



**Gilmour Junior School
Whole School Behaviour and Discipline Policy
2022 - 2023**

Overview:

Good behaviour is central to all we do at Gilmour Junior School. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance about what is expected of them. The school rules will be learnt and followed by all and the reward and sanctions policy will be used to underpin and reinforce good behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy

Objectives:

1. To create an ethos of good behaviour in school where children are happy, secure and safe, that reflects our commitment to 'Excellence and Enjoyment'.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
5. To ensure that all pupils are treated well by others and that no child treats another inappropriately because of their sexual orientation, their Special Educational Needs and / or Disability (SEND), their race or religious beliefs

What good behavior looks like:

- We take pride in ourselves and treat each other with respect.
- We hard and always try our best. We follow instructions first time.
- We walk away from trouble and tell an adult.
- We keep hand, feet and nasty comments to ourselves.
- We raise our hand and not our voices for attention.
- We move sensibly and safely at all times.
- We respect our surroundings, our school and everything in it.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - o Knives or weapons
 - o Alcohol
 - o Illegal drugs
 - o Stolen items
 - o Tobacco and cigarette papers
 - o Fireworks
 - o Pornographic images
 - o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Roles and responsibilities

The governing body

Gilmour Junior School Governors is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Gilmour Junior Governors will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Gilmour Junior School Governors, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in the class incident log (CPOMS)
- Ensuring that children who need to complete a reflection sheet do

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are responsible for:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Strategies:

1. The school code of conduct will be promoted at all times by staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour in lessons and at all times they are with the children.
4. Children will be taught to be polite, respectful, well mannered, obedient and well behaved.
5. Rewards and sanctions will be used sensitively and sensibly by staff to encourage and promote good behaviour.
6. Each member of staff is held to be responsible for the good behaviour of the children in their care.
7. Where a member of staff feels that they need support with a behaviour issue or problem they will discuss it with the headteacher who will agree an appropriate strategy of help and support.
8. Where appropriate negative behaviour will be recorded on CPOMS.
9. The headteacher will involve parents at an early stage where a learner is experiencing problems with behaviour.
10. The headteacher will involve outside agencies where it is appropriate, when there is a serious problem with a learner's behaviour.
11. If after an appropriate investigation a pupil is found to have made an unfounded serious allegation against a member of staff the pupil will be deemed to have committed an extreme case of bad behaviour which will result in the pupil being suspended and/or excluded from school by the headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.
12. In extreme cases a learner's bad behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.

Outcomes:

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct.

Rewards and Consequences:

Consequences must be: **Systematic** and match the rule on the school code of conduct
Predictable and follow displayed consequences
Consistent to be used by all teaching and non-teaching staff
Progressive

Rewards:

At Gilmour Junior School we use the following rewards for good behaviour, good effort, good team work, good manners and being a positive member of our community:

- House points – all children are placed into one of our house teams Endeavour, Victory, Mayflower and Discovery. Children are awarded house points for a variety of reasons which include good effort, good manners and good work across the curriculum. Children record their house points on a chart and receive a certificate each time they reach 100 house points. This certificate is presented in Merit assembly.
- Merit awards – each week the class teacher will select a child for a merit award. This can be given for good or improving work, effort or attitude. The Merit Award is presented in Merit assembly.
- Reading awards – each week the class teacher will select a child for the reading award. The Reading Award will be given in Merit assembly.
- Prize giving – at the end of the year class teachers nominate children for prizes which are celebrated during our prize giving assembly. Prizes are given for Effort, Reading, Neatness and Maths.
- Class rewards – in addition to whole school rewards, class teachers are free to implement additional class rewards and reward strategies to support this policy.

Consequences:

At Gilmour Junior school we use a tracking sheet to record to support the children in self-regulating their behaviour.

- On their first warning – the child's name is added to the tracking sheet and "Warning" is circled by the class teacher.
- On the second occasion the child is sent for a "time out" in a year group colleague's class.
- On the third occasion, the child is sent to the Deputy Headteacher (Mr Kirby.)
- On the fourth occasion the child is sent to the Headteacher (Mr McDonald) and parents are contacted.

Upon A child reaching level 3 / 4 on the tracker the class teacher is to report the incident in detail on CPOMS.

Lunch time:

- First serious incident: Lunch time warning letter sent to parents (This letter is effective for a term).
- Second serious incident within a term: Fixed term lunch time exclusion.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Any incident involving extreme behaviour will result in the Head teacher being informed and parents contacted.

Date of adoption: May 2022

Date for review: May 2023

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort.
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Gilmour Junior School Governing Body annually.

Appendix 2: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our school's behaviour expectations, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date:

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to the school's behaviour expectations.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____,
has continued to misbehave.

_____ would now benefit from a structured approach to help improve their
behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs
co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange
the meeting.*

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: