

# MEDWAY COMMUNITY PRIMARY SCHOOL



## *Behaviour Policy*

September 2025 - 2028

## **AIMS AND OBJECTIVES**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our policy is to promote good behaviour and manners, as well as to deter anti-social behaviour. We aim to promote an environment in which everyone feels happy, safe and secure, so that all children can take a full and productive part in the life of the school. A high standard of behaviour complements our ethos of equality of opportunity for all (see our Single Equality Policy for more details). It is our intention that pupils develop an increasing sense of responsibility for their own behaviour and are concerned and proactive whenever they recognise anti-social behaviour in others. Bullying is never tolerated (see Anti-bullying Policy).

We recognise that children gain high self-esteem through the presence of good role models and the support, encouragement and companionship of family, friends and school. Consistent and appropriate discipline at home and at school helps children to recognise appropriate boundaries. An effective partnership between school, home and child matters to us.

Towards this end we:

- take positive steps to ensure equal opportunities for all
- have a mutually supportive approach
- seek to engender high self-esteem
- aim for consistency
- strive for high standards
- aim to develop good quality relationships
- celebrate the cultural diversity of our school and community
- have a clear, planned approach

## **REWARDS**

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. The school rewards good behaviour as it believes that this will develop an ethos of respect, kindness and cooperation.

Our policy has at its core our **Cultural Passport**, encapsulated in our whole school reward system. The **Cultural passports** are applicable for ALL Children aged 3 - 11 years, taking into consideration that different behaviours will be exhibited by children as they grow older. The reward system was developed with staff from each phase of the school and its implementation is regularly monitored and evaluated.

### **Cultural passport reward system:**

In each academic year, children can achieve three **Cultural Passport Badges**: bronze, silver and gold. Each year group sets a number of age related, culturally relevant tasks for each badge for children to complete. Points are also rewarded for good behaviour. These points can be awarded by any member of staff and also by the child's peers. The school acknowledges all the efforts and achievements of children, both in and out of school.

### **Other rewards:**

- **Verbal and written messages:** Teachers meet informally with parents/carers or send a note to tell them about their child's academic and personal achievements before or after school.
- **Lunchtime stickers:** If children are particularly well behaved, for example, use their manners at the lunch table or help organise games, lunchtime supervisors give children stickers.
- **Class rewards:** Teachers may agree an additional rewards system with their class. This helps children develop a sense of democratic participation. Children can be awarded stars, stickers or points to celebrate positive learning behaviour and academic attainment. The whole class can be rewarded with Golden Time - a session when the class chooses their own activity.
- **Individual rewards:** It can be helpful for an individual pupil to be set behavioural goals or targets. There are a variety of circumstances or reasons why a pupil may struggle with his/her behaviour at a point or period in his/her school life; individuals may or may not have special educational needs (see Special Educational Needs Policy). An individual pupil's additional needs will be discussed with his/her parents, as appropriate.
- **Privileges/Roles of Responsibility:** Our children recognise that ambassadors to represent the class or school should be well behaved. Individuals are democratically selected to undertake roles of responsibility, including: class monitors, school council members, lead learners, prefects and head boy/girl. In examining the merits of each potential candidate, their behaviour is always a key consideration.

## **BEHAVIOUR MANAGEMENT (DISCIPLINE)**

The class teacher discusses school rules and rules within the class at the start of the academic year and periodically thereafter. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class. The school employs a number of sanctions to enforce school rules, to ensure a safe and positive learning environment. We endeavour to use each behaviour management strategy appropriately to each individual situation.

- **Reminders:** We expect children to listen attentively in lessons and to respond to instructions. We expect children to try their best in all activities. We also expect all children to ask for help if they need it. If a child does not do these things, he/she will be reminded to do so. Staff consider reasons why a child may be unable to perform at the standard expected or ask for assistance e.g. a child may be feeling poorly or struggling to follow a class discussion or new task. Extra support will be given to the child, if necessary.
- **Reprimands:** If a child exhibits a careless attitude, misbehaves or is disruptive, the child will be reprimanded. A reprimand may also involve another sanction. If there is a pattern of this kind of behaviour, support may be sought from the SENCO and/or CFW team.
- **Time out:** In order that a child has the chance to calm down and/or reflect on his/her behaviour, he/she may be asked to remove him/herself from the rest of the class/group. The child may remain in the classroom, be sent/taken to a neighbouring classroom or asked to stand outside the head teacher's office for a short period. The child may be asked to miss some or all of their playtime. During playtime, these children may be asked to stand against the playground wall or to complete a task indoors supervised by an adult. Alternatively, a child may be denied some or all of their Golden Time.
- **Activity stopped:** The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part. If necessary, the lesson may be postponed.
- **More senior staff involvement:** At the initial stage of his/her behaviour being managed, we expect a child to respond positively to the support and advice offered, regardless of the adult's role in school. However, if he/she does not, a more senior member of staff will be informed: for example, a lunchtime supervisor will inform either the lunchtime manager or the child's

class teacher. Persistent poor behaviour could result in a child being sent to the Assistant head teacher who will ascertain the correct sanction or support initiative required. For serious one off incidents, a child will always be sent to the Head teacher.

- **Parental involvement:** We try to build a supportive dialogue between the home and the school so that children receive consistent messages about how to behave at home and at school. We inform parents and carers if we have a particular concern about their child's welfare or behaviour. If a child repeatedly acts in a way that disrupts his/her own learning or that upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation with a view to improving the child's behaviour.

Likewise, parents can tell us if they have any concerns regarding their child's welfare or behaviour - they should approach the child's class teacher in the first instance. For example: we think it is reasonable for parents to ask why their child was reprimanded or had time out; we think it is reasonable for parents to inform us of incidents in school that may have been unobserved; and we are grateful for parents telling us about changes in circumstances at home that may affect their child's behaviour in school. If a parent asks for support managing their child's behaviour at home, the school will endeavour to signpost sources of support. If a pupil's behaviour outside school affects discipline and pupils' safety in school, sanctions may apply (including Exclusion). If a parent has an issue about how their child has been treated in school and they do not feel this has been resolved through discussion with the child's teacher, they should ask for information on/follow the school's Complaints Procedure.

- **Report Card:** If a child's behaviour is persistently poor, ways to improve will be discussed with the child and any signs of improvement or otherwise will be recorded on a report card. The terminology used with the child and the design of the report card will be appropriate to their age and needs; for example, the report card could be a Sticker Chart or a detailed hourly/daily record. It will be used as evidence for further discussion.
- **Exclusion:** Internal exclusion may be used for up to three days to signal to a child and to parents that fixed term exclusion has been considered. An internal exclusion involves the child remaining in school but isolated from his/her usual peers whilst supervised by a member of staff. The child will be expected to do work that is set and marked by his/her class teacher. Alternatively, the head teacher has the option to impose a Fixed Term Exclusion requiring the child to remain at home for persistent poor behaviour

or serious one off incidents. Permanent exclusion would always be a last resort and therefore is extremely rare (see Exclusion Policy).

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

### **Child on Child Abuse**

Child on Child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse including: • bullying (including online bullying), physical abuse, sexual violence and sexual harassment, sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals. This abuse can: Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences; Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm; Be indicative of concerns within the life of the child who perpetrates the behaviour e.g. Safeguarding concerns.

Children or young people who harm others may have additional or complex needs e.g.: Significant disruption in their own lives; Exposure to domestic abuse, witnessing or suffering from abuse; Educational under-achievement; Involved in crime.

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and will use this policy guidance to help.

### **Responding to misbehaviour from pupils with SEND**

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 causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices.
- Using our best endeavours to meet the needs of pupils with SEND.
- 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.

### **Adapting sanctions for pupils with SEND**

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

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

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.

### **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.

#### **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 issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Extent of head teacher's power to discipline:**

The Education and Inspections Act 2006 gives the head teacher the ability to discipline a pupil for poor behaviour even when the pupil is not on school premises or under the lawful control of school staff. 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
- 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 a staff member (e.g. on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **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 Head teacher or a DSL 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.

### **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.

Please refer to our child protection and safeguarding policy for more information

### **Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. At Medway we have a dedicated CFW Team who support children to reintegrate with their peers after a sanction and have a daily port of call if they feel anxious or upset.

### **Physical Intervention:**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **MONITORING AND REVIEW**

Pupils' behaviour is monitored by the school in a variety of ways, including:

- The recording of incidents on CPOMs by all members of staff. This record is regularly audited and reports analysed.
- Observing pupils in routine situations (in lessons, in assemblies, on the playground, in the dinner hall, moving around the school);
- Observing pupils in situations that are different to the norm (e.g. when on school visits and residential visits, interacting with visitors to the school,

fun/festival/charity fundraising days, evacuation drills, taking messages to other staff, carrying out roles of responsibility);

- Records of playtime/lunchtime accidents and incidents;
- Records of persistent poor behaviour or serious one off incidents; and
- Records of exclusion.

An incident is judged as 'serious' in relation to health and safety and school rules/accepted norms. In addition, we view any infringement of our Single Equality Policy as a serious incident; for example, any racist behaviour. A central record of these incidents is held by the head teacher. An investigation into an incident does not in itself indicate that the matter is serious.

## **Roles and responsibilities**

### **The Governing Body**

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles.
- Reviewing this behaviour policy in conjunction with the headteacher.
- Monitoring the policy's effectiveness.
- Holding the headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body.
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully. This will be supported by Senior Teachers.

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from CPOMs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **Teachers and staff**

Staff are responsible for: *Creating a calm and safe environment for pupils*

- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

- Take part in the life of the school and its culture

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.

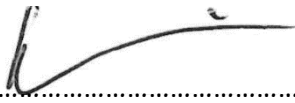
### **Pupils**

Pupils will be made aware of the following during their induction 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 key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. 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. Extra support and induction will be provided for pupils who are mid-phase arrivals.

This policy was agreed on:.....16/10/2025.....

Signed: .......... (Headteacher)

Due to be reviewed (3years):... ..