

	Gislingham CE Primary School <i>'Belong, Believe, Together Achieve'</i>	Policy Document Agreed: Sept 2026 Review: Annual Date: Sept 2027
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At the heart of our vision is the belief that the spiritual, social, mental and physical development of every child is as important as academic achievement. We strive to nurture children to believe in themselves and honour our Christian values, ensuring they have the capacity to thrive and flourish throughout their lives.

Behaviour Policy

Our positive behaviour policy is rooted in our school vision and values.

Introduction

At Gislingham Primary School we believe that high standards in behaviour and discipline are key foundations of good education. Only within a calm, purposeful and co-operative atmosphere can effective teaching and learning take place. It is the strong desire of this school to provide a safe, secure environment, conducive to effective learning in order for children to achieve their best.

Expectations and Principles underpinning our Behaviour Policy

This behaviour policy aims are:

- To reflect the Christian ethos of this school
- To prevent bullying
- To achieve a consistent approach towards behaviour throughout the school
- To expect the highest possible standards of behaviour from all pupils
- To provide a framework of good behaviour for the whole school which is easily understood by pupils, staff, governors and parents
- To promote good behaviour, self-discipline, consideration, courtesy and respect towards others
- To ensure a happy, safe, caring community where everyone feels valued, supported and welcome
- To create a positive learning environment recognising and celebrating positive behaviours and successes
- To outline reward and discipline measures which are fair and applied equitably and consistently to all pupils
- To ensure this system of rewards and sanctions is monitored
- To ensure all members of staff treat all children in a fair and consistent manner irrespective of gender, ethnicity, culture, language or religion
- To recognise that a child's background and experiences may affect behaviour
- To ensure that it is understood that when a child demonstrates poor behaviour it is their behaviour that is unacceptable rather than the child themselves
- To monitor exclusions

The school aims to promote good behaviour rather than simply deterring poor or anti-social behaviour choices. In particular we believe that praise is key to nurturing motivated, engaged pupils who make good choices. Throughout school, everyone should aim to 'catch' and praise good behaviour – particularly to ensure that pupils

who consistently make good choices do not become 'invisible.'

We promote making good choices in behaviour, supported by effective relationships, so that pupils can work, play and learn well. The use of the language of 'choice' promotes self management and enables some reflection of what behaviour choices exist/ed – it is intended that pupils will see that there are always different behaviour options.

As a school we do not tolerate:

- Bullying – see [Anti-Bullying policy](#)
- Fighting and/or hurting another pupil deliberately
- Harmful sexual behaviour
- Bad language/swearing
- Insolence/rudeness
- Persistent disruption of lessons
- Persistent disruptive playground play
- Leaving school without permission
- Stealing/interfering with other people's property
- Damage to our environment

Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just growing up", "just boys being boys" etc... is not acceptable and will not be tolerated. All staff understand the importance of challenging these inappropriate behaviours.

Mental Health and Well-Being

At Gislingham Primary School, we aspire to be a school where:

- The importance of Mental Health is always acknowledged in the way behaviour is dealt with as we know that behaviour is one of the most important forms of communication. We aim to ensure all stakeholders understand the inextricable links between behaviour changes or challenges and mental health needs. It is a constant, vital underlying theme in behaviour regulation and development.
- Adults and children talk regularly and openly about Mental Health with kindness, respect and thoughtfulness in regard to behaviour issues. We continue to recognise that poor choices in behaviour can impact on others in a negative way affecting their mental health.
- The high priority of Mental Health when dealing with behaviour means it will be overtly visible it will be dealt with on a personal level for those involved.
- Finally, ours is a school where both children and adults from the whole school community feel able to ask for support and we are able to offer guidance on accessing this either within the school or beyond especially in relation to mental health and behaviour concerns.

Our Approach

Our approach to behaviour and discipline is positive, believing that everyone has:

- The right to respect from others
- The right to learn and teach
- The right to feel safe

We believe that these rights are most likely to be achieved when there are clear rules and people understand their responsibilities. These promote high standards in behaviour and learning.

We do this by:

- Teaching children how to solve their own problems through discussion; thinking things through and talking together until a resolution is reached
- Helping children develop the ability to take responsibility for their own actions and to see the links between their own behaviour and the consequences of those actions
- Speaking assertively to disruptive pupils, using language that is decisive, firm and clear. We aim to approach discipline in a positive and consistent way

Talking through issues

In any situation where a child has behaved inappropriately towards another individual or been involved in a dispute with another child, we use a restorative approach to help them understand why unacceptable behaviours have happened, the impact of those on others and the school community, and how we can mend the relationship and move on.



This approach enables the individual to take responsibility for their behaviour and understand how it has affected someone else. In addition, it allows the other party to learn skills and strategies to resolve issues independently.

Rights and Responsibilities

Within our school environment, in the pursuit of high standards of both learning and discipline, all parties have rights and responsibilities. All school staff and regular visitors to the school are required to sign the school's Code of Conduct

Pupils

Children should abide by the following pupil-selected school rules:

Behaviour Expectations in Lessons	Behaviour Expectations at Playtimes
• Work as hard as you can • Respect everybody and everything • Listen and let others listen when someone else is talking • Stop and listen straight away when the signal is given • Enter and leave the classroom sensibly • Follow instructions from adults straight away • Work quietly and independently when asked to and let others do the same • Encourage others whenever possible	• Have fun in your play but play safely in the right areas • Play games that do not involve pushing, hitting or kicking • Be respectful to everyone • Use the playground equipment for what it is intended for e.g. skipping ropes for skipping only • Allow anyone to join in groups games such as football or catch • Take care when playing chasing games and

	look where you are going ● Play games such as football in a fair and sensible manner ● Ask to go into the building to go to the toilet or collect something you have forgotten ● Follow all instructions given by adults ● When the whistle is blown the first time, STOP, stand quietly and LISTEN. On the second whistle line up sensibly and walk quietly back into class when instructed to do so.
Behaviour Expectations at Lunchtimes in the Hall ● Enter and leave the hall in a sensible manner ● Queue sensibly for hot lunches ● Only talk to people on your table ● Use quiet voices ● Put your hand up if you need something - don't get out of your seat ● Never touch anyone else's food ● Keep uneaten food and rubbish in your lunchbox or on your plate ● Use cutlery appropriately ● Always be polite to others around you ● If an adult signals for you to be quiet by holding up their hand, be quiet straight away and listen ● Have an enjoyable lunch!	Behaviour Expectations in Collective Worship ● Assembly is a special time to sit quietly, listen and take part in worship as a school group. ● Sit quietly ● Listen to the speaker ● Look at the speaker ● If you have something to say, raise your hand ● Respect others' space ● Respond politely and appropriately ● Enter and exit quietly ● Think about how collective worship helps our lives today

Class Rules

At the beginning of every school year, each class will negotiate 'classroom rules'; these are written as the positive expectation of behaviour. They are displayed in classrooms and are regularly referred to.

Pupils have the right to learn in a safe, secure environment, conducive to learning. They have the right to learn in a school where adults set a good example and manage behaviour using a fair, consistent, clear and calm approach. Pupils have the right to express their opinions and to respond to allegations and also to support in managing their behaviour.

Teachers

It is the responsibility of teachers to maintain our high expectations of behaviour and to follow our systems of rewards and consequences.

Specific responsibilities of class teachers are to:

- Be a positive role model
- Treat each pupil fairly, with respect and understanding
- Encourage children to respect each other and to have a proper regard for those in authority
- Apply these principles with all children around the school
- Display the school and classroom rules
- Consistently follow the agreed rewards system and sanctions/consequence system
- Keep a record of repeated behaviours and monitor these, referring to the headteacher as appropriate.

- Higher level behaviour incidents will be logged by the headteacher on MyConcern
- Seek, review and monitor any reasons which may be causing changes in a pupil's behaviour
- Seek help and advice from other staff members and SENDCo
- Liaise with external agencies as necessary to support and guide the progress of pupils
- Report to parents/carers about behaviour – in line with the school system and through annual reports and parent consultation meetings
- When necessary work with children/parents/carers and SENDCo to create behaviour plans and/ or behaviour risk assessments and use these to promote positive changes in behaviour

Teachers have the right to work in a safe, secure and supportive environment. They have the right to be shown courtesy and consideration by all the school community and to expect parents/carers to support the school in the management of inappropriate behaviour.

In line with current legislation, teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)

Support Staff

It is the responsibility of teaching assistants, administration staff, mid-day supervisors and all other adults in school to support the headteacher and teachers in maintaining our high expectations of behaviour and following our systems of rewards and consequences.

Support staff have the same rights as teachers – to work in a safe, secure and supportive environment. All paid staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006).

Adults acting in an unpaid supervisory role can discipline pupils in line with school policy.

Headteacher

The headteacher has the day-to-day authority to implement this policy. It is the responsibility of the headteacher to:

- Support the staff in implementing the policy, and by setting the standards of behaviour
- Monitor the implementation of the policy consistently throughout the school
- Ensure the health, safety and welfare of all pupils and adults in the school
- Maintain records of all reported serious incidents of misbehaviour on MyConcern
- Issue fixed-term exclusions to individual pupils for serious and/or repeated acts of misbehaviour
- Use permanent exclusion when deemed appropriate
- The SENDCo/Headteacher are lead liaison with other agencies to support behaviour improvement for challenging pupils

Parents/Carers

The school aims to work collaboratively with parents/carers so pupils receive consistent messages about behaviour. We aim to develop a supportive dialogue between home and school and to inform parents/carers where there are concerns about their child's behaviour.

It is the responsibility of parents/carers to:

- Be aware of our school rules and to support them

- Cooperate with the school
- Support their child's learning
- Support the school's decision when applying consequences to inappropriate behaviour in line with this policy

Parents/carers have the right to expect that the school will maintain a safe and secure environment, conducive to learning. They have a right to early notification from school about any inappropriate behaviour and the opportunity to work with the school to address their child's behaviour. They have the right to have information regarding their child's behaviour – in line with the consequence system and through annual reports and parent consultation meetings.

Governors

The School Governance Committee has responsibility to set down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. Governors support the headteacher in implementing these guidelines.

Rewards

All adults praise pupils for good behaviour. We hope that within an environment where achievement is recognised, pupils will also identify achievements in their peers and offer praise as well. We encourage children to recognise that pupils' strengths differ greatly and that academic achievement is in no way more important than achievement in other areas of school life, for example: in demonstration of leadership qualities or in the ability to be an outstanding friend. Every child has an equal opportunity to succeed and to be praised for this.

Forms of praise used by the school may include:

- Verbal praise and encouragement
- Team tokens - whole school reward system
- 'Move around the board' - KS2 Reward system
- Do-jo Points - KS1 Reward System
- Stickers, stars, certificates etc...
- Sharing with others - good behaviour can be shared with other teachers and/or the headteacher in school or by the teacher following up praise with a brief word/note to parents/carers
- Headteacher award – given for behaviour, attitude or effort which is exceptional
- In Friday assemblies, pupils are rewarded for demonstrating the school values.

Sanctions

All members of staff are responsible for promoting good behaviour across the school and must take responsibility for not accepting inappropriate behaviour.

Sanctions should be applied consistently and fairly. Any lawful use of sanctions must be reasonable and proportionate to the circumstances of the case. In particular, account needs to be taken of the pupil's age, any special educational needs, any disability and any religious requirements affecting the pupil (Section 91, of the Education and Inspections Act 2006.)

All members of staff will use the following sanctions progressively. There will be occasions when the severity of the behaviour might need a response which is further along the sanctions. Pupils with severe behaviour problems will have individual support plans which focus on improving behaviour.

Sanctions will be issued in a calm and controlled manner and staff should attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour. In addition to the consequence system below, the school expects pupils to do their best in all activities. If they do not do so, they may be asked by their teacher to repeat or complete a task.

Sanctions System

In this school, we believe that most children behave well for the majority of the time and we therefore seek to firstly recognise and reward this good behaviour in line with our positive ethos.

When children misbehave the following steps are followed:

Step 1: A general reminder of the school/class rules and the behaviour expected

Step 2: A verbal warning of the potential consequences that will follow if the inappropriate behaviour continues. This will be presented as a choice for the child. They will make the decision whether to keep to the agreed rules or experience the sanction.

This can include:

- ☐ loss of privileges
- ☐ finishing work during part of playtime
- ☐ Time out in class / minutes missed off break time (when time out is given it is important that the pupil completes all the work expected and this may mean them staying in at the end of the lesson)
- ☐ temporary isolation of the child either to the headteacher's office or to another class if the headteacher is unavailable

Step 3: Time out - If the child continues to behave in an inappropriate way they receive a consequence. It may be appropriate for the child to be removed from the class/working environment. This action will then be followed by an appropriate consequence, if appropriate. At this point, the behaviour is recorded by teachers.

Step 4: Paired Time Out - On return to the class, if the child again behaves in an inappropriate way at this point they should be sent to a different classroom for a warning about the seriousness of their behaviour and subsequent consequences.

Step 5: On return to the class, if the child again behaves in an inappropriate way at this point they should be sent to the headteacher for a warning about the seriousness of their behaviour and subsequent consequences. Parents will be informed where behaviour is repeated or is of particular concern. This gives parents the opportunity to identify possible reasons for the inappropriate behaviour. This is recorded on MyConcern

Warning stages may be missed out if the behaviour/s is/are regarded as being more serious or if it is appropriate to involve the headteacher at an earlier stage. The headteacher will record the pupil and their behaviour on a behaviour form and parents are informed.

Lunch/Break Times

At break time if children are behaving in an inappropriate way, they will be given a warning and reminded of the expected behaviour.

Following this warning, they will be carefully observed by staff who will intervene as appropriate to avoid any

escalation. However, if their poor behaviour continues they will be removed from playing for a period of time – appropriate to the incident they were involved in. Pupils will be brought inside or asked to sit in a quiet area where they can be observed by staff/stand with a staff member as appropriate. Significant or repetitive incidents will be recorded on Arbor.

Staff are informed of any pupil who is being watched at lunchtime to prevent escalation of poor behaviour.

Teachers will be informed of poor behaviour of a child in their class at the end of the break/lunchtime period when the incident occurred by the breaktime supervisor. Where appropriate, behaviour incidents will be recorded in a pupil's behaviour log or may be the catalyst to start a behaviour log.

For serious incidents, the midday supervisors or staff on duty should inform the Headteacher. The pupil and their behaviour is recorded on MyConcern and parents are contacted.

Behaviour at Wrap Around Care

It is expected that children attending school clubs behave in the same way as expected in school, and a similar system will be used by the providers. If necessary, in extreme cases, parents will be called to collect children before the end of the club. In addition to this, children may be instructed to miss further sessions of the after school club or they will be asked not to attend a school club until an improvement in behaviour can be seen. In extreme cases a child may be asked to stop attending a club completely.

Persistent Offenders

All teachers have an important role to play in supporting each other within the school to deal with and support children with behavioural problems.

Teachers will alert the headteacher of children who are repeatedly receiving consequences. The headteacher and class teacher will discuss if it is necessary to contact parents/carers to request a meeting regarding their child's behaviour. If after a short period of monitoring there has not been improvement in behaviour, the headteacher/SENDCo will work with the child and their parents/carers and the class teacher to develop an individual behaviour plan to support the child. The plan will normally run for a period of 4 weeks, after which it will be reviewed. Consideration should be given to whether the behaviour under review gives cause to suspect that safeguarding issues underpin behaviours, and if so safeguarding procedures should be followed. Continuing disruptive behaviours might also be the result of unmet needs – at this point a multi-agency assessment may be necessary and staff would be working with the school's SENDCo.

Pupils' Conduct Outside School

Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable' (section 90 of the Education and Inspection Act 2006). Pupils may be disciplined for:

- Misbehaviour when the pupil is:
 - ☐ Taking part in any school-organised or school-related activity
 - ☐ Travelling to or from school
 - ☐ Wearing school uniform or in some other way identifiable as a pupil at Gislingham Primary
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - ☐ Could have repercussions for the orderly running of the school or
 - ☐ Poses a threat to another pupil or member of the public or
 - ☐ Could adversely affect the reputation of the school

In all cases, the teacher can only discipline the pupils on school premises or elsewhere when the pupil is under the lawful control of the staff member. When pupils are on a school trip this is deemed the same as school premises and the teacher can discipline a pupil in line with the school policy.

Confiscation of Inappropriate Items

To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case and applied in a reasonable and proportionate way. Generally, the aim pursued in confiscating property is to maintain an environment conducive to learning, one which safeguards the rights of other pupils to be educated – therefore any item may be seized which is considered harmful or detrimental to school discipline. It is recognised that pupils may have attachments to particular items and that their removal may cause further distress. Therefore the following procedures are followed when using this sanction:

- Pupils are informed that their property will be confiscated and why, for example, distraction to learning, posing a threat to safety
- Pupils are informed where the confiscated item will be kept safely and when it will be returned – normally on the same day - to their parent/carer
- Mobile phones are to be handed into the office each day as they are not permitted in school or on trips.

Power to Search

School staff can search pupils with their consent for any item. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or the teacher can look in the pupil's bag if the pupil agrees. Headteachers and staff authorised by them, in our case all paid staff, 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. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil)

The person conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Additional guidance can be found in [Searching, screening and confiscation: advice for headteachers, school staff and governing bodies](#) and this should be referred to if the power to search is being used.

Behaviour which affects the safety of a child or other children

In the case of a severe disruptive situation affecting the safety of the child and/or other children, and if verbal commands have not de-escalated the behaviour, staff may use physical intervention.

At all times staff must be aware that physical intervention is a preventative measure and an act of care and control and not punishment. It should only be used as a last resort.

Physical intervention may be required when moving a child or removing a child from a situation but should only be used in accordance with section 93 of the Education and Inspections Act 2006.

Under section 93 of the Education and Inspections Act 2006, teachers and other approved staff have a legal right to use such force as is reasonable in the circumstances to prevent a pupil from:

- i. committing an offence
- ii. injuring themselves or others
- iii. damaging property
- iv. disrupting good order and discipline.

In the event of physical intervention being used the following protocols should be adhered to:

- The teacher must consider all behaviour management options before using physical intervention and only then when the perception is that there is a risk of serious injury to the child or to others (including pupils and staff)
- A child must be sent from the class to get help from a senior teacher/ teacher/ other member of staff.
- The teacher may move the class to another area of the school to isolate the child in question and another member of staff must be called to help.
- If time permits the pupil must be warned that physical intervention may be used.
- The minimum of force (reasonable and appropriate force) should be applied.
- A member of senior staff must be summoned immediately.
- Circumstances and justification for using physical intervention must be reported to the headteacher and recorded in the school log after the incident.
- The headteacher must inform parents.
- The headteacher must report the incident to the Principal
- The school governors must be informed by the Principal at the next meeting.

These persons are authorised to use physical intervention.

- All permanent members of the teaching staff.
- The non-teaching staff listed below:
 - Teaching Assistants
 - Midday Supervisors
 - Administration Staff

It should be noted that after a child has displayed severe behaviour, it can take up to thirty minutes for them to calm down and be able to reason. It is therefore essential that following an incident the pupil is given 30 minutes away from other pupils before the staff member discusses their behaviour with them.

Monitoring and Review

The Governing Body will review this policy annually and publish it on the school website.

