

Plaxtol Primary School Behaviour policy and statement of behaviour principles



This policy has been impact assessed by Mrs Claire Rowley in order to ensure that it does not have an adverse effect on race, gender or disability equality.

**Approved by: Mrs Claire
Rowley**

Date: May 2025

**Next review due by: May
2026**

1.Minerva vision and values

<u>Our School Motto:</u> • Learning together – school, family, community	<u>Our Vision:</u> M – we use a Growth Mindset attitude to learning, where resilience is key. I – we promote independence in both the children’s learning and their approach to later life. N –we pride ourselves on how we nurture the potential of every child. E – we recognise the importance of the environment both on a local, national and global level. R – we will respect all pupils and adults in our school and the wider community. V – our village is fundamental in developing a sense of community. A – all children, parents and staff are aspirational in their outlook.
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At Plaxtol Primary School we feel that this vision, linked to Minerva the goddess of Wisdom who is represented on our school emblem, best represents the life -long learning that we want our children to embrace in all aspects of their lives. We are aware that we share responsibility for the children in our charge, and make every effort to provide the care which any responsible parent would be expected to give.

2.Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the Minerva vision and values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils

3. Definitions

Misbehaviour is defined as breaching of the school rules.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules and vision.
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothesOnline sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol/Illegal drugs
 - Inappropriate 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 1 person or group by another person or group, where the relationship involves an imbalance of power. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Implementation of behaviour expectations

This policy is shared with all new staff during their induction. It is shared with all staff at the beginning of the year with the annual safeguarding training. It is regularly revisited during the year with staff and pupils.

Adults at the school

At Plaxtol Primary School we expect all adults to:

- › Create a calm and safe environment for pupils
- › Establish and maintaining clear boundaries of acceptable pupil behaviour
- › Refer to the school rules
- › Implement the behaviour policy consistently
- › Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Model expected behaviour and positive relationships
- › Provide a personalised approach to the specific behavioural needs of particular pupils
- › Consider the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Record any deliberate physical incidents promptly to SLT (see appendix 3 for a behaviour log)
- › Challenge pupils to meet the school's rules.

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

Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- › Take part in the life of the school and its culture
- › Be given a copy of the school's rules to reinforce with their children.
- › Respect and follow the school rules at school events

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

Pupils

Pupils will be made aware of the following during their induction and at the start of each term, into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's rules and Minerva vision and values.
- › The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- › The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

6. Plaxtol Primary School's Rules

At Plaxtol Primary School, children will:

- Be honest
- Be proud
- Be safe
- Be respectful
- Be kind

Our new school rules will be used throughout the school day to ensure consistency. They will be reinforced at the beginning of each seasonal term during curriculum information evenings with parents and termly in assembly. The school rules will be displayed around the school and in all classes along with the associated class rules. – see Appendix 3.

7. Responding to behaviour

7.1 PSHE and Circle time

At Plaxtol Primary School we use PSHE and circle time to teach the children about safety, mental well-being, emotions and school values. PSHE lessons take place weekly through a planned overview using the Coram Scarf resources.

Circle time is used regularly to support the children in the class with understanding our behaviour expectations. It can be used as part of planned activities or used to deal with a specific concern,

7.2 The Six Principles of Nurture

As a school, we have committed to the Six Nurture principles.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. Nurture is important for the development of self-esteem
4. Language is understood as a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of children

We have formulated a Nurture action plan which we will be completing over the next 18 months.

7.4 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 safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our safeguarding policy for more information.

7.5 Responding to good behaviour

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

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

Rewards

Positive behaviour will be rewarded with:

- **Housepoints** – these can be awarded by all staff. They can link to the Minerva vision and values, to acknowledge excellent work or efforts put into a task. Specific coloured counters are put in the Housepoint display in the entrance hall and the weekly winners are announced in Celebration assembly.
- **Marbles in a jar** – these are sometimes used in the EYFS/KS1 to create a whole class award.
- **Courtesy cup** – The 'Courtesy Cup' is awarded to one child at the end of each week in Celebration Assembly for showing great manners and being polite. They return it to school the following week.
- **Certificates** – staff in KS2 can award these for a range of reasons such as effort. They are presented in Celebration assembly by the Head Prefects in Year 6.
- **Gold stars** – staff in KS1/EYFS award these for a range of reasons such as effort.

- **Minerva Cup** – The 'Minerva Cup' is awarded weekly to a child/member of staff who had displayed the vision and values of the school that week. Each week takes a letter of Minerva, starting with M etc.
- **Tapestry** – staff can also communicate praise to parents/carers using this online portal
- **Stickers** – any member of staff can issue a sticker to any child they see carrying out any of the school's rules.

7.6 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Misbehaviour is divided into three broad bands.

Level 1

Misbehaviour that can be effectively managed by the appropriate member of staff.

Level 2

More serious behaviour that is not so easily managed within a learning environment, on the playground or persistent level 1 behaviour. In the case of level 2 behaviour, support staff will report back to the class teacher as soon as possible and certainly within the same day. The class teacher will involve parents, other staff will be notified, and the Head Teacher will be informally involved.

Level 3

Very serious behaviour or persistent level 2 behaviour. Formal involvement of the Head Teacher and parents. Other outside agencies may also become involved.

The table below gives examples of misbehaviour, staff are required to use their discretion and professional judgements when dealing with children at school.

Sanctions and strategies

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Misbehaviour will be dealt with in 3 stages depending on the nature of the behaviour.

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

Level 1	Level 1
Not on task	Reminder of school/class rules ↓ Verbal reprimand ↓ Repositioning of the child ↓ CT discussion with child ↓ Loss of some playtime/lunchtime play. ↓ Stay in class for part of lunchtime to complete a task.
Disrupting another child, chatting in class	
Distraction/interruption	
Incomplete tasks	
Minor bad language	
Unsafe behaviour	
Not following instructions	
Telling lies	
Careless damage	
Unsafe movement around the school	

Level 2	Level 2
Persistence of level 1 behaviours	Stay in class for part of lunchtime to complete a task ↓ Time out in another class ↓ Involvement of AHT/SENCO ↓ Parents informed ↓ CT informal meeting with parents ↓ Informal involvement of HT
Refusal to work	
Defiance	
Answering back	
More serious bad language	
Isolated acts of violence	
Direct verbal abuse	
Stealing for the first time	
Deliberate destruction of property/another child's work	
Threatening behaviour	Informal involvement of HT

Level 3	Level 3
Persistence of level 2 behaviours	HT informed immediately ↓ Formal chat with HT ↓ Meeting with parents ↓ Action plan agreed with school and parents ↓ Involvement of outside agencies ↓ Internal exclusion – removed from class ↓ Formal exclusion
Major disruption of learning	
Threatening behaviour towards adults	
Leaving the school premises without consent	
Persistent bad language and verbal abuse including bullying.	
Persistent violent behaviour including fighting	
Dangerous refusal to obey instruction	
Persistent stealing	
Vandalism of school building or property	
Bringing weapons into school	Formal exclusion

7.6 Reasonable force

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

- Hurting themselves or others
- Damaging property

When considering using reasonable force, staff should find the class teacher of the child involved or DSL and follow the positive handling policy.

7.7 Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.8 Off-site and online misbehaviour

Plaxtol Primary School will deal with non-criminal poor behaviour which occurs offsite or online and which is witnessed by a member of staff or reported to the school in line with the strategies previously mentioned.

Sanctions may be applied where a pupil has misbehaved off-site or online when representing the school in the following ways:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- 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
- Could adversely affect the reputation of the school

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher will make the report.

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

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

7.10 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 safeguarding policy for more information.

8 Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

8.2 Suspension and permanent exclusion

Plaxtol Primary School understands all pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The Headteacher will refer to 'Reasons and recording exclusions within the 'Suspension and Permanent Exclusion from maintained school in England including pupil movement guidance' to decide if the circumstances may warrant a suspension or permanent exclusion to occur can be found. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Initially, any exclusion will be a temporary fixed term (normally a period of up to 5 days) and if necessary, permanent exclusion or a managed move may be considered in consultation with the Local Authority and Governing Body. Plaxtol Primary School follows the Kent Exclusion advice for school and governors.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples may include:

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

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

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

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

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

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

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

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

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This would include meeting with the class teacher, the headteacher and other staff as relevant.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by informing them of behaviour expectations as well the school rules and Minerva vision and values of the school.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils take part in a 'Moving up morning' with their new teacher.

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

12. Training

As part of their induction process, our staff are provided with information on how to manage behaviour.

Training will be provided regularly on the needs of the pupils at the school and how SEND and mental health needs can impact behaviour.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect information on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys).

This information will be analysed termly annually by the headteacher and governors. The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

This policy is a working document and may be amended or improved through listening to and in discussion with all stakeholders. It will be reviewed by the headteacher and Governing Body at least annually, or more

frequently, if needed, to address findings from the regular monitoring of the behaviour information. At each review, the policy will be approved by the Governing Body at FGB.

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

14. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Positive handling policy
- Anti-bullying policy

Approved by the Full Governing Body on 20th May 2025

Signed by Mrs Sally Shewell Chair of Governors

Signed by Mrs C Rowley Headteacher

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of 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 Governing Body annually.

Appendix 2: behaviour log

PUPIL'S NAME:	
PUPIL'S SEN NEEDS:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE):	

Plaxtol Primary School Rules

Be honest
Be proud
Be safe
Be respectful
Be kind

