



Gilbertstone Primary School

Behaviour Policy and Statement of Behaviour Principles

1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [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 to 94 of the [Education and Inspections Act 2006](#), which requires 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 must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, or at break and lunchtimes that impacts on their learning or that of others
- › Poor attitude to learning
- › Behaviours that impact on the well-being of others
- › Not following instructions

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
 - Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- **Physical (one off and or repeated) aggression towards adults and peers**
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - 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)

Searching

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item (see list above).

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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

Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

Establishing an anti-bullying culture:

As a school we:

- Raise awareness of all staff and children about bullying and make sure that all share an understanding of what bullying is i.e. when a child is intentionally hurt or made to feel afraid, unhappy or vulnerable by another over a sustained period of time.
- We take part in Antibullying week as laid out by the Antibullying Alliance to ensure that pupils understand the part they play in preventing bullying including when they find themselves as bystanders (Joint Enterprise). This is further embedded through the work from our school police liaison officer/PCSOs.
- As part of our online safety policy and teaching programme, children are made aware of how to keep themselves safe online and how to report incidents that worry them. The school's website contains links for parents so they can also help keep their child safe online. School has software (Securus) installed on all school computers so that senior leaders are alerted to any activity that may be an indication of bullying taking place.
- Embed our Golden Rule: 'treat others as you wish to be treated', through the delivery of our PATHS curriculum (Promoting Alternative Thinking Strategies)
- Follow the Birmingham City Council RHE curriculum which puts in place the building blocks needed for children to form and maintain positive and safe relationships, including with family, friends and online. This also teaches children the importance of accepting and celebrating differences across school and the wider community and eliminating any form of discrimination.
- Take part in the NSPCC 'Speak Out Stay Safe' programme for KS1 and KS2 annually.
- Communicate our policy on bullying to parents and governors.
- Have a Children's team dedicated to promoting equality, inclusion and pastoral support for all.

Responding and investigating allegations of bullying

- All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff.
- School will follow the **Support Intervene and Prevent** 'tiered framework' to rigorously monitor and tackle an allegation or identified case of bullying.
- The tiered framework is used in any case of alleged bullying (including outside school premises or online), to establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

Tier one procedures



Tier two procedures



Tier three procedures



- If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should be fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.
- All confirmed bullying incidents must be recorded on CPOMS and reported to governors. Parents of both parties should be informed.
- If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support, and sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.
- The nature and level of support for pupils who are bullied will depend on the individual circumstances and the level of need. This could include support from learning mentors, school-based counselling, and referring to outside agencies.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governing body.
- › Giving due consideration to the school's statement of behaviour principles (appendix 1) › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour

- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly on CPOMS.
- › Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

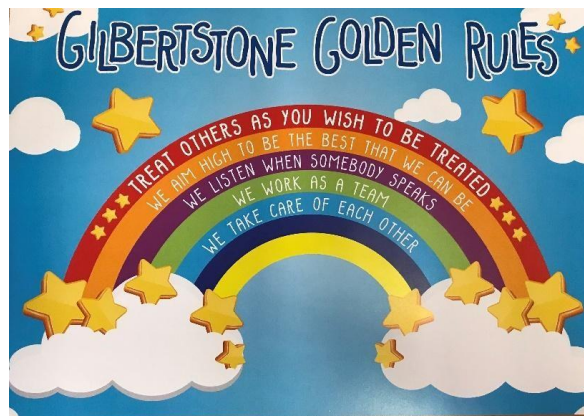
Pupils will be made aware of the following:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The pastoral support that is available to them to help them meet the behavioural standards
- › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the standard
- › Pupils will be supported to meet the behaviour standards and understand the school's behaviour policy and wider culture.

6. School behaviour curriculum

In order for pupils to have high expectations of their own behaviour, pupils are taught the importance of managing themselves through explicit PATHS (Promoting Alternative Thinking Strategies) lessons around feelings, managing emotions, conflict resolution, empathy and self-esteem. Children are also given strategies to use for calming down and problem solving, appropriate to their age.

Our school rules give children clear boundaries and expectations and a framework for a positive learning environment.



Our RHE (Relationships and Health Education) curriculum further supports our GOLDEN RULE – TREAT OTHERS AS YOU WISH TO BE TREATED. This puts in place the building blocks needed for pupils to form and maintain positive and safe relationships. This enables children to develop a greater age-appropriate understanding of the importance of celebrating diversity, promoting equality and inclusivity and British Values (tolerance, democracy, liberty, respect and the rule of law).

6.1 Mobile phones/Smart Watches

- › Pupils are not permitted to use mobile phones on school site
- › Pupils in Year 6 are permitted to bring phones into school if they are walking home, and with the permission of parents. These must be turned off when entering the school site and must be handed in at the office.
- › Pupils must not wear Smartwatches that have the capacity to take photos, record or access the internet.
- › School will not accept responsibility for any lost, damaged, or stolen mobile phones or Smartwatches.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Follow the school behaviour policy
- › Implement any individual behaviour plans
- › Display the classroom rules
- › Actively foster a culture of kindness within their classroom
- › Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Use a range of strategies to deal with low-level disruption
 - Using positive reinforcement e.g. achievers, head teacher awards, verbal praise
- › Deliver high quality RHE (Relationships and Health Education) and PATHs (Promoting Alternative Thinking Strategies) lessons

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information (available on the school website).

7.2 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call, text message or postcard home
- Showing work to DHT, HT
- Certificates
- Achiever's Assembly
- Whole-class rewards

7.3 Responding to misbehaviour

For low level disruptive behaviour, staff will use a range of de-escalation techniques to support a child to change their behaviour.

The school may use 1 or more of the following sanctions in response to misbehaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Time out within the classroom
- Time out with the learning mentors/phase leader/Senior Leadership Team
- Expecting work to be completed at break or lunchtime
- Missing a break or lunchtime
- Referring the pupil to a senior member of staff
- Communication to parents
- Internal exclusion (out of class for a specified period of more than half a day)
- Suspension
- Permanent exclusions, in the most serious of circumstances

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.4 Physical Intervention

In exceptional circumstances, staff may need to take action in the best interest of the child and the use of reasonable force may be required to achieve this (see Physical Intervention Policy on the school website)

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing serious disruption

- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force 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/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.5 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

7.6 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- › It poses a threat or causes harm to another pupil
- › It could have repercussions for the orderly running of the school
- › It adversely affects the reputation of the school
- › The pupil is identifiable as a member of the school

7.7 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.8 Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered
- › Supportive
- › Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to: Manage the incident internally, Refer to early help, Refer to children's social care, Report to the police

Please refer to our child protection and safeguarding policy which is available on the school website.

7.9 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, LADO, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

8. Serious sanctions

In response to serious or persistent breaches of this policy, the school may initiate:

- Referrals to other outside agencies e.g. Beacon Behaviour Support, Education Psychologist, City of Birmingham School)
- Implement a behaviour plan with specific targets, strategies, rewards and consequences
- Timeout from the classroom
- Internal suspension (out of class for a period of time more than half a day)
- Fixed term suspension
- Managed move to another school
- Permanent exclusion

Please refer to our suspension and permanent exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- › Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- › If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include the following.

- › Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- › Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- › Adjusting uniform requirements for a pupil with sensory issues
- › Training for staff in understanding conditions such as autism, ADHD
- › Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- › The pupil was unable to understand the rule or instruction

- › The pupil was unable to act differently at the time as a result of their SEND
- › The pupil was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Training

Our staff are provided with regular training on managing behaviour and effective classroom management.

Training and guidance are given to staff to support children whose SEND needs impact on their behaviour.

11. Monitoring arrangements

11.1 Monitoring and evaluating school behaviour

Behavioural incidents, including removal from the classroom, will be recorded on CPOMS.

Any permanent exclusions and suspensions will be recorded. Information on the number of these incidents is reported to the governing body termly as part of the headteacher report.

11.2 Monitoring this policy

This behaviour policy will be reviewed and approved by the full governing body at least annually.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

12. Links with other policies

This behaviour policy is linked to the following policies

- › Suspension and permanent exclusion policy
- › Child protection and safeguarding policy
- › Physical intervention policy

Policy Agreed by Chair Governing Body on 10 December 2026

Review Date: December 2026

Appendix 1: written statement of behaviour principles

- › Behaviour at Gilbertstone is built on mutual respect and understanding
- › Curriculum provision and the skills and professionalism of those who work at Gilbertstone promotes a love of learning
- › Appropriate behaviour is modelled and taught by all staff, adults and visitors
- › Every pupil understands they have the right to feel safe, valued and respected, and be happy with who they are
- › Children should be able to 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
- › The suspension and permanent exclusion policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › 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
- › Parents have a responsibility to ensure that they model good behaviour to children
- › Parents have a responsibility to monitor and ensure safe behaviour online at home

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 full governing body

Approved: Dec 2025

Review: Dec 2026