



William Gilpin Church of England Voluntary Aided Primary School

Behaviour and Discipline Policy

Approval	Board of Governors	Chairman	Tim Skinner
Headteacher	Simon Croutear	Ratification	FGB
Date of last review	November 2022	Date of this review	September 2024
Date of next review	September 2026	Maintenance	Headteacher

Introduction

We are a caring community, whose values are built on mutual trust and respect for all. Every member of the school community should feel valued and respected, and be treated fairly and well. The school's Behaviour and Discipline Policy is designed to support the way in which all members of the school live and learn together in a collaborative manner and in an environment in which everyone feels happy, safe and secure. We treat all children fairly and apply this behaviour policy in a consistent way.

The school's rules are there to encourage good behaviour and promote good relationships in order that the children become positive, responsible and increasingly independent members of both the community and society.

Aims

This policy sets out the expectations of behaviour and discipline and the respective roles within the school community.

Rewards

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation, and promote self-esteem. The emphasis is on promoting good behaviour as well as deterring poor behaviour.

We praise and reward children for good behaviour in a variety of ways:

- Praise and congratulation
- House points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or behaviour which reflects our school ethos.
- Weekly Headteacher's Awards acknowledging the efforts and achievements of children, both in and out of school. Children can be nominated for a Headteacher's Award by any adult working within the school community.
- Each class may have its own system of rewarding positive behaviour.

Sanctions

The school employs a number of sanctions to enforce the school rules, with each sanction appropriate to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they fail to do so or are disruptive, we ask them either to move to a place nearer the teacher, or to sit on their own.
- If a child is disruptive during a lesson, the child will be given a warning and the required behaviour will be reinforced. If the child does not readdress their behaviour they will be given a 5 minute time out. They will then make up the 5 minutes missed with the class teacher at break or lunch. If the child is still disruptive the process of warning and time out will be repeated but they will then make up missed learning time with a member of the SLT and parents will be informed.
- We expect children to try their best in all activities. If they fail to do so, we may ask them to redo a task at another time.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- Children who break the school rules after being warned will be spoken to by a senior member of staff or the Headteacher.
- If a child hurts another child at playtime or uses bad language they will miss some of their playtime. Other action may be taken if required.

- At William Gilpin we will always seek to support children with their behaviour in proactive ways, we will also identify social and emotional support, such as ELSA or Lego Therapy.
- Where normal school procedures are not producing the required changes in behaviour, advice will be sought from the SENCO who will ascertain whether outside agencies should be contacted for support, for example involving the Parent Support Advisor or the LA Behaviour Support Service.
- If a child threatens, hurts or bullies another pupil, the class teacher or supervising adult reports the incident to the Headteacher and the child will receive a suitable and appropriate sanction. If a child repeatedly acts in a way that disrupts or upsets others, the Headteacher will contact the child's parents and will seek an appointment in order to discuss the situation and agree a strategy to improve the pupil's behaviour.
- Following discussion with parents, if behaviour continues to be unacceptable, the school would establish an individualised system of rewards and sanctions, which we would expect parents to support at home. This would include 'internal exclusion' where the child would be removed from the class for a designated length of time.
- In cases where these steps are unsuccessful, we would apply a 'fixed-term exclusion', whereby the child would be excluded from school for a designated time.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The teacher treats all children in their class with respect and understanding.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect. If there are incidents of poor behaviour, the class teacher discusses these with the whole class.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. For details consult the Anti-Bullying Policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. They only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents and the school keeps a record of children kept in at lunchtime for poor behaviour. In the first instance, the class teacher deals with incidents him/herself in the agreed manner. If this is repeatedly necessary the class teacher must seek help and advice from the Headteacher. If a

child misbehaves during a time when they are being supervised by support staff, they should follow the same procedures but ensure they inform the class teacher.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour and Discipline policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by enforcing the policy, and by setting the standards of behaviour.

The Headteacher keeps records of all reported serious incidents of misbehaviour and exclusions.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Our philosophy on children's behaviour and the way that it is communicated to our pupils is outlined in the School Prospectus and parents agree to abide by this policy in the Home School Agreement.

We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem they should contact the Chair of Governors to consider whether a formal grievance or appeal process needs to be implemented.

We believe that high standards of school uniform and general presentation are integral to a positive learning ethos and environment and expect the children to wear their uniform neatly in and around school.

The Role of Governors

The Governing Body has the responsibility for this policy, reviewing its effectiveness and supporting the Headteacher in its implementation.

The Headteacher has the day-to-day authority to implement the school Behaviour and Discipline policy, but the Governors may give advice to the Headteacher about particular disciplinary issues.

Fixed-term and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the authority to exclude a pupil from school. The Headteacher may exclude a pupil temporarily for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot exclude a pupil or extend the exclusion period made by the Headteacher.

In cases where an appeal is made against an exclusion, the Governing Body will appoint an Appeals Panel comprising three to five members to consider the circumstances in which the pupil was excluded, any representation by parents and the LA, and whether the pupil should be reinstated. If the panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher monitors this policy on a regular basis, reporting on its effectiveness to the Governing Body and, if necessary, making recommendations for further improvements.

Break/lunchtime supervisors inform class teachers of any incidents that occur at break or lunchtimes.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy will be reviewed in the Autumn Term 2026 or in the light of new legislation



School Rules

At William Gilpin School we base our behaviour expectations on the following:

READY

I am ready for learning. I have what I need and am ready to listen to adults.

RESPECTFUL

I am respectful in the way I speak and act towards all others.

SAFE

I keep myself and others safe by thinking carefully about my actions.

School Rules

Behaviour in and around the school:

Guidance

- Appropriate behaviour to be positively reinforced through direct praise, reminders, certificates, house points etc.
- Repeated unacceptable behaviour will be sanctioned according to policy guidelines.
- Classroom rules to be displayed, regularly discussed and where appropriate, negotiated with children in order to help them become aware of expected behaviour and the reasons involved.
- Use of circle times and the PSHE curriculum to introduce, reinforce and praise expected behaviour.
- The use of stories and acts of worship to illustrate messages of good behaviour.
- Where normal school procedures are not producing the required changes in behaviour children may be placed on the SEN register if the SENCO and/or outside agencies need to be contacted for support in accordance with the Code of Practice.
- Use of restraint should only be used in accordance with procedures laid down in the Physical Restraint Policy.
- All staff to be vigilant around school.

In the Classroom:

Guidance

- Class teachers to discuss and agree classroom rules with their children and use circle times/PSHE to manage behaviour.
- A variety of positive behaviour management and teaching strategies to be employed by staff to maintain good behaviour.
- Classroom equipment and furniture to be valued and used appropriately and safely.
- Provision of an interesting and motivating curriculum helps children to focus appropriately during times in the classroom.
- Open communication between home and school to seek support to reinforce expected behaviour.

In the Playground:

Guidance

- Playtimes should be fun - staff to encourage children to enjoy playtimes by helping them to play and find friends.
- Staff to move around the playground to supervise all areas and to be pro-active in encouraging appropriate playground behaviour.
- Staff to inform class teacher if behaviour is inappropriate or very good.

- Staff to reinforce guidelines/expectations through circle times, acts of worship and discussions.
- Playground buddy system to encourage friendships and to help to solve minor disputes.
- Playground leaders to help organise break time activities.
- Class teachers to collect children from the playground.
- Children should be encouraged to help sort out difficulties which have arisen through their actions, (e.g. look after a child they have upset or hurt).
- Where there are ongoing difficulties with any child, parents should be informed and involved in procedures.
- A teacher is on duty daily to promote a positive lunchtime ethos.

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The William Gilpin 'STAY SAFE' code

*Please don't do
that – I don't like it!*

IF THEY DON'T STOP – TELL AN ADULT