Behaviour Policy

Hever CE Primary School

Approved by:

Headteacher: Mrs H Bligh

Chair Governors: Ms. P Lang

Date: June 2026

Next review date: June 2027

General Statement

A fundamental part of a child's education is learning to develop behaviours and attitudes that enable them to become a valuable member of the society in which they live. At Hever CEP School, we aim to encourage and acknowledge behaviour and attitudes which allow all children to learn and our school community to flourish. No pupil should be allowed to behave in a manner which adversely affects the learning opportunities of others.

We believe in a culture of inclusion, equal opportunities and respect for all members of our community and in the importance of self-discipline and self-esteem. Bullying and discrimination in any form is not tolerated.

Aims

The aims of our Behaviour Policy are to:

- create a positive and inclusive 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 school values of: belonging, courage, perseverance trust and compassion
- outline the expectations and consequences of behaviour
- provide a consistent approach to behaviour management that is applied fairly to all pupils

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) set out in Appendix 1.

Responsibilities

All 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 and challenging pupils to meet the school's expectations
- providing a personalised approach to the specific behavioural needs of particular pupils
- recording serious behaviour incidents promptly on MyConcern

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

Expectations of adults

All members of the school community are expected to:

- treat all children and adults as individuals, respecting their rights, values and beliefs
- foster and promote good relationships, including good relations between people who share a protected characteristic and people who do not, and a sense of belonging to the school community
- model expected behaviour and positive relationships in every interaction with pupils, parents, governors and colleagues
- act swiftly on bullying (including cyber-bullying), harassment or discrimination of any form.
- care for and take pride in the physical environment of the school
- work collaboratively, actively supporting and encouraging one another

Expectations of pupils

All pupils are expected to behave in a way that reflects our school values of: Belonging, Courage, Perseverance, Trust and Compassion.

Collective worship, the PSHE curriculum and class discussions will, where appropriate teach and reinforce our values and behaviour expectations. This includes living our school values by:

- treating everyone with respect and courtesy
- having the COURAGE to try and the determination to PERSEVERE
- showing COMPASSION through acts of kindness and forgiveness
- building TRUST by being honest and thoughtful

We recognise how fortunate we are to learn and play in an area of outstanding natural beauty and are committed to respecting and caring for our environment.

Responding to good behaviour

Good behaviour should be acknowledged and receive positive reinforcement. We reward positive behaviour through verbal praise, house points, Headteacher Awards and Star of the Week (celebrated in Friday's celebration worship). Our focus is to reward effort rather than just outcomes.

Modelling behaviour and the frequent use of praise is the quickest and most effective route to promoting a positive atmosphere in the school. All staff should praise frequently, ensuring praise is genuine and specific. Verbal praise should be used for: demonstrating our school values; following instructions; good looking/listening; making good choices; being polite and thoughtful; effort and perseverance.

Children will also be awarded house points. These are collected individually to recognise children who consistently demonstrate good behaviour, as well as cumulatively collected into house teams for the weekly celebration worship.

Teachers may also have their own individual class reward system to promote positive behaviour.

Children with SEND

Some children with SEND may struggle to manage their behaviour and may need adaptations or individual systems put into place to support their needs. At times, children may benefit from an Individual Behaviour Plan or Pastoral Support Plan. This should be written collaboratively and reviewed regularly, with the participation of the SENCO (Special Educational Needs Coordinator), class teacher and parents/carers. Advice from the Specialist Teaching Service and other specialist support will be sought as appropriate.

If behaviour does not improve, pupil wellbeing and safety will drive next steps. In exceptional circumstances, a reduced timetable may be put into place to ensure the wellbeing and safety of all pupils and to reduce the risk of exclusion. Parents/carers will be consulted throughout the process.

Bullying

At our school we define bullying as:

- *behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally. It can be face-to-face or online.*

Care must be taken to determine whether a case reported is bullying or just an isolated incident. Bullying in any form will not be tolerated. Bullying can include persistent: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, on-line gaming, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

When cases of bullying are suspected the class teacher should speak to the children concerned and keep a record of the conversation and all subsequent events relating to the incident on MyConcern. The Headteacher must be informed. A close watch should be maintained and staff, including midday staff should be informed. Staff must make themselves aware of all circumstances leading up to the incident and at no stage should the alleged victim be placed in a position where matters could be made worse for them. The parents of all parties should be informed and the action the school has taken discussed. A record of any conversations and actions taken must be logged on MyConcern and future behaviour monitored. (See our Anti-Bullying Policy for more information.)

Prejudice-related Incidents

At our school we define a prejudice-related incident as:

- *any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics.*

We recognise the following protected characteristics, as outlined in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

We recognise that prejudice-related incidents do happen and we take them extremely seriously, recognising that they can cause harm to all those involved, as well as to our wider school community. We will investigate, record and report all incidents (see Appendix 1: Responding to Prejudice-Related Incidents), including those that are reported to be unintentional. We recognise that just because someone did not intend to offend, it does not mean that the incident did not cause harm. Our response will always aim to educate so that everyone understands the potential harm which can result from such behaviour. Intention is important when considering the actions that need to be taken with the perpetrator, but a lack of intent does not prevent an incident from being considered prejudice-related.

Prejudice-related incidents may take a range of forms, which include but are not limited to: use of prejudicial language; ridicule and jokes; verbal abuse; physical assault; graffiti or damage to property; discriminatory behaviour e.g. refusing to work with a person; incitement to behave in a prejudicial manner; bullying, including cyber bullying.

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 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 Policy for more information https://www.hever.kent.sch.uk/policies.

Pupils are not allowed mobile phones or devices that can record anything other than steps, including smart watches, in school.

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.

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.

Stages for addressing inappropriate behaviour

Each classroom will display a 'traffic light' with coloured zones of green, amber and red as a visual prompt. All pupils start each day on green. Where a pupil displays inappropriate behaviour, the following actions will be taken:

1. **Verbal prompt:** reminder of the desired behaviour

2. **Amber – warning:** where the behaviour continues unchecked, the child will be 'moved' to amber as a warning that they need to stop or a consequence will follow.

3. **Red – consequence:** where a child chooses not to respond to a prompt followed by a clear warning or behaves in a way that they know to be particularly inappropriate (for example hurting another child), there must be consequences/sanctions. At this point, the child moves to red and a sanction is issued. This will usually be missing 5 minutes of their break in KS1 or 10 minutes in KS2 to reflect on their behaviour and/or complete unfinished work. Equally, it may be something comparable that the adult feels is better matched to the behaviour e.g. moving a child to sit away from their peers, time spent putting something right. Parents would not generally be informed, as this would usually relate to a low-level concern.

4. **Persistent behaviour:** behaviours that persist despite a sanction being issued or that are considered particularly inappropriate by the adult will lead to removal from the classroom to work in another classroom or the Headteacher's office. At this stage a record will be made by the class teacher and they will inform the parent, usually at the end of the day.

5. **Serious incidents, including: persistent non-compliance; threatening behaviour or language; aggression and violence; discrimination of any kind; bullying; absconding; destruction of property**
   Serious incidents will not be tolerated and will automatically result in an internal exclusion, without moving through the previous stages. Pupils will be removed from their peers and the seriousness of the behaviour will determine the length of internal exclusion. The Headteacher or a member of the Senior Leadership Team (SLT) will assess the situation and communicate this to parents via telephone or a meeting. A MyConcern log will be completed. Serious incidents may result in the removal of privileges, including participation in clubs and school trips.

6. **Fixed Term Suspension**
   The decision to exclude is taken very seriously and considered only when all other possibilities have been exhausted. The decision will be made after considering the extent of the behaviour and the safety and education of all the children and staff. Fixed term suspensions will follow the Suspension and Permanent Exclusion Policy and will always be a last resort. A MyConcern log will be completed.

7. **Permanent Exclusion**
   The school is committed to a policy of inclusion. The Headteacher will normally only resort to a permanent exclusion when all other methods of support and sanction have failed or are deemed inappropriate. The Headteacher will consider whether the behaviour is seriously in breach of the behaviour policy, therefore putting the safety of others at risk and/or the behaviour affects the learning of the other pupils. It may also be decided that a managed move to another school may be an appropriate course of action to prevent a permanent exclusion from taking place. Permanent exclusions will follow the Suspension and Permanent Exclusion Policy.

Behaviour at break and lunchtime

We recognise that the playground can be a challenging environment for some pupils. For others, unstructured time can lead to challenging behaviour. Staff on playground duty should be proactive, moving around the playground and going to areas that are less visible. Many behaviour issues can be avoided by early intervention to avoid situations escalating.

Stages for addressing inappropriate behaviour on the playground

1. A verbal warning will be given to the pupil, along with an explanation of why the behaviour is unsafe or unacceptable. Positive reinforcement of expected behaviour should be given at this stage.

2. Should the pupil continue to display unacceptable behaviour, they will be given 5 minutes 'time out' standing under the clock. (This will be logged by the adult who sent them.) During this period, the pupil is expected to remain in the designated place and not interact with other children. On completion, staff must reinforce that if the behaviour continues, they will return to the designated place for the remainder of the playtime and their class teacher will be informed.

3. If the pupil fails to follow the instructions, they will be taken to a member of SLT and will also lose the following day's playtime. A MyConcern log will be completed and the class teacher will inform the parent, usually at the end of the day.

4. Should serious misconduct be seen on the playground (swearing, fighting, bullying, racist comments or similar), the child/ren should be sent in to a member of SLT immediately. This will be dealt with as a serious incident (see above) and may result in an internal exclusion or a period of 'supported' playtime – remaining with the adult on duty or having restricted access (staying on the playground under closer supervision). The Headteacher or a member of SLT will assess the situation and communicate this to

parents/carers via telephone or a meeting. A MyConcern log will be completed.

Guidance for managing non-compliance, aggression and violence

- Always try to de-escalate a situation. Be proactive and act sooner rather than later.
- Avoid confrontational situations.
- Remain calm and use a low tone of voice (do not raise your voice, never use sarcasm or knowingly cause embarrassment).
- Display open body language – avoid folding arms and pointing.
- Be sensitive and aware of 'personal space'.
- Provide a 'way out' – give choices.
- Call for support if necessary – staff should send an emergency card to another class or the office.
- Provide adequate calming down time – it takes approx. 90 minutes for a child to calm down from a fully angered state.
- Don't take poor behaviour personally.
- Consider the safety of other pupils. It may be necessary to remove the class from the situation.

Physical intervention

We acknowledge that on occasion, staff may find themselves in unforeseen or emergency circumstances when they have no option but to use reasonable force to manage a crisis. Reasonable force covers a range of interventions that involve physical contact with pupils. In exceptional circumstances, it may be necessary for a member of staff to use reasonable force to prevent a pupil from:

- causing disorder
- hurting themselves or others
- damaging property
- committing an offence

Staff should recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions in these situations. Incidents of reasonable force 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 MyConcern and reported to parents

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education

- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- 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 to 94 of the Education and Inspections Act 2006, which requires 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

Appendix 1: How Hever School deals with Prejudice-Related Incidents

Pupil reports prejudice-related incident | Parent reports prejudice-related incident | Staff report prejudice-related incident | Visitor reports prejudice-related incident

At our school we define a prejudice-related incident as: **any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics (as outlined in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation).** We will investigate, record and report all incidents, including those that are reported to be unintentional. We recognise that just because someone did not intend to offend, it does not mean that the incident did not cause harm.

When dealing with any possible prejudice-related incident, members of staff will log the incident on MyConcern, ensuring they:

- treat every issue seriously, recognising that someone's perception is their reality at the time and that incidents should never be dismissed or ignored
- respond immediately, acknowledging that the incident has happened and offering support to the victim of the incident
- reinforce the school's position on discrimination and prejudice, focusing on the perpetrator's behaviour, rather than the person
- make sure that the perpetrator and witnesses know and understand what behaviour was not acceptable and why

The Headteacher or member of Senior Leadership Team investigating will:

- offer immediate support to the victim (including notifying parents to enable them to provide support if appropriate), acknowledging their feelings and reassuring them that the matter will be treated seriously; ascertain whether they have been the victim of prejudice on previous occasions
- ensure that both perpetrator and victim have a fair hearing and are given the opportunity separately to fully explain the incident
- approach witnesses to gain their accounts of the incident and talk to the class teacher/s
- where appropriate, bring both parties together to give them a chance to be involved in resolving the situation
- keep written notes of discussions and log these on MyConcern
- determine whether the incident was indeed prejudice-related or not, and ensure that the reasons why are explained to all parties involved
- where appropriate, give the perpetrator the opportunity to take responsibility for their actions and to try to repair the harm that they have caused
- address underlying issues (for example, with a playground dispute in which prejudice-related abuse has been used, the original dispute should be resolved as well as the prejudice-related behaviour)
- ensure that all parties, including the witnesses, understand what is being done to address the incident and the reasons behind this

It can be difficult to establish the facts when investigation results in conflicting versions of events, particularly when time has elapsed. Accepting one version over another does not imply that a child (or adult) is lying; it is recognising that each individual interprets events from their perspective and each may only have part of the picture. When establishing the facts and reaching a decision, the headteacher or senior leader must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

Yes – prejudice-related incident (outcome and subsequent actions logged on MyConcern)

Parents of perpetrator notified and pupil sanctioned

For lower-level incidents this may include break and lunch exclusions or one/two-day internal exclusions. For more serious incidents this may include fixed term suspensions. Sanctioned student to complete restorative justice activity e.g. letter of apology

Parents of victim and victim notified

Support and follow-up for victim as appropriate, in discussion with victim and parents of victim.

Inappropriate behaviour but not considered to be prejudice-related incident

Sanction applied according to Behaviour Policy.

Victim and parents of victim notified.