



Behaviour Policy and Statement of Behaviour Principles

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Dated	September 2025
Date of next review	September 2026

Contents

Introduction

Aims

Behaviour principles

Legislation and statutory requirements

Definitions

Bullying

Roles and responsibilities

Pupil code of conduct

Rewards and sanctions

Behaviour management

Pupil transition

Training

Monitoring arrangements

Links with other policies

Appendices

1. Incident Form

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 2010, 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 work and behaviour, emphasising praise and positive reinforcement
- To ensure that all adults and children treat each other with mutual respect and consideration
- To ensure a consistent, whole school approach to behaviour management focussing on providing a solution, with the child as an active participant in managing change
- To ensure parents are fully informed of behaviour management procedures
- To provide a well-ordered environment in which all are fully aware of behavioural expectations
- To promote good citizenship
- To prevent bullying

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
- Peer on Peer abuse
- Vandalism
- Theft
- Fighting

- 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	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • 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

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:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Rewards and Sanctions

School Rules and Classroom Charters

Classes use a Class Dojo or Monster points system to encourage the children to follow the School Rules which are rooted in our school values.

Our School Rules:

- Respect – We always listen to others and are kind to others and property.
- Working Together – We share our ideas and achieve amazing things through teamwork.
- Challenge – Our confidence grows as we are never afraid to try new things.
- Perseverance – If we don't succeed, we try again and never give up.
- Curiosity – We are always exploring, asking questions and finding out.
- Independence – We can get things done without always relying on others.
- Equality – We treat everyone fairly and no one gets left behind.

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 and stickers 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 and stickers.

All classes have a behaviour ladder where all children start at Ready to Learn. If a child is particularly successful, they can move up the ladder to Proud as a Peacock which involves being sent to another teacher or senior leader to celebrate in their success.

Each class teacher will need to clarify the points system verbally with the class.

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 in 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 will be using Class Dojo as a means of communicating with parents (to replace the contact books) which means parents can see when children have earned points and celebrate this with their children.

In the classrooms, a behaviour ladder is displayed where all children start the day at Ready to Learn. If children have really pushed themselves and/or shown a pride in their learning, they can move up to the next level on the ladder. They can take their learning to show another member of staff of their choice.

Sanctions

Teachers use least intrusive skills to redirect behaviour.

For sanctions, we will continue to use the behaviour ladders which will have four levels visible to children. 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.

All staff (senior staff, teachers, midday meals supervisors, TAs) 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 and will let teachers know of any children that need to move names down.

Madginford staff will record when children move to red on our school electronic system, Cpoms and assign this to the Year Leader who will escalate this to the Senior Leadership Team, if necessary.

Make Better Choices and Contact Home will also result in an in-school sanction, This may be 5 or 10 minutes off of a break time or lunch time (depending on when an incident occurred). If issues persist, this may be a full lunch time detention. Parents will also need to be informed of consequences.

Should behaviour persist, Parents will be called in to meet the class teacher and Year leader to agree actions and next steps.

Any behaviour which causes physical harm to others, name-calling and any purposeful damaging of equipment will result in movement down the ladder to Contact Home, and the class teacher and/or Year Lead will escalate this to a member of the Senior Leadership Team. This will be recorded on Cpoms.

Children hurting or bullying (including name calling) other children or adults will not be tolerated and should be reported on CPOMS and to a senior member of staff.

Children will be sanctioned according to this behaviour policy and sanctions include internal and external exclusions. Incident forms will be used to inform the parents that their child has been hurt. These are completed by the class teacher.

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 or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - 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

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 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.

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)

Incident Form

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