Lady Joanna Thornhill (Endowed) Primary School

Learning for the Head, Heart and Hand

Behaviour Policy

We want to ensure your needs are met. If you would like this document in any other format, please contact us: office@ladyj.kent.sch.uk

Review date:	**September 2026**
Date of next review:	**October 2027**
Reviewer:	**Emily Burrell (Deputy Headteacher) & Rachael Foster (Headteacher)**
Chair of Governors	**James Coumbe**

(This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.)

Article 3 – 'Adults must do what is best for me'
Article 39 - 'I have the right to help if I have been hurt'

Aims

We want our school to be a happy, secure and thriving environment in which children can learn and develop as compassionate and responsible citizens. This policy is written for all members of the community to allow each one to understand the policy of the school, applying it consistently and fairly, but also in line with the Equality Act, 2010.

We aim to ensure good behaviour for learning is maintained throughout the school so that all children can learn through:

- Promoting intrinsic motivation through encouraging and praising effort in learning and behaviour
- Ensuring a whole school approach to positive behaviour which is used by all staff
- Keeping parents informed
- Talking about learning and explicitly teaching strategies for children to learn effectively
- Promoting our whole school values and British Values

Links to other policies and guidance

This policy applies to all pupils, staff, governors, volunteers and visitors, and to behaviour at school, on school trips, travelling to and from school, and in some circumstances, online behaviour as set out below.

This policy has been prepared in line with the Education Act 1996, The Education and Inspections Act 2006, the Equality Act 2010, and DfE statutory guidance on Behaviour in Schools (2022), Searching, Screening and Confiscation (2022), and Use of Reasonable Force (2013/updated guidance).

This policy should be read in conjunction with the following policies and guidance:

- Use of reasonable force and other restrictive interventions guidance
- Anti-bullying policy
- SEND Information Report
- Child Protection Policy
- Suspensions and Exclusion Policy
- Equality and Diversity
- Searching, screening and confiscation: advice for schools 2022
- The use of reasonable force and other physical contact
- Supporting children with medical needs at school
- Behaviour in schools, advice for Headteachers and school staff 2022
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022
- The Equality Act 2010

Roles and responsibilities

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (see separate statement)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Review behaviour data termly, in conjunction with the Headteacher, including breakdowns by pupil group (PP, SEND, ethnicity, gender) to identify any disproportionate use of sanctions. Any identified disproportionality will trigger a timely action plan and governor challenge.

- Holding the headteacher to account for its implementation

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's behaviour curriculum (see website)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff understand the behavioural expectations and deal effectively with behaviour. The school will provide annual behaviour management and restorative practice training to all staff, plus regular refreshers on SEND, trauma-informed practice, de-escalation and restrictive intervention as required.
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- 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 is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Ensuring children access the zones of regulation
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently by 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, 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.
- When raising concerns with the school, you should first approach the class teacher, then the phase leader if necessary, followed by the deputy head teacher, and finally the head teacher.
- 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 should:

- Follow the behaviour policy, and adhere to the school's key rules and routines.
- Take pride in the school and their environment, demonstrating care for the school and the people in it.
- Work to the best of their abilities, and allow others to do the same.

The Behaviour Curriculum

At Lady Joanna, we are committed to the principle that behaviour is not an inherent trait but a set of skills that must be taught and nurtured. Recognising the importance of fostering a positive and conducive learning environment, we have devised a behaviour curriculum that fits within our expansive curriculum for the Head, Heart and Hand. This curriculum is integrated into all lessons, guiding children through our core school rules: Aim High, Stay Safe, and Be Respectful.

By embedding these rules into every aspect of our educational approach, we aim to cultivate a culture where children understand and demonstrate exemplary behaviour. This holistic approach ensures that our rules are not merely abstract concepts but practical principles that children apply daily. Through consistent reinforcement and integration of these rules, we strive to create a supportive environment that encourages children to reach their full potential while maintaining a safe and respectful atmosphere. Our Behaviour Curriculum is available on our website via the link: Policies.

Through the Rights Respecting Curriculum that we deliver, all children have the right to learn in a caring, supportive environment. The establishment of this environment is underpinned by the core school values, which are an essential pre-requisite for learning. Our school values are: curiosity, collaboration, resilience and compassion. For clarity and consistency, we have clear school routines to support children with achieving positive behaviours.

Promoting Positive Behaviours

Good Practice

- Praise children who are making positive choices as an incentive for others to follow.
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.
- Deal with situations in a calm manner, avoiding confrontation.
- Use positive language whenever possible and as often as possible.
- Use extrinsic rewards (e.g., Team Points) as appropriate to reinforce positive behaviours whilst working towards the ultimate goal of developing intrinsically motivated children.
- Be consistent whilst taking into account each child's individual needs.
- Avoid group sanctions.
- Every new day/session is a fresh start.
- Treat times where negative behaviours occur as opportunities to develop children's ability to recognise and regulate their own future behaviours, through the use of comic strip conversations (see Appendix 2)
- Take opportunities to reinforce the school rules; they are there to support everyone.
- Attend and learn from staff learning behaviour INSET; seek opportunities to develop behaviour management skills through courses and relevant literature.
- Older children support and role-model positive behaviours for younger children e.g. lunch hall behaviour, leading and playground buddying.
- Share successes with parents/carers as frequently as possible.

Additional Strategies to Support Inclusion:

We understand that some children may need tailored and/or additional support to manage their behaviour, and readily work with them, their parents/carers, the Inclusion Team and outside agencies to support pupils.

For some children with serious or repeated behaviour difficulties, it may be appropriate to create a bespoke behaviour support plan. This will detail clearly agreed strategies to support the pupil in improving their behaviour and will be written in collaboration with children, teachers and parents and reviewed on a regular basis.

Children with Special Educational Needs

All children, including those with Special Educational Needs and Disabilities (SEND), benefit from clear and consistent behaviour expectations, as these provide structure, security, and a sense of fairness. However, some children may face additional challenges with communication, emotional regulation, or understanding social cues, which can affect how they respond to these expectations. In such cases, reasonable adjustments to the behaviour policy help ensure that children with SEND are supported to meet expectations in a way that takes their individual needs into account. This approach promotes inclusion, reduces anxiety, and ensures that all children have the opportunity to thrive within a safe and supportive school environment.

Examples of these adjustments could include:

- Alternatives or adaptations to the card system e.g. increased take-up time, flexible timings to allow regulation prior to discussion
- Enhanced adult support with regulation e.g. adult check-ins, pre-agreed regulation strategies
- Personalised targets e.g. realistic, developmentally appropriate goals

Pupils with significant behavioural challenges may have a bespoke behaviour support plan (as outlined above). The exception would be where a child has paperwork or documents relating to their SEND that supersedes and/or already incorporates approaches to behaviour. Examples might include pastoral support plans, personalised plans or risk assessments.

Our Approach to Negative Behaviour

We fully recognise that we must address any negative behaviour issues that occurs. Children must be aware that their behaviour choices have consequences and that appropriate boundaries keep us safe and able to learn.

Sanctions must always be proportionate, reasonable and consider the child's age, SEND, culture and context. Restorative outcomes (repairs, apologies, mediated conversations) should be prioritised where appropriate. All incidents involving physical harm, discriminatory language, or safeguarding concerns must be recorded on CPOMS and flagged to SLT safeguarding lead.

When dealing with incidents in school the adults will use restorative questions such as: **What's happened? What were you thinking at the time? Who has been affected and how? What should we do to put things right? How can we do things differently in the future?**

When children are not following the school rules or school values, they are given a sanction.

- **Stage 1** – verbal warning. If a child is behaving inappropriately, the child will be told quietly that their behaviour is not in line with the behaviour policy.
- **Stage 2** – Yellow card. If the behaviour continues, a yellow card is issued, placed on the desk in front of them. This will act as a visual reminder that they need to improve their behaviour.
- **Stage 3** – red card. If a child continues not to make the right choices, they move to a red card. The child completes reflection time with an adult using the comic strip conversations form, either during a break time / recreational time or other suitable time.

If a child begins frequently displaying negative behaviours then the child's Class Teacher will share their concerns with a member of the Senior Leadership Team, although the SLT will already be at least partially aware of any issues as a result of our shared behaviour logs. The ongoing strategy agreed between SLT and the Class Teacher may involve the SENCO, Inclusion team, external agencies and other staff members as appropriate.

See Appendix 1 for Scale of Sanctions Document.

Time outs

At certain times it may be necessary to give a child time out from the classroom or playground. Being sent out is not always a punishment but instead may provide some important 'cooling down time' that will support the child in avoiding behaviours that result in more significant sanctions. For more serious incidents children may need to be sent to, or - in extreme cases - be safely moved by, a Senior Leader. A child should always be escorted by an adult. Time-out arrangements must not be used as seclusion and children should be supervised at all times.

Internal suspension

Internal suspensions are where a child works away from their peers, supported by an adult to complete their learning. Internal suspensions will be used at the Headteacher's discretion when considering the welfare and context of each situation. Whilst this is a formal process, it is not a suspension and as such, is not covered by suspension legislation and guidance does not apply. Parents are informed if their child is internally suspended for a period of time (please see suspensions and exclusions policy).

Other sanctions may include:

- Missed break time
- Lunchtime isolation
- At times, children may be asked to complete work at another point
- After school consequence (in agreement with parents)

Reasonable force

Reasonable force is one form of restrictive intervention and refers to a range of interventions involving physical contact with pupils. All members of school staff have the legal power to use reasonable force where it is necessary, proportionate and lawful to prevent a pupil from:

- causing injury to themselves or others
- causing serious disorder
- damaging property
- committing an offence

The school is committed to proactively minimising the need for restrictive interventions through prevention, positive behaviour support and de-escalation strategies. Reasonable force will only be used as a last resort, when there is a real and serious risk of harm, damage or disorder, and when other strategies have been unsuccessful or are judged inappropriate in the circumstances.

Any use of reasonable force must use the minimum amount of force for the shortest possible time and must maintain the safety and dignity of all pupils and staff involved. Reasonable force will never be used as a form of punishment.

When considering the use of reasonable force, staff must take account of the pupil's individual circumstances and vulnerabilities, including SEND, mental health needs, medical conditions, communication needs, sensory needs, trauma or adverse childhood experiences.

All significant incidents involving the use of reasonable force will be recorded and reported to parents/carers as soon as practicable, in line with statutory guidance and the school's safeguarding and behaviour procedures.

Confiscation, searches, screening

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

Off-site misbehaviour

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 or wearing school uniform or anything else that identifies them 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).

This also applies to online behaviour. 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

Malicious allegations against staff

Parents will be informed of significant incidents and sanctions in writing or over the phone. Parents have the right to raise concerns through the school's complaints procedure.

Where allegations against staff are made, the Headteacher will follow the school's Child Protection Policy and local LADO procedures. Allegations that meet the threshold will be referred to the LADO and to the police where required. Support for both complainant and accused will be made available.

Lady Joanna will take any malicious allegations against staff or other pupils by pupils very seriously. This action, depending on the scenario, will be dealt with on a case-by-case approach. We will support all parties involved, especially with regards to safeguarding.

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 consider whether to 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 (LADO), 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.

Appendix 1: Scale of Sanctions Document

When dealing with incidents in school the adults will use restorative questions such as: **What's happened? What were you thinking at the time? Who has been affected and how? What should we do to put things right? How can we do things differently in the future?**

Indoors:			
Stage	**Behaviour**	**Fast Track**	**Sanction/Action**
Verbal Reminder	Not settling to task; Disturbing others; Off task behaviour; Shouting out; Silly noises; Wandering about during focus time; Being disrespectful to adults; Not following instructions.		No sanctions at this stage. Positive behaviour management strategies should be put into place.
Yellow Card - formal warning	Several repetitions of the above.	Unintentionally physically and emotionally hurting others Deliberately causing a disturbance Leaving the classroom without permission Directly challenging adults.	Yellow card given. Child to be made aware of why they have been given the yellow card and understand that a repetition of this behaviour will result in a red card. Report on CPOMs if appropriate.
Red Card	Repetition of the above.	Deliberately damaging school or another pupil's property Stealing Refusing to work	Red card given. The child must be made aware why the red card has been given. Report on CPOMs. Child to attend a restorative conversation and miss a proportion of their break/lunch equating to the severity of the action/age of the child.
SLT Involvement	Continued repetition of the above after a red card has been issued.	Fighting and intentionally hurting others both physically and emotionally Inappropriate language (including discriminatory or racist language) Abusive to others.	Requires immediate involvement of Phase Leaders or Deputy head/SENCO or Headteacher. A red card will be given and parents will be informed and appropriate action taken. This could invoke the suspensions and exclusions policy and anti-bullying policy. Report on CPOMs.

When children are not following the school rules or school values, they are given a sanction.

- **Stage 1** – verbal warning. If a child is behaving inappropriately, the child will be told quietly that their behaviour is not in line with the behaviour policy.
- **Stage 2** – Yellow card. If the behaviour continues, a yellow card is issued, placed on the desk in front of them. This will act as a visual reminder that they need to improve their behaviour.
- **Stage 3** – red card. If a child continues not to make the right choices, they move to a red card. The child completes reflection time with an adult using the comic strip conversation form, either during a break time / recreational time or other suitable time.

_Outdoors:			
Stage	**Behaviour**	**Fast Track**	**Sanction/Action**
Verbal Reminder	Not following instructions; Being unkind to others; Being disrespectful to adults; mistreating the equipment		No sanctions at this stage. Positive behaviour management strategies should be put into place.
Yellow Card – formal warning	Several repetitions of the above.	Unintentionally physically and emotionally hurting others Leaving the playground without permission Directly challenging adults	
Red Card	Repetition of the above.	Deliberately damaging school or another pupil's property	Sitting down for 'reflection time'. The following script to be delivered to the child before they can re-join play/Lady J Play: What happened? Why do you think you have been asked to have reflection time? What are you going to do differently now? Thank you/that sounds perfect/ I know you can play beautifully etc.
SLT Involvement	Continued repetition of the above after a red card has been issued.	Fighting and intentionally hurting others both physically and emotionally Inappropriate language (including discriminatory or racist language) Abusive to others.	Requires immediate involvement of Phase Leaders, Deputy Headteacher/SENCO, Headteacher. A red card will be given and parents will be informed and appropriate action taken. This could invoke the suspensions and exclusions policy and anti-bullying policy. Report on CPOMs.

Appendix 2: Comic Strip Conversation Form

