

Behaviour Policy

Headcorn Primary School



Approval Body	Full Governing Body
Approval Date	15 th July 2026
Date for Review	July 2027
Signed – Head Teacher	S Symonds
Signed – Chair of Governors	T Kelly

Aims of the Policy

At Headcorn Primary School we believe all pupils should be encouraged to have respect for themselves, for others and for their school. Adults in the school's community are role models for the pupils – they depend on adults for guidance on acceptable behaviour, in any situation. Every person who joins the school's community has a part to play.

Our aims are:

- To support the educational aims of the school
- To contribute to the values of the school
- To prevent and tackle bullying
- To ensure that our school has an anti-bullying culture whereby no bullying, including bullying between adults and children, will be tolerated
- To ensure that the conduct of all members of the school community is consistent with the values of the school
- To ensure all pupils have the maximum motivation and opportunity to learn positive social behaviour
- To provide a calm, safe and happy environment for all members of the school community
- To ensure consistency of approach, whilst recognising individual difference
- To promote a trauma-informed approach that recognises behaviour as a form of communication and seeks to understand the underlying needs that may influence behaviour
- To build emotionally safe, trusting relationships that enable all pupils to feel secure, regulated and ready to learn
- To respond to behaviour with empathy, curiosity and consistency while maintaining high expectations and clear boundaries
- To ensure that sanctions are balanced with support so that pupils learn, repair relationships and develop positive behaviour over time

Related Policies and Documents

This policy links with a number of other school policies:

- Safeguarding and Child Protection Policy
- Safer Recruitment Policy
- Online Safety and Acceptable Use Policy
- Equalities Policy
- Anti-Bullying Policy
- Anti-racism Policy
- SEND Policy
- Attendance Policy
- Admissions Policy
- Suspensions & Permanent Exclusions Policy

Expectations on Behaviour set by the DFE

The Department of Education (DFE) outlines the expectations of what a school behaviour / pupil discipline policy should entail. In their guidance, 'Behaviour and discipline in schools', they advise that:

1. The Head Teacher must set out measures in the Behaviour Policy which aim to:
 - promote good behaviour, self-discipline and respect;
 - prevent bullying;
 - ensure that pupils complete assigned work;
 - regulate the conduct of pupils.
2. When deciding what these measures should be, the Head Teacher must take account of the Governing Body's statement of behaviour principles. The Head Teacher must have regard to any guidance or notification provided by the Governing Body which may include the following:
 - screening and searching pupils;
 - the power to use reasonable force and other physical contact;
 - the power to discipline beyond school premises;
 - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
 - pastoral care for staff accused of misconduct.
3. The Head Teacher must decide the standard of behaviour expected of pupils at the school. They must also determine the school rules and any disciplinary penalties for breaking the rules.
4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
5. The Head Teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils.

Roles and Responsibilities

The Governing Body is responsible for:

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

The Head Teacher 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;
- 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 the behaviour log (CPOMs) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teacher, Teaching Assistants and Support 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 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 immediately;
- 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.

The school will liaise with parents and carers and, as appropriate, with external agencies, to ensure that the child's needs are addressed in a holistic way. Using other agencies may include Early Help, Behaviour Support Specialists, Specialist Teaching Service, School Liaison Officers, Educational Psychologists, Community Police Officers, Community Wardens, Parent Support Advisor and Medical Staff. Support from these agencies could include mediation, Positive Behaviour intervention, counselling, restorative justice and positive play techniques.

Pupils will be made aware of the following:

- 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.

The Key Principles of Behaviour Management

Trauma-Informed Practice

Headcorn Primary School is committed to embedding trauma-informed practice throughout all aspects of school life. We recognise that some pupils may have experienced adversity, trauma or significant life events that can affect their emotional regulation, relationships and behaviour.

We understand that behaviour is a form of communication. Whilst all pupils are expected to meet the school's behavioural expectations, staff seek to understand what may be driving behaviour before deciding how best to respond.

A trauma-informed approach does not lower expectations or excuse inappropriate behaviour. Instead, it enables staff to respond consistently, compassionately and proportionately whilst helping pupils develop the skills that they need to regulate their emotions, repair relationships and make positive choices.

Staff will:

- build trusting, predictable relationships with pupils;
- provide emotionally and physically safe learning environments;
- use calm, regulated adult responses to reduce escalation;
- seek to understand the function of behaviour before responding;
- recognise the impact of trauma, attachment needs, bereavement, adverse childhood experiences (ACEs), SEND and mental health on behaviour;
- use restorative conversations where appropriate;
- work collaboratively with families and external professionals;
- promote resilience, emotional literacy and self-regulation.

There are three key principles of behaviour management. Discussion of these principles clarifies the rights and responsibilities of all members of our school communities.

1. Being Inclusive

- Some individuals need more support than others in learning to meet the school's expectations of behaviour.
- Staff recognise that pupils who have experienced trauma, attachment difficulties, adverse childhood experiences or SEND may require adapted approaches to enable them to meet behavioural expectations.
- Equality does not always mean treating every child in exactly the same way. Some pupils will require reasonable adjustments, additional regulation support or personalised strategies in order to achieve the same high expectations.
- The misbehaviours of some vulnerable pupils need to be tackled with an understanding of individual pupil needs.

- Our school must have due regard to the Equalities Act 2010 and the need to proactively make reasonable adjustments in applying policies.
- We have a responsibility to teach social behaviour to all pupils.
- We should be clear with staff, pupils, parents and governors about which expectations are non-negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

2. Being Positive

- Positive relationships are the foundation of effective behaviour support.
- Staff recognise effort, improvement and emotional regulation as well as positive behaviour.
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We should recognise and acknowledge acceptable behaviour through positive reinforcement.
- We should provide pupils with honest and sensitive feedback on their own learning and behaviour.

3. Being Assertive

- Teachers have the right to teach; pupils have the right to learn.
- Pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We will never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Boundaries are communicated calmly, consistently and respectfully. Consequences are used to teach rather than shame and are accompanied by opportunities to repair relationships and restore learning.
- Staff require support from each other and outside agencies to support individual pupils through learning and making changes in behaviour.
- Staff rely on parental engagement and recognise a shared responsibility is needed to address inappropriate and unacceptable behaviour

School Behaviour Curriculum

Pupils are expected to:

At Headcorn Primary School we expect a high standard of behaviour from everyone. We have a set of behaviours that we expect to see from our pupils. With the proper support and adjustments, we expect all pupils to be able to meet the following behavioural expectations.

Expected behaviours		
I share with my classmates	because	I want to treat others how I would want to be treated.

Expected behaviours		
When I speak, I say nice things	because	words can hurt other people.
I am polite, respectful and honest with staff	because	all staff deserve to be treated with respect when they come to work.
I always act in a safe way	because	I don't want to put myself or anyone else in danger.
I show respect to other children	because	we should treat each other as we expect to be treated.
I will make it possible for all pupils to learn and teachers to teach	because	teachers have the right to teach and pupils have the right to learn.
I treat the school buildings and school property with respect	because	I value the school environment where I learn.

Responding to Behaviour

Classroom management

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

- Create and maintain a stimulating environment that encourages pupils to be engaged;
- Display the behaviour curriculum or their own classroom rules;
- Develop a positive relationship with pupils, which will include:
 - Greet pupils in the morning/at the start of lessons;
 - Establish clear routines;
 - Communicate expectations of behaviour in ways other than verbally;
 - Highlight and promote good behaviour;
 - Conclude the day positively and start the next day afresh;
 - Have a plan for dealing with low-level disruption;
 - Use positive reinforcement;
 - Notice signs of emotional dysregulation and respond early;
 - Use co-regulation strategies to help pupils regain emotional control;
 - Provide predictable routines and clear transitions;
 - Use restorative conversations following incidents;
 - Recognise and reduce known triggers where appropriate.

A key strategy for promoting good behaviour is having high expectations, with clear boundaries and well-established routines, at home and at school. We strive to deliver high quality teaching and learning, so that children are motivated and engaged within the classroom. We are proactive in managing difficult behaviour through prevention and early intervention wherever possible. We regularly allocate training opportunities and other resources towards improving staff skills in this area.

Generally, staff should follow the 'praise in public, correct in private' rule. However, it is also important for the child who has been exposed to poor behaviour to know that a consequence has occurred, similarly that child's parents may need reassurance that 'something has been done'.

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.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents either verbally or via email
- Positive behaviour points (Dojo Points) – See Appendix 1

It is important to consider pupil characteristics such as levels of maturity, additional educational needs and other equality issues when applying the behaviour policy. The policy must reward consistently good behaviour but should also identify and reward improving behaviour.

Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond 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.

Staff recognise that behaviour may indicate an unmet emotional, developmental or safeguarding need. Before deciding on an appropriate consequence, staff will consider whether the pupil's behaviour may have been influenced by:

- trauma or adverse childhood experiences;
- attachment needs;
- SEND;
- communication difficulties;
- mental health or wellbeing;
- bereavement;
- family circumstances;
- safeguarding concerns.

Where appropriate, staff will seek to regulate before attempting to educate or sanction, recognising that pupils cannot learn effectively whilst highly dysregulated.

De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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

Wherever possible, staff will use restorative approaches following incidents. Pupils will be supported to:

- understand the impact of their behaviour;
- take responsibility for their actions;
- repair relationships where appropriate;
- identify strategies to make better choices in the future.

Consequences remain an important part of behaviour management but should always be accompanied by support that helps pupils develop self-regulation and positive behaviour.

Positive Behaviour Interventions:

- Emotion coaching
- Restorative conversations
- Individual regulation plans
- Safe spaces or regulation breaks
- ELSA support where available
- Nurture provision
- Therapeutic interventions where appropriate

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil to another classroom for Reflection Time
- A verbal reprimand and reminder of the expectations of behaviour
- Referring the pupil to a senior member of staff
- Letter, email or phone call home to parents
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Fixed term suspension
- Permanent exclusions, in the most serious of circumstances

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

In some cases, a Pastoral Support Programme (PSP) will be drawn up for individual pupils. This will be discussed with parents and carers and will set out clearly the behaviour expected, and consequences should the desired behaviours not be demonstrated.

Other cases may require a home-school contact book for regular communication between school and parents / carers. This is intended to strengthen communication between teachers and parents / carers to highlight positive and support behaviours and needs where necessary.

Further information about other interventions and support can be found in the SEND Policy.

Levels of Behaviour

There are three levels of response to pupil misbehaviour, Level 1, Level 2 and Level 3. Misbehaviour at Level 2 and Level 3 are recorded using CPOMs and the information is passed to the Key Stage Leaders and / or Senior Leadership for monitoring or intervention where and when necessary.

Level 1

This includes low level disruptive behaviour that impacts learning within the classroom and behaviours that are contrary to the list of Expected Behaviours within this policy.

The pupil will be given a warning about their behaviour.

Any Level 1 incidents at break or lunchtime should be reported to the Class Teacher.

Level 2

If pupils do not respond to a Level 1 warning or misbehaviour escalates or is of a more serious nature, then staff can:

- Send the pupil to a partner class with task and duration specified.
- Send the pupil to the Phase Leader with task and duration specified.
- At playtimes, staff on duty should report a Level 2 incident to the Class Teacher.
- Teaching Assistants on duty at lunchtimes should report Level 2 incidents to the duty SLT member.

Parents will be informed if there is a persistent pattern of behaviour at Level 2.

Level 3

If misbehaviour continues and a pupil is already at Level 2, or a particular incident is of a serious nature, then a pupil can go to Level 3. At Level 3 a member of SLT should be informed and decide upon the course of action required. At Level 3, if not before, parents and carers will be informed and involved.

Examples of Level 3 misbehaviour include, but are not limited to, the following:

- Physical violence or threatening behaviour – verbal aggression
- Swearing intentionally to cause offence
- Racist, sexist or homophobic remarks
- Repeated defiance, especially if putting themselves or others at risk
- Continued inappropriate and unacceptable behaviour after Level 1 and 2 warnings

At each level, the professional judgement of the member of staff and the list of Expected Behaviours will be used to escalate misbehaviours to each level.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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.

Staff understand that persistent changes in behaviour, emotional regulation or presentation may indicate unmet safeguarding, welfare or mental health needs. Behaviour data, attendance information and safeguarding concerns will be considered together to ensure pupils receive appropriate support at the earliest opportunity. Please refer to our child protection and safeguarding policy for more information.

Home / School Agreements

In order to provide a safe, happy, effective learning environment, it is vital that all members of the school community work together to ensure acceptable standards of behaviour and teaching. The

Home / School Agreement is therefore signed as the child begins at the school by the child and the parent / carer and remains active for the child's time in EYFS, KS1 and KS2.

Logging Behaviour Incidents

Level 2 and Level 3 behaviour incidents are recorded electronically using CPOMs. This information is held in line with the school's GDPR and Data Protection Policy.

Monitoring

The Head Teacher and Senior Leadership Team will regularly review behaviour data, safeguarding information, attendance and pupil voice to evaluate the effectiveness of this policy. Particular attention will be given to whether specific groups of pupils are disproportionately affected by behaviour sanctions and whether additional support or reasonable adjustments are required.

Exclusion and Suspensions

The school follows the current DfE Guidelines in relation to exclusion and suspension.

<https://www.kent.gov.uk/education-and-children/schools/school-attendance/exclusion-and-suspension#:~:text=Your%20child%20can%20be%20excluded,and%20the%20consequences%20of%20misbehaviour>.

Parents will be notified of the exclusion or suspension and will be followed with a letter detailing the reasons and the length of the exclusion or suspension. The letter will also include details of how to challenge this.

As part of the child being re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to reintegrate the pupil back into the school community and to ensure that the misbehaviour is not repeated. A Pastoral Support Plan may be put in place.

See our Suspension and Permanent Exclusion Policy for more detailed information.

Appendices

Appendix 1

What is Class Dojo?

Class dojo is a visual points-based reward system that allows children to collect points for positive behaviour aspects. Positive behaviour points (otherwise known as Dojo Points) can be collected for the following reasons:

- Good behaviour shown in class and around the school
- School values adhered to throughout the day both in and outside the classroom.
- Determination and good effort shown in classroom attitude, presentation, or work ethic.

How will Class Dojo be used to support behaviour?

Adults across the school can award children a dojo point (both singular and/or multiple) to reward children for their good behaviour and effort. Points will be added to the Class Dojo home screen, and these will be displayed to the children. Teachers can decide whether class dojo remains on the screen during the lesson or can be left on in the background and an iPad can be used to award points during live marking and class discussions.

Staff can give any child a Dojo point for their behaviour at any given point during the day including lunchtimes and break. If outside of the classroom Dojo point cards can be given to pupils.

What are the agreed boundaries within the use of Class Dojo?

All staff will use Class Dojo for positive behaviours only. Points cannot be removed from children's scores. Children can receive individual points and points as a collective both in table groups and whole class points. Whole class points will be recorded each week and the leader board will be changed to reflect who is in the lead for points within the school.