



William Gilpin Church of England Voluntary Aided Primary School

Behaviour Policy

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Approved by: Interim Executive Board / Full Governing Body

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Our Principles of Behaviour Management

At William Gilpin, we believe in giving every child the life chances they deserve. We believe that by working together we can give every child the chance to thrive in a rapidly changing world that is full of challenge and opportunity. The way that we do this is by developing the whole child. Our approach to managing behaviour in school is central to this aim.

At all times we remember:

“All behaviour is a form of communication”

We believe all good behaviour management is underpinned by:

- **Relationships** - positive, meaningful relationships between adults and children;
- **Positive Recognition** - an overwhelmingly positive approach, where adults prioritise noticing, naming and celebrating good behaviour and achievement;
- **Calm, Regulated Adults** - maintaining a calm and considered approach at all times, using language that models and reinforces our School Values. For example, “At William Gilpin, we show **compassion** by...”;
- **Restoration** - developing empathy and understanding of actions and choices through restorative practice;
- **Adaptable and Personalised** - remembering that ‘managing behaviour is an art and not a science’ and therefore we reflect on our plans and adapt our approach to enable all children to succeed.
- **A Fresh Start** - every child will be welcomed back into school or into the classroom without repeated reference to previous behaviour. Belonging and connection will be reinforced.

Our Values in action at William Gilpin

At William Gilpin, all of our behaviours and actions are guided by our core Christian Values: Courage, Compassion, Community.

We have simple guidance that underpin these values.

Courage	Compassion	Community
• I tell the truth • I am an upstander • I have a go even when it is challenging • I make the right choices	• I think about how others might feel • I am kind to everyone • I celebrate my own and others' success • I help people in need	• I recognise that we are all equal • I am polite • I work in a team • I look after property and the environment

When you walk around our school, you will see our School Values in action in many ways but specifically through the following:

- **Meet and Greet** - All adults demonstrating compassion and kindness by meeting and greeting children at the door every morning with a smile and a warm welcome.
- **Praise** - All members of the school community modelling compassion by publicly praising children for positive behaviour in a range of ways (and saving reprimands and consequences for private conversations).
- **Sensible walking and polite manners** - Children demonstrating community by behaving appropriately in communal and shared areas, for example, using quiet indoor voices, walking at all times and displaying exceptional manners to each other.

Positive Reinforcement

We highly value and strive to develop children who are intrinsically motivated. We employ a range of strategies that encourage this and celebrate achievement and effort. We use the following rewards for children who show our School Values and for general good behaviour (not an exhaustive list):

Individual Praise

- **Specific Verbal Praise** that relates to School Values where possible.
- **Specific Written Praise** - Teachers will send home postcards to those children who regularly demonstrate our school values.
- **Weekly Certificates** to celebrate good learning behaviours, acts of kindness and demonstration of the School Values.
- **Values Cup** - Two cups presented half termly during Celebration Worship for consistent demonstration of School Values
- **House points** are awarded for school values and good learning behaviours.

- **Top Table** - awarded weekly for good table manners. On a Friday lunchtime recipients sit at a specially decorated table with the headteacher or a class teacher.

Collective Rewards

- **Good Choice Treat** - a collective whole class reward that the class decides and works together to achieve.
This is earned by the class by gaining an agreed number of marbles in a jar for the whole class demonstrating a school value.
- **House Party** - termly reward for the house that has gained the most house points

Regulation, Reflection, Repair and Consequences

Our approach is based on the belief that children learn best when they feel safe, connected and understood. When behaviour falls below expectations, adults will first seek to understand the child's emotional state and support them to regulate where necessary. Once calm and ready, children will be supported to reflect on their choices, understand the impact of their behaviour and take appropriate action to repair any harm caused. Consequences may be necessary; however, these are intended to support learning, accountability and restoration rather than punishment.

The child may be told that their behaviour has resulted in them needing **Reflection Time** or a **Consequence**.

In both cases of **reflection** or **consequence** the child should be told how many minutes free-time they need to spend reflecting on or completing the restorative consequence to a maximum of 20 minutes depending on the severity. A short time of 2 or 3 minutes may be used with our youngest children or as deemed appropriate.

- **Reflection time** - Staff recognise that children cannot effectively reflect, reason or learn when highly distressed, angry or dysregulated. Where necessary, adults will prioritise co-regulation and emotional support before engaging the child in reflective conversations. Strategies may include: time with a trusted adult, access to a calm space, movement breaks, sensory support and breathing and grounding strategies.

Reflection time is a structured opportunity for children to think about what happened, understand the impact of their actions and identify ways to make things right. Where possible, reflection should take place after the child has been supported to regulate and is ready to engage constructively. The length of time between the behaviour and Reflection time will vary on an individual basis.

During reflection time children could be asked to:

- Draw a picture of themselves making the right choice.
- Rewrite the story with the right choice being made.
- Draw or write how they were feeling at the time and then speak with an adult about how they could regulate themselves.
- Consider what led to their choice.

● **Consequence** - an appropriate restorative action linked to the incident or to the value which has not been shown. The purpose of this is to help the child feel they are able to put things right.

Examples:

- If there has been damage or vandalism in the classroom we may ask the child or children involved to help clean up or repair the damage during their free-time or breaktime.
- If a child has not completed class work due to failure to respond to positive strategies, the work may be sent home.
- If a child has said unkind words to another member of the community they might spend some of their free time making and writing a sorry card explaining that they regret their actions.

Following a consequence, restorative process or period of reflection, children will be welcomed back into the school community without judgement. Adults will actively communicate their belief that every child can make positive choices and be successful. We do not hold previous incidents against children once restorative work has been completed.

Unacceptable behaviour

The behaviours below are considered serious because they place people at risk of harm or significantly affect the wellbeing of others. These incidents will require an immediate response from senior leaders.

The response will include:

- ensuring safety
- supporting all children involved
- investigation of the incident
- restorative work
- communication with parents
- appropriate consequences and involvement of the headteacher where necessary

The behaviours include but are not limited to:

- Physically hurting another child or adult
- Aggressive or threatening behaviour
- Absconding from the class or the school building
- Leaving the school premises
- Discriminatory behaviour
- Theft

All of the above behaviours must be communicated to the parent or carer of all children involved. This is the responsibility of the class teacher of each child and should happen within 2 hours of the end of the school day. In the event of staff absence this responsibility falls to the headteacher. These incidents must also be logged on CPOMs, using the relevant category to ensure they can be acted upon and tracked appropriately.

The above behaviours may lead to suspension or exclusion depending on the severity of the incident at the discretion of the headteacher.

Restorative Conversations

When a child has made the wrong choice we adopt a restorative approach through a meaningful conversation between the harmed person, the wrongdoer and the child's class teacher. The following questions may be asked as part of the restorative conversation:

The harmed person	The wrongdoer
1. What happened? 2. What did you think? 3. How did you feel? 3. Who else has been affected and how? 4. What was the hardest thing for you? 5. What could the wrongdoer do to make things right for you?	1. What happened? 2. What were you thinking? 3. How were you feeling? 4. Who has been affected by this? 5. What do you need to do now to make things right? We avoid asking the child why they behaved in this way.

Individual Behaviour Plans

Some children may regularly exhibit behaviour that is not consistent with the school's expectations and is therefore unacceptable. It needs to be recognised that when a child behaves in an unacceptable way, there is often an underlying reason and we need to consider the causes.

In these instances we adapt our policy on a personalised basis. At each stage through the process, parents and carers need to be involved and informed of concerns about their child's behaviour. The following approaches can be applied:

- Track behaviour through the implementation of ABCC* charts to enable analysis of behaviours (*Antecedent-Behaviour-Consequence-Communication)
- Personalised Behaviour Plan - drawn up to support the child and teacher to improve and manage challenging behaviour. Shared with the parents and carers.
- Behaviour Contract - drawn up with child, parents, class teacher and a member of Senior Leadership Team, which is tracked with a Report Card

Emotional Wellbeing and Support

To help improve behaviour and emotional wellbeing in our children we may adopt the following approaches:

- Attending the school's Morning Club to support transition into school.
- ELSA - a six-week programme for developing emotional literacy in children
- 1:1 and small group activities to develop a sense of self, enable self-regulation and empathy towards others.
- Liaison with Primary Behaviour Service for advice, guidance, outreach and inreach support.
- Signposting to Early Help Hub for bespoke guidance with supporting challenging behaviour at home.

Anti-Bullying

At William Gilpin, we strive to be a safe school where children and adults feel free to share information and talk openly. We have a clear understanding of what is meant by bullying and believe that bullying is totally unacceptable. Bullying is never tolerated. Children are supported to develop their understanding of bullying and the children take part in the annual Anti-Bullying Week events. Worship and the PSHE curriculum also enable children to develop their understanding of different forms of bullying.

You can find our Anti-bullying Policy on our website.

Restrictive Intervention

The school has adopted the 2026 Hampshire County Council policy on restrictive intervention. Within this policy, the headteacher can delegate authority to any member of staff to physically intervene when there is a threat to the safety of a child or member of staff because of the behaviour of another child. This is also known as reasonable force and the DfE advice can be found here [Restrictive interventions, including use of reasonable force, in schools - GOV.UK](#).

When physical intervention is required this must be recorded as soon as possible (and within 24 hours of the incident) in the appropriate log, which is kept on the School Google Drive.

After an incident where physical restraint has been required, a review must take place and, where deemed appropriate, the following documents should be completed:

- Positive Handling Plan
- Behaviour Risk Assessment
- Personalised Behaviour Plan

It is essential that parents and carers are kept informed at all times where positive handling is required and their views should be taken into account when forming any plan.

Staff Debrief and Reflection

Following a serious behaviour incident, the opportunity to debrief will be available to all staff. The debrief should occur as soon as possible following the incident with the headteacher. This structured debrief will give the staff member an opportunity to receive support but also reflect on the incident.

A structured debriefing will include:

- Details of the incident
- Staff member's feelings
- Possible triggers
- What went well
- Alternative strategies that could be used next time

The headteacher will complete the debrief sheet and will use prompt questions to structure the conversation

Suspensions and Permanent Exclusions

In exceptional circumstances, if approaches towards behaviour management have been exhausted, then suspension or permanent exclusion will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

Only the Headteacher can exclude a pupil.. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

Where a child has seriously breached the school's behaviour policy and is involved in a first or one-off extremely serious incident the Headteacher can permanently exclude the child. In all cases, a permanent exclusion will only result if allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A child may be excluded internally (working away from peers), externally or permanently excluded for: (Not an exhaustive list)

- Physical assault against pupil
- Physical assault against adult
- Verbal abuse/ threatening behaviour against pupil
- Verbal abuse /threatening behaviour against adult
- Persistent bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related incidents
- Serious damage to school property
- Theft
- Persistent disruptive behaviour
- Weapons in school

Internal Suspension

An internal suspension is where a pupil completes their classwork in an area away from their peers. This should also include some time to reflect on the behaviour that led to the internal suspension and where applicable complete any consequences that make reparation for their behaviour.

This internal suspension may take place immediately during the school day and will be communicated to parents the same day that the decision is taken by the headteacher.

An internal suspension will usually take place over part of a day or be scheduled for one full day depending on the severity of the behaviour.

The purpose of an internal suspension is to allow the child a chance to reflect and reset their behaviour and become ready to continue learning.

Suspension

A suspension is where a pupil is temporarily removed from the school for a fixed period determined by the nature of the behaviour. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

During the suspension, the child will be set learning tasks by the class teacher to ensure that the child continues to receive their education.

On return to the school the parents and child will be invited to a reintegration meeting. This is where a plan will be outlined that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community and signals a fresh-start; and builds engagement with learning.

Where necessary, the school may choose to involve outside agencies, such as Primary Behaviour Service, to support parents and school to reintegrate the child and create a plan to improve the child's behaviour.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

All exclusions will be reported to Hampshire LA and Exclusion data will be sent to DfES. They are also monitored by the governing body.