



# **Behaviour Policy**

**Spring 2026**



The guiding principle of 'Respect' underpins all that we do here at Gilded Hollins. Respect for self; respect for others; respect for our environment.

Our 6 qualities guide our behaviour and attitudes:

kindness, community spirit, resilience, honesty, perseverance and confidence.

We are a nurturing community where we aspire to be the best we can.

We see every child is unique and therefore, the behaviour policy acknowledges the school's legal duties under the Equality Act 2010.

For this to be achieved there must be high standards of conduct and learning behaviours in and around school at all times and therefore, it is with these aims in mind that the schools' behaviour and learning behaviours policy has been developed.

### Behaviour Policy Principles

Gilded Hollins strives to create an environment where exemplary behaviour is at the heart of productive learning. We have the highest expectations for the personal conduct and positive learning behaviours of staff and children. We encourage children to accept responsibility for their behaviour and learn from their mistakes. As members of our community, we adhere to the belief of always being respectful to everyone.

### Aims of the policy

- To encourage a calm, purposeful, happy and welcoming atmosphere within the school creating an optimal learning environment
- To promote good behaviour, self-discipline and respect for themselves, each other and their environment.

- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To make boundaries of acceptable behaviour clear and to ensure the safety of all.
- To raise awareness about appropriate behaviour
- To help children, staff and parents have a sense of direction and feeling of common purpose.
- To develop in each child a sense of worth, self-esteem, tolerance and respect for others
- To provide clear consistent approach for children, staff and parents of expected levels of behaviour

#### Expectations of behaviour and building an ethos

Our children will be encouraged to follow our school rules, of which our primary message is:

Respect: for self, for others and for the environment.

#### EYFS and Key Stage1

When children arrive at Gilded Hollins, there is an emphasis on teaching them the routines of school and establishing clear behaviour boundaries. This is done through the 6 school rules which remain for all children throughout their time here at school. They are:

- Try your best.
- Be kind.
- Take care of property.
- Listen to others.
- Tell the truth.
- Use time wisely.

These rules are explained, learnt, modelled and used as a guide to ensure that children know what behaviour is expected of them and why it matters to follow this guidance.

#### Key Stage Two:

When the 6 key rules of conduct are embedded and understood, we also aim to nurture our children's attitude to life and learning through our six school qualities of:

Kindness, community spirit, resilience, honesty, perseverance and confidence.

These qualities provide a half termly focus for children and are revisited constantly in school assemblies, PHSE lessons and conversations with children. They are central to the ethos built here at school.

- Gilded Hollins children are kind. They know that kindness requires courage and strength. They know being kind shows we care about others and helps to make the world a better place. Being kind makes us feel good about ourselves.
- Gilded Hollins children want to be of service to others. They know that everyone can make a difference in the world by trying to help other people.
- Gilded Hollins children are resilient. They can bounce back from adversity, failure and challenge and are shaped positively by this. They are more likely to take healthy risks because they don't fear falling short of expectations. They work hard.
- Gilded Hollins children are honest and trustworthy. They act with integrity, doing the right thing, even when no-one is watching. They inspire others to behave in the right way.
- Gilded Hollins children persevere. They have the drive that helps them get past the hard stuff to get to what they want and go far in life.
- Gilded Hollins children are confident. Not in an arrogant way, but in a realistic and secure way. They do not feel superior to others; they have a quiet inner knowledge that they are capable and worthy.

All staff encourage these behaviours in every area of school activity, and we have agreed to:

- recognise and highlight good behaviour often and as it occurs.
- ensure that all children are praised for behaving well.
- ensure that any criticism is constructive and helpful.
- explain and demonstrate the good behaviour we wish to see.
- encourage children to be responsible for their own behaviour.
- inform parents about their children's good behaviour.
- reward individual children and groups of children for behaving well.
- take time to welcome children at the start of the day.

- never walk past or ignore students who are failing to meet expectations.

Teaching for good behaviour and positive learning behaviours.

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our policy sets out the expectations, relentless routines and visible consistencies that all children and staff follow.

Children are praised publicly and reminded in private.

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm.
- Demonstrate unconditional care and compassion.

Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect.
- Explicitly TEACH behaviour.
- MODEL the behaviour we are expecting.
- PRACTISE behaviour.
- NOTICE excellent behaviour.
- CREATE conditions for excellent behaviour.

Our Rules	Visible Consistencies and Routines	Over & Above Recognition
Try your best. Be kind. Take care of property. Listen to others. Tell the truth. Use time wisely.	Daily meet and greet children. Rules displayed in class and school. Classroom routines are clear and consistently applied. All children know the routines. They know what is expected of them. Classrooms are a positive, accepting place to be.	Verbal praise and recognition Awarding a 'magic s' Weekly Wonder Home contact HT/SLT praise Stickers/ awards

	<p>Teachers show an interest in all children's families, talents, goals, likes and dislikes.</p> <p>Walk sensibly in and around school.</p> <p>Shirts tucked in and ready to learn.</p> <p>Orderly assembly lines</p> <p>Stand still when the end of playtime arrives, walk in quietly.</p>	
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## REWARD SYSTEM

### Individual Rewards:

These include a range of ways to recognise those excelling in behaviour, achievement or effort. Rewards may be given for a range of reasons, and this will be at the discretion of each member of staff. Reasons may include demonstrating good manners, helping others, working well, being a good role model, holding open doors for others, volunteering for tasks, etc.

Each class teacher will nominate a Weekly Wonder who has shone during the week. This pupil will receive a certificate in Awards Assembly and their merits are publicly recognised during the assembly.

Other ways in which we recognise individual achievement and effort are awarding pupils a 'Magic 'S' token' on behalf of the class (this will contribute towards a period of Golden Time at the end of each half term), a pupil may be asked to visit the Headteacher or Deputy Headteacher to show some good work or to receive recognition, or teachers may award individual stickers or contact parents via the school app 'Seesaw'.

### Other opportunities for individual recognition:

Teachers use the Seesaw App to tell parents about their child's achievements throughout the week. This enables us to communicate far more readily with parents, keeping them informed of their child's successes and accomplishments, both at work and at play.

### Whole class rewards - Superclass:

Magic 'S' Tokens can be awarded to individuals, or entire classes, for a range of achievements, including exemplary behaviour, good manners, hard work, or acts of kindness and respect. These tokens are collected in transparent cylinders stored in class. The word 'Superclass' is displayed up the side of the cylinder and as the tokens

build, they will correspond with the individual letters spelling Superclass. Every letter reached as the tokens rise up the container will equate to five minutes reward time to be claimed at the end of each half term. Each class will decide its own reward, but examples could be a DVD, party time, or additional playtime, etc. If a class successfully matches Superclass before the half term ends, they will bank a total of 60 minutes and then begin the process again, adding more reward minutes with every letter reached a second time.

This system ensures that classes are not competing against each other but are instead working as a team to increase their own rewards. It also means that every class has gains to celebrate at the end of a half term. If a class's behaviour or attitude should fall below our expectations at Gilded Hollins, tokens already won will not be taken back. Instead, a wooden spoon will be placed in the jar, signifying a freeze on winning further tokens until expected standards are achieved and the spoon can be removed.

## SANCTIONS

Discouraging and avoiding inappropriate behaviour

We believe at Gilded Hollins that a clear and consistent approach is necessary to address unwanted behaviour.

Punishments or sanctions that are unfair, inconsistent, or really unpleasant tend to be counterproductive. Sanctions should be applied fairly and should be appropriate for the behaviour in terms of severity and duration. The purpose of a sanction is to help children understand that consequences follow actions. The details of any sanctions imposed on a child in accordance with the school's behaviour policy is personal information protected under GDPR regulations so cannot be disclosed to third parties.

Sanctions *should*:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

The wellbeing of every single child at Gilded Hollins is of paramount importance and to help build empathy and compassion between children, the school takes a restorative approach. Restorative practice brings those who have been hurt by conflict and those responsible for the hurt into communication enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. Such practice will be used in a form considered most appropriate by the adults dealing with

the situation. This might take the form of a supervised discussion between the children or could be put in writing by the child who has been at the receiving end of the bad behaviour, so the child who has behaved badly understands how her or his behaviour has affected the other child.

The procedures of penalties or punishments are as follows using a staged response approach and are dependent on the severity of the behaviour issue.

Stage 1	<p>A non-verbal signal to stop.          Verbal reminder of the expected behaviour/ school rule e.g. 'I expect you to be kind.' This may be supported by a visual cue such as minutes on the board or sad face etc.</p>
Stage 2	<p>Last verbal warning and a consequence explained. '<i>Name</i>, I'd like you to look at the board. If you choose not to, you will have to move to that desk to help you concentrate. Thank you.'</p>
Stage 3	<p>The consequence/sanction is given - this could be taken from the following: moving places within the classroom, missing part, or all of playtime to make up for learning time missed, having a short time out or time outside the classroom or in another class, walking around with the teacher on duty at playtime or being sent to the wall to reflect.          The class teacher should use their professional judgement as to the most fitting sanction.</p> <p>Consequences should be discussed with the child:          Choice presented to child – You can choose to ..... or you can choose to ..... If you choose to ..... then there will be further consequence.</p> <p>Repeated incidents or reaching stage 3 regularly will be reported to parents at the end of the day or as soon as possible, either in person or by phone call. There may be other sanctions imposed such as loss of privileges, a behaviour record going between home and school, the use of a praise book.          Teachers record or log frequent behaviour incidents on CPOMS</p>
Stage 4	<p>If unacceptable/ disruptive behaviour continues, and has been dealt with by the class teacher, the child is sent to speak to a member of the Senior Management Team.          Time out working away from class for rest of morning/ afternoon.</p>

	<p>The class teacher will inform parents or if the behaviour is deemed serious enough, then the parents are asked to attend a meeting with the headteacher or deputy headteacher.</p> <p>An Individual Behaviour Plan may be drawn up by the class teacher or learning mentor and is overseen by the SENDCo.</p>
<p>Stage 5</p>	<p>If the behaviour pattern is consistent and or serious, school will use the IBP, other records, and other relevant evidence to analyse and support school in identifying and understanding the possible cause of the behaviour. School will always work closely with parents to secure the best outcomes for the child.</p> <p>An Early Help may be set up, and referrals may be made to appropriate outside agencies to provide support for the child and their family. This may include, but is not limited to, support from TESS, CAMHs, Health or Social Care. School will endeavour to acquire the most appropriate support to meet the needs of the child.</p> <p>Serious incidents include:  Violence towards staff/ other children  Damaging school property  Shouting/ swearing at members of staff.  Racist, sexist, or homophobic remarks  Bullying or intimidation</p>
<p>Stage 6</p>	<p>After a serious incident, a risk assessment will be completed, and a Positive Handling Plan (PHP) may be used.</p> <p>If in place, the Early Help will detail support given and targets will be agreed with key individuals, including parents. This will be reviewed every six weeks.</p>

Stage 7:	<p>Follow LA /DFE regulations for fixed term or permanent exclusions. Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school.</p> <p>The Headteacher may exclude a pupil 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.</p> <p>If the Headteacher excludes a child, s/he informs the parents as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.</p> <p>The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.</p>
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## Extreme Behaviours

Some children exhibit behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our learning mentor to build relationships with each individual child.

Physical Attacks on adults and power to use reasonable force.

We take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff have attended Team Teach training to enable them to use the appropriate holds and guides safely. (Please refer to our reasonable force policy and Wigan LA guidance)

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMs. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom

to recover their composure. Whilst incidences of violence towards staff are unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options.

### Special Educational Needs/ Social Emotional and Mental Health

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary to support them in developing the ability to regulate their own behaviour, and with their social, emotional and mental health. School may need to provide a more intensive intervention for children with SEMH difficulties. Children may attend intervention sessions as needed depending on their specific needs. The aim of the intervention is to enable the children to develop the necessary strategies to access their education in class with their peers. For those children whose behaviour is leading them to be at risk of exclusion, they may have an individual behaviour plan / Pastoral Support Programme agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

### Playtimes and Lunchtimes

The behaviour policy applies to all times of the day including playtimes and lunchtimes. It should be applied consistently by all members of staff.

### Children's Responsibility

Children are expected to follow the school rules. The school council will play an important role in communicating and reviewing aspects of the behaviour policy.

### Parent's Responsibility

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to always model positive behaviour and in particular in their interactions with each other.

The behaviour policy is displayed on the school website. We have a Home/School agreement which is signed by pupils, parents and teachers. We expect parents to read both documents and adhere to them. If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted. If the school has to use reasonable consequences as the result of unacceptable behaviour, 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. The Deputy Head may then be involved, then the Headteacher and, if the concern remains, they should contact the school governors. We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

### Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- Keeping Children Safe in Education 2019
- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Ofsted (2019) 'School inspection handbook'
- Statutory guidance to school exclusions

This policy operates in conjunction with the following school policies:

Health and Safety Policy

Safeguarding, Child Protection and Early Help policy

Special Needs Policy

Anti-Bullying Policy

Home school Agreement

Racial Equality Policy

GDPR Data Protection

Policy

**This policy is reviewed annually**

