

# **GILTHILL PRIMARY SCHOOL**

**‘Inspiring today’s children to embrace  
tomorrow’s challenges’**



## **Relational Policy (Behaviour) 2025**

This policy works in conjunction with the Anti-bullying Policy, the Special Educational Needs and Disability Policy and the Equal Opportunities Policy.

Review Spring 2026

# **Gilthill School Relational Policy**

Our aim for Gilthill School is to be recognised as a well-ordered society where standards of behaviour are excellent and are built upon feelings of mutual respect between adults and children. This policy places emphasis of relationship, respect, responsibility and restoration as a way of addressing issues of discipline and conflict.

We are a caring school where: children feel safe, valued and happy, they learn to behave appropriately in a variety of situations and bullying and racism are seen as completely unacceptable. We work together with parents, governors and members of the community to ensure that children know the difference between right and wrong.

We believe it is important to teach children in an atmosphere of warmth and support, celebrating their achievements, so that they can grow in confidence, feel valued and develop positive self-esteem.

We believe:

- Children should enjoy school and be part of a happy and caring atmosphere
- Children have a right to learn and progress
- Teachers must be able to teach without having to stop for those who misbehave
- Children should be treated with fairness and consistency
- Good work and behaviour should be encouraged

To help us achieve our aim we have agreed three key learning values for the children to remember. The children discuss on a regular basis what it means to be ready, respectful and safe in different situations.

<b>Ready</b>	<b>Respectful</b>	<b>Safe</b>
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We aim to celebrate and promote a caring family atmosphere across our community. We all have a responsibility to contribute to this.

## **The role of the adults in school**

- To develop positive relationships based on mutual respect for all
- Positively approach children from all classes to build up good relationships
- Be a good role model to demonstrate and reinforce the behaviour expectations
- Celebrate and reward good behaviour
- Ensure time is set aside to promote children's social, emotional and behavioural skills, teaching the language of sharing and co-operation, choice and consequences
- Follow the clear systems for dealing with positive and negative behaviour ensuring consistency in actions and language
- Take time to discuss children's action after an event
- Follow the correct procedure for recording incidents and specific concerns

## **The role of the children**

- Know what it means to be 'Ready, Respectful and Safe' and how these apply to different

situations e.g., classroom, playground, lunchtime and trips

- Show they care, have respect, for themselves and others showing respect for race, religion, and the cultures of others
- Show they have respect for their surroundings and the belongings of others
- Recognise their own achievements and be proud of themselves and the achievements of others
- Recognise that it is their responsibility to be ready to learn
- Learn the value of friendship to co-operate and have respect for each other
- Know how to be ready to listen to others around them
- Know the importance of telling the truth and being able to sort out an issue straight away
- Know how to keep themselves and others safe in different situations

### The role of the parents

- Discuss with their child how to be 'Ready, Respectful and Safe' in different situations
- Help their child understand that they need to be responsible for looking after themselves and taking responsibility for their own actions
- Celebrate their child's achievements and show an interest in school life
- Work with the school to model and develop good behaviour
- Help their child arrive at school on time and be well equipped for all activities
- Attend meetings and work together with the adults in school

### Equal Opportunities

We aim to help all children to reach their full potential regardless of race, (which includes colour, nationality and ethnic or national origins) religion, age, disability, gender or sexual orientation.

As a school, we promote equal opportunities for all and good race relations, valuing difference and diversity. We are committed to creating a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential. We appreciate the richness within our differences and look for ways of celebrating and understanding them better. We positively promote different role models to the children. We enable the children to express and challenge different views and have a positive understanding of the culture and lives of others.

Teachers have the statutory authority to discipline pupils whose behaviour is unacceptable, who do not follow our expectations or who fail to follow a reasonable instruction. The power also applies to all paid staff with responsibility for pupils, such as teaching assistants or MSA's. Teachers can discipline pupils at any time while the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

## REWARDS

Adults in school promote positive behaviour by praising and rewarding. This begins with regular use of encouraging language, both in lessons and around school, so that positive behaviour is instantly recognised and positively rewarded. Assemblies are used as a vehicle to promote the positive behaviour that we wish to see in school. Each class teacher will set out specific class expectations for behaviour at the beginning of each year.

Reward strategies include:

- Verbal praise.
- Class Dojo
- Weekly recognition in ACE Assembly

## **SANCTIONS**

It is necessary to have appropriate sanctions for children who do not meet the expectations and do not learn the rules and boundaries we have in school. These cumulative sanctions will be given in the order below. Children will be able to make a new start every day.

1. A verbal reminder will be given.
2. A warning will be given.
3. A verbal reminder plus a time out in another area may be given at this time. This could be a specific place in the classroom, outside the classroom or in another classroom. Teachers are to record this on Arbor. A reparation meeting will take place before the child returns to class to discuss how the behaviour will change.
4. If negative behaviour continues, staff will follow the verbal reminder and warning system. If the behaviour persists the child will be sent to discuss their actions with a member of SLT. Teachers again record on Arbor. SLT member to hold a reparation meeting before the child returns to class to discuss how the behaviour will change and the consequence of continued poor behaviour.
5. If there continues to be a pattern of inappropriate behaviour, the child will be sent to the Headteacher who will contact parents/carers. The class teacher will discuss the child's behaviour and how they can become ready to learn in the class environment. The Headteacher will record on Arbor.

Following an incident, the adults in school will discuss the child's feelings and actions. They will also enable the child to have an understanding of how their actions have affected others and how they can do things differently next time.

In some situations, a member of staff may feel that behaviour should be dealt with directly by the Headteacher. These incidences will not follow the steps above, the child will go straight to the Headteacher.

### **The playground**

1. The teacher will give the child a verbal warning or a time out on the playground unless the behaviour is very inappropriate in which case the teacher will move straight to point 2.
2. The child will stand for a period of time with an adult outside to discuss their choices and how their behaviour will change.

The teacher on duty will record this on Arbor.

## **Lunchtimes**

1. A verbal reminder will be given to make sure the child is being 'Ready, Respectful and Safe.' e.g. 'Are you playing a safe game?' 'Will everybody be safe in your game?'
2. A verbal warning (given by the person dealing with the misdemeanour).
3. If inappropriate behaviour continues, the MSA will give the child a time out either walking around with the MSA and discussing their actions or sitting out of the play for a timeout period. A reparation meeting will be held with the child before the child returns to play to discuss how the behaviour will change.
4. If the child continues to misbehave or the behaviour is very inappropriate, the MSA will send them into school to discuss their actions with the class teacher, or the headteacher.
5. If a child continues with inappropriate behaviour at lunchtimes, parents will be contacted to discuss strategies to help the child during lunchtime breaks.
6. The lunchtime staff will report incidents to the class teachers (and the headteacher if necessary) The class teacher will record the incident on Arbor.

## **SEVERE BEHAVIOUR**

An example of this is a physical or verbal assault towards another child or member of staff, damaging school property and/or a refusal to accept sanctions. Appropriate physical intervention by adults in school is covered in our Physical Intervention Policy.

If this happens, the headteacher or the deputy headteachers will be sent for **immediately**. The parents/carers will be informed. If the misbehaviour is considered serious enough, exclusion from school will be considered.

## **Suspensions and Permanent Exclusions**

For all cases of suspension or permanent exclusion, we follow the following guidance: '[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England](#)' (September 2023)

In a small number of instances, the Head Teacher or senior leader may decide to issue a fixed term exclusion (also referred to as a suspension). This would usually (although not exclusively) be used in cases where there is persistent poor behaviour which is impacting on other pupils' education or well-being and the pupil has not responded to the support and previous sanctions put in place or, where the incident is of a serious physical or verbal nature including violence, swearing and bullying and racist incidents.

On the rare occasion that a suspension would be issued, there are three types of fixed-term suspension the school may use:

- Internal suspension (where the pupil is removed from their class and educated in another area of the school) for the duration of the internal exclusion - formally recorded, not reportable to LA
- External suspension which takes place at another EMET primary school with a member of staff that they know. The pupil is not allowed on the school site - formally recorded, reportable to LA.
- Formal fixed term suspension - the pupil is not allowed on school site and is excluded into the care of their parent or carer for the duration of the exclusion. - formally recorded, reportable to LA.

If it is deemed necessary to issue a formal fixed term suspension, the pupil's parents/carers will be notified by telephone, without delay, of the specific reason and length of the suspension. This telephone call will be followed immediately by written confirmation of the reasons and the period of fixed period suspension, no later than the end of the afternoon session of the first day on which the pupil is suspended.

Arrangements will be made to ensure that any child returning to school after a suspension is helped to behave appropriately. To support a child's successful reintegration to school after a fixed term suspension, the school may consider a pastoral support programme with the child. The Special Educational Needs Code of Practice will also be used to support children, if emotional or behavioural difficulties are identified.

#### Permanent Exclusion

The Head Teacher will inform the pupil's parents/carers of the exclusion and the specific reason for it by telephone immediately. The notification will provide sufficient particulars to ensure that the reason for the exclusion is fully understood and that all relevant circumstances are made known. Notification in writing will also be made without delay documenting for reference, any relevant previous warnings, fixed period exclusions or other disciplinary measures taken prior to the excluded behaviour being committed.

The LA and the school governing board will be notified of all permanent exclusions. The LA are under a duty to consider whether permanent exclusions should stand. They have the power to direct the Head Teacher to reinstate the excluded pupil. The Governing Body has the power, but is not under any duty, to direct the Head Teacher to reinstate a permanently excluded pupil.

## **BULLYING**

### ***Check list for the children.***

A bully is someone who persistently **wants** to hurt you. S/he may call you names, threaten you or hurt you physically. At school we talk about **STOP, Several Times On Purpose**.

If someone is bullying you at school, you **must tell** an adult, as you will need help to sort this problem out. You could tell your teacher, a MSA or the people who care for you at home.

If you know that another child is being bullied, then you can help by telling an adult.

Your teachers will provide class time to talk about how we can look after each other and show respect for others.

If the school adults are told about a bully or bullying incidents in or out of school, then action will be taken as soon as possible. His/her parents/carers will be contacted so that the situation can be discussed. Your parents will be contacted too. The bully will be told that bullying is wrong and s/he will receive the relevant sanctions.

Please refer to our Anti-bullying Policy.

### ***A message for parents/carers***

If your child exhibits some of the following symptoms, then s/he may be worried about something at school – s/he may be being bullied:

- |                |                   |
|----------------|-------------------|
| * Headaches    | * Sleeplessness   |
| * Nausea       | * Weight loss     |
| * Bedwetting   | * Anger           |
| * Anxiety      | * Fear            |
| * Confusion    | * Embarrassment   |
| * Guilt        | * Low self-esteem |
| * Irritability |                   |

If you suspect that your child is being bullied, then please tell us straight away. S/he will need reassurance and the bully will need to be dealt with.

Children and parents are encouraged to share any worries they have at an early stage so that action can be taken immediately. Children may choose to talk to any member of staff they wish. Parents are encouraged to inform their child's class teacher or the head/deputy heads of any concerns they have by email, a phone call, or a visit to school. Any report will be investigated and taken seriously. Complainants will be informed of the outcome and the appropriate sanctions applied up to and including exclusion.

### ***Supporting staff and pupils***

Staff provide support to other members of staff, teaching and non-teaching, with regard to behaviour issues. Similarly, children are encouraged to behave in a way which reflects the ethos of the school and to support each other wherever possible.

Occasionally, behavioural issues are reflected in Individual Education Plan (IEP) targets or a Behaviour Plan. If necessary, the support from other agencies is sought. Advice and strategies from other agencies are implemented to support the child, parents and the staff.

### ***Training***

It is expected that all staff, including support staff, will receive training on the management of children's behaviour in school.

