staff use their knowledge of these children to adapt the behaviour policy to ensure their needs are met .For some children this will mean an individualised approach where for example the traffic light system would not be used or would be adjusted.

Last Step or Involvement by the Headteacher

When a child is sent to the Headteacher for repeatedly breaking school or classroom rules, parents are informed (by letter or telephone).

If a child is sent on three separate occasions within a half term to the Headteacher, or has had three exits from class (monitored by the class teacher), the child's parents/carers are invited into school to discuss the next stage of the behaviour system. This will usually involve the child being put on report for a period of two weeks during which time the child's behaviour is to be monitored closely. The report is taken home every day. At this stage, the parents/carers involvement is essential to ensure that the child is aware that being on report is serious and to guide the child towards making better behaviour choices. The report needs to be talked through at home, signed by an adult and then returned to school the next day with the child.

If behaviour does not improve after two weeks on report, the Headteacher will meet with the parents/carers and child to discuss the next step. This can include timeout of their own class to work in another class for a set period.

It may be appropriate to consider involving other agencies or specialist services at this point e.g. the Educational Psychologist.

We recognise that the next step will depend on the individual child and the behaviours involved.

Other sanctions used in class

A teacher may choose to keep a child in for part of a playtime to speak to them about their behaviour in a lesson or to get them to catch up with work. This may happen where a child has not been working hard enough within a lesson or has not shown good learning behaviours appropriate to that child, e.g. following instructions, listening, concentrating, working hard enough and being focused.

Parents are informed where behaviour continues to cause concern.

Unsatisfactory behaviour outside the classroom

It is the responsibility of all staff to intervene where children are not behaving appropriately in and around the school building. Children will be spoken to by a member of the teaching staff about the behaviour and expectations reinforced.

Minor incidents, e.g. playing, running and being noisy in areas such as the cloakrooms, stairwells and corridors will be dealt with immediately by the adult. Children will be spoken to and may lose part of a playtime or be asked to wait quietly for a few minutes until calm.

Serious incidents e.g. fighting, verbal abuse and threatening behaviour will be logged in 'The incident file' (kept in the school office) by the adult and reported to the class teacher, Head or Deputy who will then take further appropriate action which may include keeping children in at playtimes and speaking directly with parents. Actions taken will be logged.

Incidents involving discrimination of any sort (as laid down in the Equality Act 2010) will be recorded by the Head or Deputy and reported appropriately.

The 'Incident File' will be monitored regularly by the Headteacher and findings reported to the Governing Body through the Headteacher's report.

Unsatisfactory behaviour in the Playground

- Minor misdemeanours will be dealt with on the spot.
- Repeated minor misdemeanours will result in 'timeout' in a designated area ('the wall').
- Where 'timeout' proves ineffective and for more serious incidents e.g. fighting, rudeness or aggression towards others, children will be removed from the playground. Incidents will be logged in 'The incident file' by the adult witnessing/dealing with the incident. See **Appendix 1** – Incident-recording sheet. Serious incidents will be reported to the Headteacher/Deputy and/or class teacher for appropriate follow up action to be taken. Actions taken will be recorded alongside the incident.
- Concerns during playtime and lunch breaks about behaviour will be logged and shared with support staff and will be discussed with the Headteacher at regular meetings. The minutes of these meetings will be shared with teachers at staff meetings.
- Where a child's behaviour is of concern outside, they may become a 'focused child' and be monitored more closely by adults in the playground to ensure any incidents are dealt with quickly and flashpoints avoided where possible.

  A major factor contributing to the effectiveness of this policy is the sharing of information and concerns, via staff meetings.

Procedures for more serious behaviours

Most cases of pupils hurting or bullying other pupils will be dealt with under our school's Behaviour and Anti-bullying policies ,however, any allegations that raise ***safeguarding concerns*** including about child on child abuse will be dealt with following guidance in our Child protection policy .This might include where the alleged behaviour:

- is serious and potentially a criminal offence
- involves bullying(including cyberbullying , prejudice-based and discriminatory bullying)
- is violent physical abuse including hitting, kicking , shaking , biting or hair pulling
- involves abuse in intimate personal relationships between peers
- involves pupils being forced to use drugs or alcohol
- involves sexual exploitation , sexual harassment or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate non-consensual or consensual sharing of nude or semi - nude pictures or videos including 'sexting' and upskirting

All staff have been trained to recognise that children are capable of abusing their peers and understand the importance of challenging inappropriate behaviours between peers. Abuse will never be tolerated or passed off as 'banter' or 'part of growing up'.

Incidents of discrimination in the school or off school premises, which have repercussions in school, are reported as 'harassment' incidents. They include *racist, sexist, homophobic, disability, religious discrimination & cyber bullying*. They will be recorded on the harassment incident form. See **Appendix 2**. Harassment incidents are reported termly to the Governors and to the Local Authority.

Physical Violence

Deliberate, premeditated physical attacks may result in a fixed term exclusion. All physical violence is unacceptable and even if it is in response to provocation, may result in fixed term exclusion if it is severe or repeated.

Theft

All theft is unacceptable and will be taken seriously. The school's response will be dependent on the nature/severity of the incident and will range from class discussion to exclusion. Persistent or serious incidents of theft should be reported to the Headteacher/ Deputy.

Non-criminal inappropriate behaviour beyond the school gates

All non-criminal inappropriate behaviour and bullying which occurs off school premises, which becomes known and has repercussions for pupils in school or for the school will be reported to the Head/Deputy. Parents will be invited into school to discuss the behaviour and where appropriate any consequences.

Unsatisfactory behaviour during school visits

Where children misbehave on an out of school visit or activity, parents will be informed. Serious misbehaviour may result in the child being brought back to school by a member of staff and/or being stopped from attending a future out of school class visit or activity. Any follow up will be discussed with parents.

Procedures for excluding pupils from school

Exclusion from school **is always a last resort**. It will only happen when many other strategies have been tried or when a child's behaviour has endangered others/ themselves or persistently disrupts the effective education of other children. In the event that the school makes a decision to exclude a child either temporarily or permanently we follow the statutory 2017 DFE guidance:
'Exclusion from maintained schools, Academies and pupil referral units in England'

Procedures for parents who are concerned about behaviour

Parents concerned about their own child's behaviour are expected to speak to the class teacher. Concerns that are more serious can be referred to the Head or Deputy.

Parents who are concerned about the behaviour of another child are expected to report the concern to the class teacher/Head/ Deputy/or another member of staff. The expectation is that parents ***do not*** approach other children directly to reprimand them or indeed their parents whilst on school premises.

Appendix 1 – Incident Recording Sheet

Incident Recording Sheet

(For onsite incidents including playground & reported offsite incidents)

Name of person reporting the incident:	Date:
Name of victim:	Class:
Name of perpetrator:	Class:

Type of incident: (please cross correct box/es)

Fighting	
Hitting/assaulting	
Threatening behaviour (eg jostling, gestures, damage to property)	
Verbal abuse- direct (eg insults, name calling)	
Verbal abuse- indirect (eg ridiculing somebody because of cultural/ gender differences- dress, food faith)	
Racist comments in class discussions/ activities	
Refusal to cooperate with someone (eg because of colour, language etc)	
Other (please specify)	

Details of incident:

Staff involved:
Action: Incident dealt with immediately. Teacher informed.

Signed by Head/Deputy/SLT:	Date:
Print name:	

Appendix 2 – Harassment Incident Reporting Form

Harassment Incident Reporting Form		
Reported by:	Role:	Date:
Victim/s: (Name, gender, ethnicity, SEN)		
Perpetrator/s: (Name, gender, ethnicity, SEN)		

Type of Harassment:			
Racist	☐	Disability	☐
Sexist	☐	Religion	☐
Homophobic	☐	Other bullying	☐
Type of Incident:			
Name calling/verbal abuse	☐	Graffiti	☐
Physical assault	☐	Electronic/online abuse	☐
Threat of violence	☐	Other	☐

Description of incident: (What happened, immediate action)	
Incident reported to:	Date:

To be dealt with by Headteacher/Deputy Headteacher or Senior Leadership Team		
Actions taken: (Include details of victim support and consequences/ support for perpetrators)		
Parents informed: (Please give details including decisions taken)		
Follow up review of action & impact: (Including any wider school work)		
Incident reported to Governors?	Yes/No	Date:
Name:	Role:	Date:

Behaviour Policy: Addendum for changed school circumstances

Staff are aware that for many children returning to changed school circumstances after circumstances such as a lockdown, sensitivity will be required in supporting them to readjust back to school life. Many routines and some ways of working could be different .Through our pastoral care, use of PSHE and the careful application of our behaviour policy we will support children to reintegrate into school life whilst seeking to maintain high standards and expectations of pupil's behaviour. Any children who struggle with routines and expectations will be supported through our usual pastoral procedures and by maintaining positive communication with parents

All adults know to guide and remind children daily to ensure they observe protocols to maintain their safety

Expectations for pupils in school due to Arrangements for making the school Coronavirus safe

Pupils are expected to follow new routines and rules as advised by school staff:

- Stay in their class bubble , breakfast club or after school bubbles at all times and not deliberately seek to interact with other children
- to follow daily routines including staggered and drop off pick up , playtimes and lunchtimes
- to follow hygiene procedures including regular handwashing or sanitizing at all transitions and after using the toilets.
- to behave accordingly when coughing or sneezing and when disposing of tissues : 'catch it, bin it, kill it'
- adults ensure that children follow protocols carefully for using equipment such as pens and pencils and for reading books.

The school traffic light and reward system will be applied to these rules in the same way as they apply to other rules

Expectations for pupils at home when remote learning

Pupils are expected to follow these simple rules when learning remotely :

- pupils will follow the same rules as they do at school to indicate this is their 'formal' school time when interacting with the teacher, school staff and other pupils' on-line,.
- pupils will be contactable during the agreed school hours set by the school and class teacher
- pupils will complete work set by the teacher
- pupils will seek help if they need it , from the teacher
- pupils will alert teachers if they're not able to complete work
- pupils must comply with proper online conduct , such as using appropriate language in messages to other pupils and follow the acceptable use policy for on-line activity

Parents will be expected to support pupils to meet the above expectations and to liaise with the school if their children are struggling to engage.