



West Malling CE Primary School and The McGinty Speech and Language SRP

Behaviour Policy

Approval Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

This is a Level 2 Policy against the Trust Governance Plan.

Review Body:	LGB
Approved:	November 2025
Next review:	November 2026
Review Period:	1 year

This policy was approved by the LGB for implementation on the date above and supersedes any previous behaviour policy.

Rationale

It is the aim of West Malling CE Primary School and The McGinty Speech and Language SRP that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community; our values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

School Vision

As God's children we grow and learn together,
encouraging everyone in our community to "let their light shine" (Matthew 5:16).
We strive to be the best we can be,
knowing that "what we will be has not yet been revealed" (1 John 3:2).
Through love, trust, compassion, hope, forgiveness and perseverance, we flourish as one inclusive family.

Based in the Gospels of Matthew and John, and reflecting the Church of England vision that schools enable "life in all its fullness" (John 10:10), our vision at West Malling CE Primary School and The McGinty Speech and Language SRP reflects our ambition to understand each individual child in our care, their needs, talents and capabilities, and our school's trust that for each child there is a plan in which we can have hope and faith. As a school we are ambitious for both the academic attainment and progress of our pupils, and we care deeply that each child lives out our school values of love, trust, compassion, hope, forgiveness and perseverance.

We want all children to flourish, and we recognise that for all children to do this, and for our staff to flourish, behaviour in school needs to be of a high standard and managed in a positive way, respecting the rights and needs of each individual.

At West Malling CE Primary School and The McGinty Speech and Language SRP behaviour is seen as a form of communication and it is the responsibility of all adults and children to seek to understand what the behaviour is communicating. All members of the school community are expected to view behaviour in this way and are expected to respect each other (adults to children; children to adults; adults to adults; children to children). Respectful behaviour applies equally to online/virtual situations, as it does in the classroom.

Behaviour can have a positive effect, which results in children and adults feeling safe, secure and able to learn. Some behaviour can have a negative effect on the individual and/or on those around them. These behaviours result in children and adults feeling unsafe, unhappy and normal day-to-day activities and learning can be disrupted.

We endeavour to treat all children fairly and apply this behaviour policy in a consistent way. It is the responsibility of all members of the school community to encourage and praise good behaviour, and to identify inappropriate *choices* of behaviour in and around the school. Behaviour is viewed as a choice of the individual and some children require more support than others in making better or the best choices for their behaviour.

'Respect' supports the promotion of good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in enabling everyone to work together in an effective and considerate way and is designed to promote intrinsically positive behaviour choices. In addition, effective behaviour management is essential to the smooth running of our school and in the creation of an environment where everyone's rights are respected and their responsibilities are understood. This policy indicates the philosophy and the structures which will support that process in our school.

Aims

This policy aims to support our children to grow in a safe and secure environment, and to become intrinsically positive, responsible and increasingly independent members of the school community. We also use extrinsic rewards for good behaviour, as we believe that this enhances our ethos of kindness and co-operation and is a visual encouragement for all children.

- To help children understand that behaviour is viewed as a choice by the individual, supporting children to make the best choices to encourage positive behaviour.
- To treat all children fairly with effective, consistent use of the behaviour management system, whilst taking into consideration each child's specific needs.
- To develop children's self-confidence through a clear system of positive praise and rewards.
- To encourage good choices through realistic consequences, enabling children to reflect and restore expected behaviour.
- To give parents a clear understanding of what is expected from our children and how they can support their child and the school.

Objectives

- To enhance the development of positive relationships between children, parents, staff and the wider school community, to ensure no child is left behind.
- To ensure all individuals are valued and respected.
- To communicate the school's expectations clearly to children, parents, staff and the wider school community, to ensure all flourish and achieve fullness.
- To develop good personal, social, moral and Christian attitudes.
- To develop children's independence, self-esteem and respect for others, so they are able to take responsibility for their own actions, through Christ's love and guidance.
- To enable children to learn in a safe and secure environment, free from anxiety.

Rewards and Consequences

Rewards

Children will receive rewards for positive behaviour and for a variety of achievements including good work, greater effort and being kind and helpful to others. These include:

Whole School:

- Castle Points
- Learner of the Week
- Head teacher Achievement Award (Every term)
- Attendance Ted / Attendance Certificates
- Go to see the Headteacher or Senior Teacher for good behaviour / excellent learning

Class:

- Golden Time (Reception to Year 4)
- Termly reward afternoon (Year 5 and Year 6)
- Note to parents in the learning journal
- There are many other class rewards that are agreed with the class teacher at the beginning of the year

Headteacher Awards:

The Headteacher will reward good behaviour, good learning and improvements at his own discretion. Pupils are encouraged to share their achievements for both school and outside activities.

Persistent Poor Behaviour

Parents/Carers must be involved at an early stage and expectations must be made clear. Progressive steps must be taken.

- The initial responsibility lies with class teachers who may speak informally to parents at the end of the day, write a note in the home/school contact book, telephone or email.
- Members of SLT may become involved as senior teachers.
- The headteacher should be involved when a matter becomes more serious and more formal interventions may be required.

If behaviour continues to be unsatisfactory or deteriorate, advice from outside agencies may be sought. For example:

- Attendance & behaviour
- Child and Adolescent Mental Health Services (CAMHS)
- Kent School Health Team
- Community Paediatrician
- Specialist Teaching and Learning Service

Consequences / Sanctions

All children begin each day on the happy face (Key Stage 1) or on the “Ready to Learn” step of the behaviour ladder without any consequences (Key Stage 2).

- 1) Verbal reminder
- 2) Yellow card / name placed on first yellow face or hand / name placed on “Think” on the ladder / Second verbal reminder
- 3) Red card / name placed on second yellow face or hand – miss 5 minutes of golden time / break time / name placed on “Consequence” on the ladder
- 4) Parents informed informally by the class teacher
- 5) Sent to Mrs Woodhouse (Main School) or Mrs Ogden (McGinty SRP). Child should apologise
- 6) Sent to Mr Rye
- 7) Parents informed formally
- 8) Parents invited into school to discuss behaviour
- 9) Behaviour Support Plan
- 10) Fixed Term Exclusion
- 11) Permanent Exclusion

For serious incidents staff should go straight to consequence 5, 6 or 7.

Addressing potential bullying behaviour

At West Malling CE Primary School and The McGinty Speech and Language SRP bullying is defined as a persistent behaviour that has a seriously negative effect on an individual. It is important to promote the wellbeing and safeguarding of all pupils. The school does not tolerate bullying of any kind. If we discover that an act of intimidation has taken place, we act immediately to stop any further occurrences of such behaviour, therefore preventing bullying. We understand that parents have an important role to play in supporting the identification of bullying and we encourage them to speak to their child’s class teacher as early as possible so that negative behaviours can be stopped.

A range of school strategies are implemented to provide opportunities for pupils to share their thoughts and feelings and to promote positive behaviour in both the real and virtual world:

- Conferencing with a member of staff.
- A programme of personal, social, health and emotional strategies, set in a moral framework.
- A clear focus for work on relationships and feelings as part of the R(S)HE work throughout the school.
- A programme of religious education which includes ethical issues (see RE policy)
- Circle time activities – opportunities for open discussion held in class groups at regular intervals.
- Agreement of a set of rules by each class at the beginning of term 1.
- School council meetings.

The Role of the Class Teacher

The class teacher consistently discusses ‘Respect’ with each class and individuals and explicitly explains how this behaviour can be demonstrated by all. In addition, each class also has the school values on display in their classroom, together with a Class Charter, which is agreed by the children at the beginning of each academic

year. If there are incidents of negative behaviour, the class teacher may discuss these with the whole class during 'circle time', or with individual children.

It is the responsibility of the class teacher to ensure that **being respectful to one another is emphasized** in their class, and that their class behaves in a positive manner during lesson time, enabling effective learning to take place, for all.

If the class reward/consequence system has been used to its full capacity and poor behaviour choices continue, other strategies may need to be employed.

The class teachers in our school have high expectations of the children in terms of behaviour, to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom code consistently.

Role of All Staff

All staff will ensure children know and understand that negative behaviour will not be welcomed in any area of the school. Adults are role models, both within and outside of school. Staff and children will use body language to show the behaviour is inappropriate by: ignoring the behaviour, requesting that other children do not interact with an individual displaying negative behaviours and removing items away from a child's reach if risk of harm is present. Staff will not intimidate or threaten a child or make derogatory or degrading comments. Staff at West Malling CE Primary School and The McGinty Speech and Language SRP do not hit, push or slap children.

Staff may use 'reasonable force' to stop a child damaging property or from hurting themselves or others. Time out of class must be offered/enforced to enable the smooth running of the class. In these instances, staff may seek immediate support from members of the Inclusion Team and Senior Leaders.

Staff may decide to physically intervene and restrain a child if they pose harm to themselves, others or property. The actions that we take are in line with government guidelines on the use of reasonable force. Physical force is not used as a form of punishment, under any circumstance.

All staff members must listen carefully to concerns raised by parents, children and of staff regarding negative behaviours and must take action as soon as practicably possible, either in the form of monitoring through keeping a chronology in class, or it may be appropriate to log the concern on a Green Concern Form, which will be passed to the DSL (or DDSL in the absence of the DSL).

The Role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher has oversight of all reported serious incidents, maintaining records of these.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, in accordance with the school behaviour policy and Kent County Council Guidelines.

- The Headteacher is responsible for reporting on exclusions to the LGB and LA and to ensure that the school policy is administered fairly and consistently.

The Role of Parents

- Parents are asked to agree to the expected standards of behaviour in school. This forms part of the Home-School Agreement, which is required when all children start at our school.
- Our school works collaboratively with parents, so children receive consistent messages about expected behaviour at home and at school.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We believe it is fundamental to build a supportive communication between the home and the school, and we inform parents as per our policy, or individual-needs agreement, if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable consequences with a child, we expect parents to support the actions of the school. If parents have any concern about the way that their child has been treated, they should **initially contact the class teacher**. If the concern remains, they should contact a Senior Teacher. The Headteacher will hear any concerns that cannot be resolved through these channels. In the unlikely event that you feel your concern has not been resolved through these channels, then you should follow the school's complaints procedure.
- **Parents are encouraged to speak to their child's class teacher**, as soon as they have any concerns relating to their own child's behaviour or wellbeing. This can be verbally, or via the office email address. Parents will be listened to and concerns shared with all relevant members of the school community (without breaching confidentiality).

No members of staff should be victims of intimidating or abusive behaviour from other adults – in school, on school premises or via social media.

The Role of Governors

- The Governing Body is responsible for ensuring that the school has a Behaviour Policy, that it is reviewed regularly and published for parents to read. This can be found on the school website.
- The Headteacher and Key Stage Leaders have the day-to-day responsibility for the implementation of the school behaviour policy. Governors/The Tenax Schools Trust may give advice to the Headteacher about particular issues, which the Headteacher should take into account when making decisions about matters of behaviour.

Suspension and Permanent Exclusion

In accordance with DfE guidance, West Malling CE Primary School and The McGinty Speech and Language SRP views suspensions and permanent exclusions as a last resort.

Our school community is committed to securing a range of proactive and preventative strategies which enable all children to develop holistically, and in line with our distinctive Christian ethos in order that all may flourish and integrate fully into wider society.

We recognise that we are all susceptible to error, but through a structured and compassionate approach and parental support, all children, with appropriate guidance, can be encouraged to make good choices, through realistic consequences – enabling children to reflect and restore expected behaviour.

Only the Headteacher has the power to suspend or permanently exclude a pupil from school, in accordance with DfE and Kent County Council Guidelines: “Only the Headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 days in a single academic year), or permanently excluded.”

The Headteacher will inform the LA and the Local Governing Body about any permanent exclusion, and about any suspension without delay. The Headteacher will write to the parents within 24 hours explaining the reason for suspension or permanent exclusion and make it clear to the parents that they can, if they wish, appeal against the decision of a permanent exclusion, to the Local Governing Body. The school informs the parents how to make any such appeal. If the permanent exclusion involves a pupil with a social worker, or if the pupil is looked after, then the social worker and/or Virtual School Head will also be informed in writing.

The Local Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Local Governing Body has an appeal panel which is made up of between three and five members. This committee considers any permanent exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider any permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Governors’ appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

For further information, please note that West Malling CE Primary School and The McGinty Speech and Language SRP follows Kent local authority guidance. A link to this can be found below:

<https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/exclusion-and-reintegration/guidance-on-exclusion>

Headteachers make notification of an exclusion here:

<https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/access-to-the-service>

Searching, Screening and Confiscation

West Malling CE Primary School and The McGinty Speech and Language SRP is aware that it has obligations under Article 8 of the European Convention on Human Rights that pupils have the right to expect a reasonable level of personal privacy. The school would only interfere with this in a justified and proportionate way.

Headteachers – and staff authorised by the Headteacher – have a statutory power to search a pupil or possessions where they have reasonable grounds to suspect the pupil may have the prohibited items listed below:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence;

- to cause personal injury to, or damage to the property of any person (including the pupil);
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Were the Headteacher to decide to search, screen or confiscate an item, they would only do so having followed the Searching, Screening and Confiscation advice published by the DfE in July 2022:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Duties under the Equality Act 2010 and Children and Families Act 2014

Headteachers and Governing Bodies should ensure they are compliant with the duties of the Equality Act 2010 and Children and Families Act 2014.

Schools must not discriminate against, harass, or victimise pupils because of their sex, race, disability, religion or belief, sexual orientation, pregnancy/maternity, or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services in carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

The 'relevant protected characteristics' in this context are the characteristics mentioned above. Age is also a relevant protected characteristic, but not when carrying out a function which provides education, benefits, facilities, or services to pupils.

These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing the risk of exclusion. For example, if reasonable adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.

The Local Governing Body must also comply with their statutory duties in relation to pupils with SEND when administering the exclusion process, including (in the case of the Local Governing Body of relevant settings using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEND and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice.

Full details are contained within the DfE guidance.

Monitoring

The Headteacher and SLT monitor the effectiveness of this policy. As requested, they will report to the Local Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps records of incidents of negative behaviour. The Headteacher keeps a file of completed Serious Incident Forms. The SENCO will retain copies of any Personal Behaviour Support Plans decided upon by teachers, parents and the Inclusion team.

The Headteacher keeps records of any child who is given a fixed-term exclusion, or any child who is permanently excluded.

It is the responsibility of the Local Governing Body to monitor the rate of any exclusion, and to ensure that the school policy is administered fairly and consistently.

Review

The Local Governing Body reviews this policy **annually**. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Local Governing Body receives recommendations on how the policy might be improved.

Reference A

<https://www.gov.uk/government/publications/school-exclusion>

Reference B – Keeping Children Safe in Education

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

This policy should be read with reference to other policies and documents:

- Safeguarding and Child Protection Policy
- SEND Policy and Information Report
- EYFS Policy