



Whole School Behaviour and Discipline Policy 2025 - 2026

Introduction:

This policy is a statement of the principles, aims and strategies for the management of behaviour in Gilmour Primary School. It is intended to act as a reference point and to inform teachers and parents.

This policy applies throughout the school including the EYFS. It has been revised in line with latest government guidance.

Gilmour Primary School is committed to creating an environment where good behaviour is central to all we do. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance about what is expected of them. Our behaviour policy guides staff to follow a consistent approach, modelling high expectations for all our children to follow. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The aim of this Behaviour Management Policy is to:

- To create an ethos of good behaviour in school where children are happy, secure and safe.
- To ensure that all are treated fairly, shown respect and to promote good relationships.
- To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To ensure that all pupils are treated well by others and that no child treats another inappropriately because of their sexual orientation, their Special Educational Needs and / or Disability (SEND), their race or religious beliefs
- To ensure that excellent behaviour is a minimum expectation for all

The school rules will be learnt and followed by all and the reward and sanctions policy will be used to underpin and reinforce good behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of learners.

School Rules

1. Care for everyone and everything
2. Walk quietly and safely
3. Be ready to learn and try your best
4. Kind hands, kind feet, kind words
5. Walk away from trouble and tell a grown up

Legislation and statutory requirements

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

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

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - 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)

Bullying

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated, often over a period of time
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

(See appendix for description of bullying)

What good behavior looks like:

School Rules	Linked school value
Care for everyone and everything	Respect
Walk quietly and safely	Health - Respect
Be ready to learn and try your best	Resilience - Ambition
Kind hands, kind feet, kind words	Health - Respect
Walk away from trouble and tell a grown up	Health - Respect - Resilience

Managing Behaviour

Engagement with learning is always our aim at Gilmour Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Gilmour praise the behaviour we want to see and do not focus on the undesirable behaviours.

Steps for Managing and Modifying Poor Behaviour

Strategies:

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

Outcomes:

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

Rewards and Consequences:

Rewards:

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

- House points (Dojo) – all children are placed into one of our house teams Endeavour, Victory, Mayflower and Discovery. Children are awarded house points for a variety of reasons which include good effort, good manners and good work across the curriculum.
- Merit awards – each week the class teacher will select a child for a merit award. This can be given for good or improving work, effort or attitude. The Merit Award is presented in Merit assembly.
- Prize giving – at the end of the year class teachers nominate children for prizes which are celebrated during our prize giving assembly.

Consequences:

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

- On their first warning – the child's name is added to the tracking sheet and "Warning" is circled by the class teacher.
- On the second occasion the child is sent for a "time out" in a year group colleague's class.
- On the third occasion, the child is sent to the Deputy Headteacher (Mr Kirby / Mrs Duffy) and parents are contacted.
- On the fourth occasion the child is sent to the Headteacher (Mr McDonald) and a parental meeting to be arranged.
- Upon A child reaching level 3 / 4 on the tracker the class teacher is to report the incident in detail on CPOMS.

Lunch time:

- Children who continually misbehave during lunchtime will miss part all or all of their lunchtime.
- First serious incident: Parents to be made aware of incident and consequence.
- Second serious incident within a term: Fixed term lunchtime exclusion.

Physical restraint

Use of reasonable force in schools

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

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

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

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

Roles and responsibilities

Expectations of all adults

The fair and **consistent** implementation of our Behaviour Policy is everyone's responsibility. All staff must be aware of the measures outlined in the school's behaviour policy and how they should implement these measures - this is one of the key systems in place in schools which supports safeguarding.

- Implementing the behaviour policy **consistently**.
- Meet and greet at the door / gate.
- Model positive behaviours and build relationships.
- To create an environment that is safe, secure, interesting and pleasant.
- Plan lessons that meet the needs of all learners.
- Deliberately and persistently catch learners doing the right thing and praise them in front of others.
- Follow up every time, **retain ownership** and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.
- To use rules and sanctions clearly and **consistently**.
- To foster good relationships with parents/carers.
- To recognise that each child is an individual and to be aware of their needs providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording serious behaviour incidents in the class (CPOMS).

Expectations of Senior leaders

The senior leadership team will support staff in responding to behaviour incidents. Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified **consistency** to the learners.

Senior leaders will:

- Be a visible presence to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted
- Make sure that the incidents have been recorded and evaluated.

Expectations of the Headteacher / Deputy Headteacher

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

The Headteacher / Deputy Headteacher will:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Expectations of the governing body

Gilmour Primary School Governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

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

Expectations of the Parents

Managing behaviour in school is more likely to be effective if a school can work with parents as genuine partners in the education of their child. It is important that children receive **consistent** messages about how to behave at home and school. We inform parents if we have concerns about their child's welfare or behaviour.

We expect parents to:

- To be aware of and respect the school rules and expectations;
- To support staff in the implementation of the policy;
- To foster good relationships with the school;
- To make their child aware of appropriate behaviour at all times;
- To show an interest in all that their child does in school.; and to encourage their child's independence and self-discipline.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

SEND pupils

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's Send Support Plan..

Breaktimes, lunchtimes, Minibus and morning and afterschool clubs

Expectations for good behaviour will be maintained during break times, lunchtimes and breakfast and after school clubs. Behaviour is managed through the following stages:

1. Verbal warning to include reminder of expectations.
2. Withdrawal from game.
3. 'Time out' - 5 minutes Early Years / KS1, 10 minutes KS2
4. Incident reported to class teacher.
5. Serious incidents may require the immediate removal of the child from the playground (or the After School club room) – brought to Class Teacher / Headteacher

Lunchtime Supervisors, Breakfast Club staff, After School Club and Minibus staff will record incidents and inform the Class Teacher. Parents of children who are repeatedly recorded will be contacted to discuss their child's behaviour. Pupils who persistently offend in morning and after school clubs will not be allowed to attend these clubs.

Minibus staff will also record names and incidents and inform the child's Class Teacher. Where the child is misbehaving and thereby disregarding their own safety and the safety of others, the incident will be reported to parents. Pupils who persistently cannot behave on the minibus will not be selected for events requiring the use of the school minibus.

School visits

Children are expected to maintain the same standards of behaviour off-site as they do within school. Incidences will be recorded and dealt with as per this behaviour management policy.

Related policies

Searching pupils and their possessions

We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation: February 2014 DfE).

Exclusions: [School suspensions and permanent exclusions](#)

Exclusion of a child will only be considered as a last resort after other strategies have failed, or in circumstances where allowing a child to remain in school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. There are two types of exclusion fixed term which is a temporary exclusion and permanent exclusion.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods for up to a maximum of 45 days in total in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this. In all cases when considering exclusion the school is required to balance the interests of the pupil concerned with against the mental and physical health of the whole school community.

If the Headteacher excludes a child, they must inform parents/carers immediately giving them the reasons for the exclusion. At this time, the Headteacher will make it clear to the Parents/Carers that they can, if they wish, appeal against the decision to the governing body. The school will inform the Parents/Carers how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, about any fixed-term exclusions beyond five days [10 lunchtimes] in any one term and should the exclusion mean the pupil will miss a public examination.

In the event of an appeal the governing body will convene a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, the circumstances in which the child was excluded and any representation by parents and the LA is considered.

Monitoring and Review

The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date of adoption: January 2025

Date for review: January 2026

Appendix 1: written statement of behaviour principles

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

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

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

Appendix 2: Types of bullying

Type of bullying	Description
Physical Bullying	Includes hitting, kicking, shoving, spitting, beating up, stealing or damaging property. While physical bullying causes harm to a child's body or property, the below forms of bullying cause psychological harm. Such offensive, degrading and rejecting behaviours undermine and destabilise victimised children's sense of themselves, of their place in the school, and of their place in the world.
Verbal Bullying	Includes name-calling, mocking, hurtful teasing, insults, slurs, humiliating or threatening someone, racist comments, or sexual harassment.
Social Bullying	Includes rolling your eyes or turning away from someone, excluding others from the group, getting others to ignore or exclude, gossiping or spreading rumours, setting others up to look foolish, and damaging reputations and friendships.
Electronic or Cyberbullying	Includes the use of email, cell phones, text messages, and internet sites to threaten, harass, embarrass, socially exclude, or damage reputations and friendships.
Racial Bullying	Includes treating people badly because of their racial or ethnic background, saying bad things about a cultural background, calling someone racist names or telling racist jokes.
Religious Bullying	Includes treating people badly because of their religious background or beliefs, making negative comments about a religious background or belief, calling someone names or telling jokes based on his or her religious beliefs in an effort to hurt them.
Sexual Bullying	Includes leaving someone out; treating them badly, or making them feel uncomfortable because of their sex; making sexist comments or jokes; touching, pinching or grabbing someone in a sexual way; making crude comments about someone's sexual behaviour or orientation; or spreading a sexual rumour.

Disability Bullying	Includes leaving someone out or treating them badly because of a disability, making someone feel uncomfortable, or making jokes to hurt someone because of a disability.
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Appendix 1:

Behaviour Tracking Sheet

Week Commencing:

Class:

Name	Monday	Tuesday	Wednesday	Thursday	Friday	Total entries	No Kit PE/Swimming
	Warning 2 3 4 Reason for 3:	Warning 2 3 4 Reason for 3:	Warning 2 3 4 Reason for 3:	Warning 2 3 4 Reason for 3:	Warning 2 3 4 Reason for 3:		
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	Warning 2 3 4 Reason for 3:	Warning 2 3 4 Reason for 3:	Warning 2 3 4 Reason for 3:	Warning 2 3 4 Reason for 3:	Warning 2 3 4 Reason for 3:		

When a student receives a warning, write their name on the tracking sheet and circle warning.

If student reaches 2 they are sent for a time out to year group colleague.

If student reaches 3, record why and the time. Send student to Mr. Kirby. Please ring to ensure Mr. Kirby knows that a student has been sent.

If student reaches 4 they are sent to Mr. McDonald. Please ring to ensure Mr. McDonald knows that a student has been sent.

If a student is put on the tracker 3 times within a half term, they will be given a behaviour letter from Mr Kirby to be signed and returned to school.

If a student is not participating in PE or has the wrong kit please write their name in the column.