Durham Gilesgate Primary School

Behaviour Policy and Statement of Behaviour Principles

DURHAM GILESGATE

PRIMARY SCHOOL

Approved by:	Pupil Welfare Committee	**Date:** 30th September 2026
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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences

2. 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
- Keeping Children Safe in Education 2026

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 must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, 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 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
- Using unkind hands or feet towards peers or staff (Violence)
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Mobile Phones or smart devices
    - 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one 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: • 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body / (Pupil Welfare Committee) is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body / (Pupil Welfare Committee) 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.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body / (Pupil Welfare Committee), giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will 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 consequences are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Model positive behaviour and attitudes

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way showing 'expected behaviour' (Zones of Regulation)
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn by remaining in our 'green zone' and to use taught strategies to self-regulate
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Display positive behaviours at all times when representing school (e.g. on school visits)

The school rules are

Always Do Your Best

Take care of Each Other

Look after our School

Please Walk Around Our School

Listen To and Take Notice of All Adults

The rules are clearly visible in the school hall and classroom rules are developed by each member of staff with children. These should be linked to the school rules. E.g. if pupils decide a class rule is 'not to fight' the teacher should use this to reinforce the positive school rule 'Take Care of Each Other'.

7. Rewards and Consequences

All staff will endeavour to give positive reinforcement for good behaviour.

We use Zones of Regulation to help children self regulate because a school in which there is self-regulation is a place where effective learning takes place.

All adults must consistently insist upon 'expected' behaviour in their classroom. Staff will use the language associated with Zones of Regulation such as 'expected behaviour' or 'unexpected behaviour'.

The school / class rules are enforced consistently by all adults. Various strategies are used to promote 'expected' behaviour and raise the child's' self-esteem and to discourage 'unexpected' behaviour:

7.1 List of rewards and consequences

Rewards are given to those who conform to the rules.

- Praise
- House Points
- Special mentions in our Commendation Assembly
- Teacher Awards
- Headteacher Awards
- Special responsibilities/privileges

The school may use one or more of the following consequences in response to 'unexpected' behaviour:

- A verbal reprimand
- Expecting work (including missed homework) to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Loss of privileges such as play-time, particularly if a child's behaviour at play-time is a concern.
- Agreeing a behaviour contract

Staff will endeavour to respond to the known incidents on the day they occurred, sometimes staff find out after the school day has ended; this might happen if a child has reported an incident to a parent or carer but not to staff during the day.

We like to keep every day as a new start but if we have to use a sanction for an incident that has occurred at lunch time one day then the child might miss their lunch-break the following day or days depending on what the incident was.

Depending on the nature of the incident we may also remove privileges such as attending an after school club.

We may use a calming space or 'regulation room' in response to serious or persistent breaches of this policy. Children may be sent to the agreed calming space during lessons if they are disruptive and unable to regulate their behaviour. Once they have calmed and have discussed their feelings and behaviour, with clear expectations from staff, and they are regulated; the child will be able to re-join the class lesson.

In extreme cases of violence against peers or staff we may use fixed term exclusions as a 'circuit breaker'.

For children who are struggling to self-regulate we will involve external agencies:-

- The behaviour Intervention Team

- Discussion at Behaviour Panels
- The Emotional Wellbeing Effective Learning Team
- School Counselling
- Waves: off site provision
- Offsite provision at the Primary PRU (The Woodlands)

Some children who are struggling with self-regulation may have a reduced timetable following discussions with parents and outside agencies at multi agency meeting.

The involvement of these agencies and actions is to reduce fixed term exclusion and prevent permanent exclusion, which will only be used as a last resort.

7.2 Zero-tolerance approach to 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.

- Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment means 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

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

Incidents of sexual harassment and/or violence will always include a discussion with parents. Following this any consequences will be used proportionality.

Incidents will be dealt with sensitively and teaching about relationships through our Relationships Education programme will help children develop their understanding and will impact positively on their actions. Maintaining a culture of respect is important to us and the PSHE/RSE curriculum is an essential part of building that respectful culture and empowering children to make good choices and report any concerns that they may have. In addition our policy for online safety supports our culture of respect and helps children develop the skills necessary to stay safe from sexual harassment when on-line.

Where incidents are more serious the involvement of outside agencies will be used.

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

Whilst we will not tolerate any form of sexualised violence or harassment our actions taken in accordance with this policy will not demonise the alleged perpetrator. Alleged perpetrators will be offered support to help them change their behaviours.

Similarly, we will always listen to the victim and will always take their views into account, although final decisions about how to respond will be made by school staff.

Any sanctions will take into account the age and stage of the alleged perpetrator and the nature and frequency of the alleged incidents. Sanctions will be proportionate to the alleged incident that has taken place; for example, in the case of a one off sexist comment this may be dealt with via an apology and also via the school PSHE curriculum so that children can be taught why this behaviour is not appropriate.

Parents of the victim and perpetrator will always be informed so that they can work with us and support their children.

Exclusion will only be used as a last resort and in the most severe cases, for example if there is Police involvement following a sexual assault. Any exclusion will be lawful, reasonable and fair.

Please refer to our child protection and safeguarding policy for more information:- Keeping Children Safe in School: Safeguarding our children: Early Help through to Child Protection

7.3 Off-site behaviour

Consequences 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

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to themselves, another pupil or member of the public
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 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 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 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, 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.

Please refer to our child protection and safeguarding policy:- Keeping Children Safe in School: Safeguarding our children: Early Help through to Child Protection for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting a positive ethos within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display, discuss and model the class rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines and expectations
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

8.2 Physical restraint

In the first instance de-escalation strategies will be used in order to safely manage incidents of behaviour. However, in some circumstances and as a last resort, 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 and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil, this includes our neurodiverse children.

The school's special educational needs co-ordinator will 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 to create the plan and review it on a regular basis.

8.5 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.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff will be provided with training on managing behaviour, as part of their induction process. Some staff may also be trained in the proper use of restraint (Team Teach Training)

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and [Governing Body / (Pupil Welfare Committee) annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body / (Pupil Welfare Committee) annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy: Keeping Children Safe in School: Safeguarding our children: Early Help through to Child Protection
- Anti-Bullying Policy

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, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff (it is shared and discussed annually with staff)
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility and to be accountable for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board 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 Pupil Welfare Committee on an annual basis.