Behaviour Policy
and
Statement of Behaviour Principles

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1. ABC Sheet

A values based primary school that is a **Centre of Excellence**.

Introduction

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 sanction

This policy is a statement of the aims, principles and strategies for Madginford Primary School.

Our school vision is to be a centre of excellence where children ask questions, challenge themselves and deepen learning by making links across and between subjects. We aim for our pupils to be flexible learners who can adapt and thrive in the world beyond school.

DfE guidelines which have been taken into consideration in the formulation of this policy include Keeping Children Safe in Education, The Equality Act 201, and the Special Educational Needs and Disability Code of practice.

This policy should be read in conjunction with a number of other school documents, including:

- SEN(D) Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Teaching and Learning Policy
- School Plan

Aims

The aims of the school are:

- To model high standards of behaviour and language at all times
- To encourage high standards of behaviour, by establishing a clear, fair, and consistent approach to rewarding positive behaviour and managing poor behaviour
- To promote positive relationships built on mutual respect and consideration between pupils, staff and the wider community
- To ensure that everyone is supported, protecting and supporting the victim, whilst understanding and helping the child who displayed harmful behaviour
- To ensure there is a strong home-school partnership, so that parents and carers are fully informed of behaviour managements procedures and expectations, and these can be supported between home and school
- To provide a calm, safe and happy environment where everyone feels values, secure and free from disruption and bullying
- To promote positive citizenship by ensuring that all pupils understand and demonstrate the school's values, making respectful, responsible and positive choices in their behaviour at all times

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
- 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 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.

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
- Keeping Children Safe in Education
- 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 88-94 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
- Madginford Primary School's Behaviour Policy is published on the school website

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
- Child on child abuse – any form of physical, sexual or emotional harm inflicted by one child (or a group of children) on another child. This includes cyber bullying.
- Vandalism

- Theft
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - 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

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	Consistent, targeted emotional maltreatment that makes a child feel constantly frightened, worthless, or in danger. Dominating and controlling a peer's friendships, relationships, or money.
Physical	Any deliberate act that causes physical harm, including hitting, kicking, shaking, biting, hair pulling, or pushing.
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	Unwanted conduct of a sexual nature—such as sexual comments, remarks, "jokes," or online harassment—that makes a victim feel intimidated, degraded, or humiliated
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Cyberbullying is bullying that uses digital technology, mobile phones, social media, or online gaming to harass, threaten, humiliate, or target a child

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

Roles and responsibilities

The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The governing body 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.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body 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 sanctions are applied consistently.

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.

Parents

Parents are expected to:

- Support their child in adhering to the pupils' 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

Pupil code of conduct

Pupils are expected to:

- Be kind, respectful and polite to everyone in our school community, including pupils, staff, visitors and members of the wider community.
- Treat everyone fairly and with dignity, regardless of their race, religion or belief, sex, disability, sexual orientation, family circumstances or any other characteristic.
- Use words and actions that make others feel safe and welcome, and never deliberately hurt, threaten, intimidate, humiliate or frighten another person.
- Keep our hands, feet and objects to ourselves and never use physical violence or aggressive behaviour towards others.
- Tell a trusted adult if something is worrying, frightening or upsetting them, or if they are concerned about another child.

- Speak up about bullying and unkind behaviour, rather than joining in, encouraging it or ignoring it.
- Respect personal space and boundaries and understand that everyone has the right to say no to unwanted physical contact.
- Never use sexualised, discriminatory, racist or abusive language or behaviour, including behaviour directed towards another child.
- Use technology, the internet and online platforms safely and responsibly, following the school's rules and never using technology to hurt, threaten, embarrass or exclude another person.
- Never share, request or create inappropriate images, messages or content involving another child, and tell a trusted adult if something online makes us feel uncomfortable, worried or unsafe.
- Respect other people's belongings, property and privacy, and never take, damage or use another person's possessions without permission.
- Follow the reasonable instructions of adults, particularly when these instructions are intended to keep pupils safe.
- Move around school safely, following agreed routines and behaving sensibly in classrooms, corridors, playgrounds, toilets, dining areas and other parts of the school.
- Tell an adult if we are worried about something happening in school, at home or online, even if we have been asked to keep it a secret.
- Take responsibility for our behaviour, listen when an adult helps us to understand what went wrong, and make things right where possible.
- Help to create a safe and inclusive school, by looking out for others, including people who may be lonely or vulnerable, and seeking adult help when someone may be at risk of harm.

Rewards and Sanctions

School Rules and Classroom Charters

Classes use a Class Dojo (Monster points for EYFS/KS1) system to encourage the children to follow the School Rules which are rooted in our school values.

Our School Rules:

	**RESPECT**	We treat everyone with kindness, listen carefully, value different perspectives and show consideration for ourselves, others and the world around us.
	**CURIOSITY**	We ask thoughtful questions, explore new ideas and develop a lifelong love of learning through discovery, creativity and wonder.
	**CHALLENGE**	We embrace challenge with confidence, take risks in our learning and strive to achieve our very best.
	**EQUALITY**	We celebrate diversity, treat everyone fairly and ensure that every member of our school community feels included, valued and respected.
	**INDEPENDENCE**	We think for ourselves, take responsibility for our learning, make positive choices and develop confidence in our own abilities.
	**PERSEVERANCE**	We show resilience when learning is difficult, learn from our mistakes and keep going until we succeed.
	**WORKING TOGETHER**	We collaborate with kindness and respect, share ideas, support one another and achieve more by working as a team.

Each class designs their own classroom charter, which all children should be involved in creating and sign to show they agree to adhere to. These are displayed in classrooms.

All our pupils have the opportunity to make positive choices about their behaviour and influence outcomes.

In order for children to understand what is meant by 'expected behaviour' (both behaviour for learning & behaviour towards others), expectations must be made clear & explicit. Children, especially the younger year groups, also need to see clear, peer-modelled examples of what this behaviour could look like.

School Behaviour System

Praise is the most powerful form of influencing children's behaviour. It is important that good behaviour is identified and rewarded.

Rewards

For rewards, the school will use Class Dojo/Monster points whereby the children are given points and praise when they demonstrate positive behaviours which uphold our school values. The children are working towards personal goals. Additionally, these children are working towards a class goal, which when met is rewarded.

As the system is used consistently throughout the school, all staff will be able to award any child in the school with Dojo/Monster points.

In the classrooms, all classes have a behaviour ladder where all children start at the beginning of each day at Ready to Learn. If a child has really pushed themselves and/or shown pride in their learning, they can move up the ladder to Proud as a Peacock which involves being sent to the Head of Year to celebrate in their success. Parents will be informed via the Class Dojo messaging system.

By using Class Dojo/Monster points as our reward system, we have the facility to make all aspects of behaviour clear & explicit to help children learn what expected behaviour should look like. Points are rewarded to children in line with our school values.

As part of the discussion on behaviour, children and adults together should identify what each point looks like both inside and outside of the classroom. This can then be clearly displayed alongside the class charter, e.g. Being ready to learn: looking at the speaker, following instructions, making sure you have everything you need.

This helps children to understand what each behaviour should look like in the classroom & provides consistency when the class is covered by other staff.

As children move through the school, there may be less detail added to each aspect of behaviour as they have a greater understanding of what that behaviour should look like.

Our school use Class Dojo as a means of communicating with parents which means parents can see when children have earned points and celebrate this with their children.

Sanctions

Teachers use least intrusive skills to redirect behaviour.

For KS1 and KS2 sanctions, we will continue to use the behaviour ladders. All children will start the day, and aim to remain all day, on Ready to Learn. However, following a verbal warning, children may need to move down the ladder. The levels will move through Think About It, Make Better Choices and Contact Home (red).

All staff can move children down the behaviour ladder (from Year 1 to Year 6). So for example if a child is not behaving appropriately in assembly, in the corridor, in the playground or in the classroom any member of staff can ask child to move their name. This will reinforce that we all have exactly the same high expectations of behaviour across the school. Our mid -day meals supervisors will be recording any incidents of behaviour in a notebooks, and will let teachers know of any children that need to move names down.

Class teachers will record when children move to Contact home on our school electronic system, Cpoms and assign this to the Head or Year, and alert the Head of School.

A **Make Better Choices** or **Contact Home** consequence will also result in an appropriate in-school sanction. For a first occurrence or an isolated incident, this will involve restorative reflection during break (with the use of the ABC sheet); the incident will be logged on CPOMS (and the ABC sheet uploaded); the teacher will call the child's parents/carers. Once children have reflected on their behaviour, they will be encouraged to apologise to the person affected and explain why they are sorry. Where behaviour continues or incidents are repeated, the level of sanction will increase. The incident will be logged on CPOMS; the Head of School will be informed and a meeting will be held with parents. There will be an appropriate sanction agreed, which may include a full lunchtime exclusion, followed, where appropriate, by an internal or external exclusion. In all instances, parents and carers will be informed of any significant consequences and, where appropriate, the actions taken to support their child in making better choices.

EYFS Behaviour, Rewards and Sanctions

In EYFS, we recognise that children are developing their understanding of emotions, relationships, expectations and self-regulation. Positive behaviour is promoted through clear and consistent routines, positive relationships, modelling and praise. Children are encouraged to follow our school expectations and are recognised for making positive choices. Rewards may include verbal praise, recognition from adults, stickers, certificates and Dojo points as part of the school Class Dojo system. Children can earn Dojo (Monster points) for positive behaviour, effort, kindness and following expectations in line with school values, awarding to individuals, groups or whole class. Children work towards smaller reward targets through the use of a gumball reward system, directly linked to Class Dojo. When a child achieves a multiple of ten Dojo points they are able to choose a gumball, which directly relates to a small prize. When higher totals are reached, as a whole class, they receive an agreed class reward or celebration.
Some children may require additional support to recognise and achieve positive behaviour in small, manageable steps. Individual sticker charts may therefore be used to celebrate specific successes and provide immediate positive reinforcement. These are personalised to the child's individual needs and are intended to build confidence and support the development of positive behaviour.

Where behaviour does not meet expectations, adults will respond calmly and consistently, taking account of the child's age and stage of development. Appropriate sanctions may include a clear reminder of expectations, redirection to a more appropriate activity, time and support to regulate emotions, repairing or putting right an action, or a short period away from an activity where appropriate and supervised. Adults will support children to understand the consequences of their actions and help them make positive choices, with the emphasis always placed on teaching, restoring relationships and developing self-regulation rather than sanctions. However, where behaviour is considered extreme or a significant incident occurs, the class teacher will record the incident on the school's electronic recording system, CPOMS. The incident will be assigned to the Head of Year and the Head of School will be alerted, and an appropriate sanction will be discussed. Parents and carers will be informed of any significant consequences and, where appropriate, the actions and support put in place to help their child understand expectations, regulate their behaviour and make positive choices in the future.

Child-on-Child Abuse

Any behaviour that meets the definition of child-on-child abuse will result in the child moving down the behaviour ladder to Contact Home. The class teacher will immediately report and escalate the incident to a member of the Senior Leadership Team (SLT), and the incident will be recorded on CPOMS in line with the school's safeguarding procedures.

The parents or carers of a child who has been hurt or affected will be informed by the class teacher, Head of Year or a member of the SLT. This will normally be through a face-to-face conversation or telephone call, depending on the circumstances.

Hurting, Bullying and Unkind Behaviour

Behaviour that involves hurting, bullying or deliberately targeting another child or adult will not be tolerated. This includes physical behaviour, name-calling, intimidation, harassment or other behaviour intended to cause harm or distress.

Any such incidents must be reported to a senior member of staff and recorded on CPOMS where appropriate. Staff will follow the school's safeguarding and behaviour procedures when responding to these incidents.

Monitoring Patterns of Behaviour

When recording behaviour incidents on CPOMS, staff will review previous incidents to identify any emerging patterns or recurring concerns. Where a pattern is identified, appropriate support will be put in place to help the child understand and improve their behaviour.
Parents or carers may be invited to meet with the class teacher and Head of Year or a member of the SLT to discuss the concerns, agree appropriate actions and identify clear next steps. Support may include targeted strategies, regular check-ins, pastoral support or other interventions appropriate to the child's needs.

Safeguarding and Behaviour

The school recognises that behaviour can be a form of communication and that changes in a pupil's behaviour, presentation, attendance or emotional wellbeing may indicate that a child is experiencing difficulties or may be at risk of harm.

Staff will therefore consider behaviour in the context of the child's individual circumstances and safeguarding needs. A behaviour incident will not automatically be viewed simply as a disciplinary matter where there may be an underlying safeguarding concern.

Pupils are encouraged to speak to a trusted adult if they are worried about themselves or another child. All concerns will be taken seriously and dealt with in accordance with the school's safeguarding and child protection procedures.

The school will maintain a child-centred approach and will work to ensure that all pupils are safe, listened to, respected and supported.

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.

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 for more information

Off-site behaviour

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

Sanctions 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 another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions 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).

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 and allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct and the class charter
- Develop a positive, professional relationship with pupils, which may include:

    - **Get to know each child** – take an interest in pupils' interests, strengths, hobbies, friendships and experiences. Remembering small details can help children feel valued.
    - **Build trust through consistency** – be predictable, fair and reliable. Children should know that adults will keep their word, follow agreed routines and respond consistently.
    - **Show genuine warmth and care** – greet pupils positively, use their names, smile, celebrate their successes and show that you enjoy having them in your class.
    - **Listen carefully** – give children time to talk and show that their views matter. Avoid dismissing worries as insignificant.
    - **Notice and praise positive behaviour** – specifically recognise effort, kindness, resilience, cooperation and improvement rather than focusing only on mistakes.
    - **Set clear boundaries** – positive relationships do not mean having low expectations. Children generally feel more secure when expectations and consequences are clear, fair and consistently applied.
    - **Correct behaviour calmly and respectfully** – challenge the behaviour rather than labelling the child. For example, *"That choice wasn't safe"* is more constructive than *"You're a naughty child."*
    - **Avoid public humiliation** – address behaviour discreetly where possible and protect pupils' dignity.
    - **Use restorative conversations** – after an incident, help pupils understand what happened, who was affected and how they can put things right.
    - **Give pupils responsibility** – classroom jobs, leadership opportunities and chances to contribute to decisions can develop pupils' sense of belonging and ownership.
    - **Be interested in children's successes outside school** – celebrating achievements in sport, music, clubs, family life or other interests can strengthen connections.
    - **Recognise individual needs** – consider a child's age, developmental stage, communication needs, SEND, background and personal circumstances when responding to behaviour.
    - **Build an inclusive classroom** – ensure every pupil feels that they belong and that differences are respected.
    - **Model the behaviour you expect** – demonstrate patience, kindness, respect, honesty and how to manage mistakes.
    - **Make it safe to ask for help** – regularly remind pupils which adults they can talk to if they are worried about something at school, at home or online.

Physical restraint

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 on a safeguarding form/CPOMS and then a DSL will report to parents

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.

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.

The school's special educational needs co-ordinator and Head of Schools 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.

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.

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. Class passports will also be completed, for each individual child. These will be handed up to the next class teacher.

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.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body 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 full governing body annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Kent Exclusions guidance
- Child protection and safeguarding policy
- Anti-bullying Policy
- Physical restraint policy

_____	_____	_____
(Signature)	(Role)	(Date)

Appendix 1

ABC Sheet

Name of child:	Name of staff member:	
Date:	Time:	Place:
What happened?		
Action taken:		
Staff signature:		