

# PENSHURST CE PRIMARY SCHOOL



## Positive Behaviour and Discipline Policy

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Approved by the Governing Body on 11 <sup>th</sup> March 2025		
Signed by the Chair of Governors: .....		
Signed by the Headteacher: .....		

*At Penshurst CE Primary School we support our pupils to be good Samaritans who walk in the shoes of others; our Christian Values promote living life in its fullness. We prioritise the well-being of our school community and encourage our pupils to feel comfortable with who they are. Our rich and bold curriculum inspires all to have a love of life-long learning and to strive for excellence.*

We have developed this policy to support our aim to provide an inspiring education for all pupils. The intention of this policy is to encourage all children to 'treat others as they wish to be treated' whilst providing a framework that is based on the expectations of our school community to be modern day 'Good Samaritans'.

## **Rationale:**

### **Treat others as your wish to be treated**

At Penshurst CE Primary School our vision is based on the story of the 'Good Samaritan' with the aim that all children will develop an understanding of the needs of others and how each member of the school community can make a positive contribution to the school's aims.

We have selected four Christian values; courage, compassion, friendship and determination. Our values support our aim to make the well-being of our school community a priority. These values also provide the framework for the creation of a happy and secure place to learn.

This policy applies to all members of the school community with the objective that it is applied consistently and fairly. We use the parable of the 'Good Samaritan' to demonstrate our expectations of those in our school community; we will always try and 'walk in the shoes of others' before making a judgement or carrying out any actions.

Through our overarching theme of 'treat others as you wish to be treated' the school's policy therefore has the following aims:

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise effort in both work and behaviour.
- To ensure a whole school approach to discipline is consistently applied by all staff.
- To provide parents with an overview of the school's disciplinary procedures.
- To provide a system of rewards to encourage good behaviour and to try to reverse continuous or habitual poor behaviour by using positive strategies consistently.
- To ensure a safe, caring and happy school.
- To promote good citizenship.
- To promote self-discipline.
- To prevent bullying and racism (please refer also to the anti-bullying and anti-racism policies).

## **Principles:**

Every child has the right to learn, and no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential requirement for learning. Penshurst CE Primary School aims to provide a secure, happy and welcoming place for all children and adults. An environment in which each person is valued and can develop high self-esteem. We aim to encourage the development of the whole person – body, mind and spirit – providing equal opportunities for all.

Pupils are encouraged to demonstrate:

*'acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain'*

(Handbook for inspecting schools in England under Section 5 of the Education Act 2015: August 2015).

### **Responsibilities:**

All members of the school community – teaching and non-teaching staff, parents, carers, pupils and governors – will work towards the school aims by:

- Providing a well-ordered environment in which all members of the school community are fully aware of behavioural expectations.
- Helping all children to understand why there are codes of conduct; where they stand in relation to them; and that they exist for the benefit of everyone.
- Treating all children and adults as individuals and respecting their rights, values and beliefs.
- Instilling in all a respect for oneself, others and property.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Rejecting all bullying and harassment in any form.
- All members of the school community to have a zero tolerance of violence or violent acts (physical violence/non-physical including vandalism).
- Helping to develop strategies to eliminate undesirable behaviour both inside and outside the classroom and applying these consistently.
- Caring for and taking pride in the physical environment of the school.
- Working as a team, supporting and encouraging each other.

### **Rules:**

It is Penshurst CE Primary School's policy that at the beginning of each academic year both children and teachers discuss and examine the whole school rule: 'treat others as you wish to be treated'. Each class discusses and writes its own code of conduct for each classroom. These rules / codes of conduct will vary according to the age of the children. When these rules are decided upon there is an opportunity to discuss them and ensure that they are fully understood and accepted. All class rules will be displayed in each class alongside the school rule, which are detailed below:

### **Whole school rule:**

We have adopted a one-rule philosophy. We aim to 'treat others as we wish to be treated'. This one rule is far-reaching and is easy for our pupils to understand – whatever their age. This rule is exemplified through the parable of 'The Good Samaritan'.

### **The beginning and end of the day:**

- Pupils will enter and leave the school site with their parents and carers sensibly, being aware of traffic and local residents.
- Children are not permitted to play ball games or ride bikes/scooters in the mornings or after school on the school playground.

- Pupils enter or leave your classroom sensibly showing respect for the belongings of others.
- Cloakrooms should be tidy during and at the end of day; this is the responsibility of the whole class and will be overseen by the class teacher.
- Pupils should, at the end of the day, remember to take home reading records / other documents / letters to parents or carers.

### **Around the school and out and about:**

#### **All members of the school community will:**

- Be polite and considerate to everyone; think of others as well as yourself.
- Knock on another classroom door or office doors before entering.
- Walk around the school sensibly, making sure you are using a quiet voice.
- Always respond politely when spoken to.
- Keep the school clean and tidy, so that it is a welcoming place we can all be proud of; this means putting all litter in bins, keeping walls and furniture clean and unmarked, and taking great care of displays, particularly of other people's work.
- Ensure toilet facilities are used for the purpose they are intended; vandalism or unacceptable behaviour in these areas is not permitted.
- When taking part in an educational visit, for example visiting a venue, visiting other schools, representing the school in sporting events, walking locally or with a school group, you will remember that the school's reputation depends on the way we behave.

### **General Playground Behaviour:**

#### **Pupils will:**

- Play sensible, safe games that follow the school's playtime guidelines.
- Co-operate with everyone on the playground and when difficulties arise, speak with a member of staff. Members of staff should listen to a child's viewpoint and act accordingly.
- Play kindly and encourage others to do the same.
- Respect other people's games and allow others to use the play areas.
- Sit on the benches; pupils must not stand on them.
- Not climb trees or pull branches; this is not allowed
- Play football in specified areas; staff on duty will oversee that it is played safely. (weather conditions may affect the use of the playing field)
- If a football is lost pupils should seek permission, from an adult on duty, to go and get it back.
- Tell an adult in charge if you are hurt.
- Welcome other children to play your games.
- Talk to new children and look after them; support them to settle into school
- stop and line up sensibly and quietly when the whistle is blown

### **Lunchtime Rules for the Hall:**

- When entering or leaving the hall, children walk sensibly and quietly.
- We say Grace at the beginning of each lunch service.
- All members of the school community use good manners by using 'please' and 'thank you' and don't speak with food in their mouths.
- Pupils try to keep the tables clean and tidy and use the cutlery provided.
- All pupils talk quietly during the lunch service.
- Children eat their own food and try not to waste food.

- Pupils raise a hand to gain attention and pupils stay seated during lunch service.
- Rubbish is disposed of – preferably in an eco-friendly way.

### **Wet Play time and Lunch time Rules:**

#### **Pupils will:**

- Stay in the allocated classroom unless given permission to go elsewhere. Staff will direct children to the correct area for wet lunchtime play.
- Move around the school quietly respecting those who might wish to be quiet.

#### **Staff will**

- Monitor pupil safety and behaviour within the classroom, hall or shared area.
- Provide guidance to children who are unsure how to access the indoor play environment.

We believe that it is very important to place a high profile on the positive aspects of praise and rewards; these can take a variety of forms.

### **Rewards:**

Adults will provide the following feedback:

- Verbal: An encouraging remark when positive behaviour is spotted takes no time and effort but can still be make a difference to someone. The value of verbal praise should not be underestimated.
- Informing parents and carers: At Penshurst we try to keep close contact with our parents  
*Pupils, parents and carers alike appreciate an encouraging note or word to parents and carers.*

### **Behaviour system in classes: Going for Gold (Appendix 1)**

- Each week pupils have the opportunity to work towards reaching 'gold'.
- Pupils who are moving in a positive direction continue to do this across the week.
- Each Friday teachers will review pupils who have reached gold
- A 'Star of the Week' certificate is awarded to a child who has reached 'gold' by the end of the week (Friday).
- Each 'Star of the Week' will be presented with a certificate in Friday's Celebration Worship. Class teachers will provide a child friendly statement relating to why the child have been selected.
- Stars of the Week are published in the Headteacher's Newsletter along with a photograph if space permits.
- Teachers will record the 'star' on the form uploaded to SharePoint.
- All other children who have reached 'gold' will receive a mention and sticker in Friday's Celebration Worship.
- Headteacher Award: the Headteacher awards this when a pupil has 'gone the extra mile' either in their work, their behaviour or made a significant contribution to an aspect of school life.
  - House Points: any adult can award house points for effort/achievement, politeness, kindness or any other positive behaviour.
  - All pupils start the day on green (or higher if they have moved from green [silver/gold])
  - We have a 'new day, new start' policy.

Going for Gold is a system that allows pupils to see when their behaviour is unacceptable and gives them time to demonstrate good behaviour; if they have moved to 'orange' they should then personally ensure that their behaviour improves and they return to green.

- In addition to the above systems, pupils may have their work displayed and/or receive rewards given by another teacher.

## Sanctions

It is primarily the responsibility of individual teachers to deal with matters of discipline within their own classes.

*“No school however positive or imaginative can eliminate disciplinary difficulties entirely.”* (DFE ‘Good Behaviour and Discipline’)

Should children not act within the agreed rules; the following sanctions will be applied in (approximate) order, although it is the teacher’s professional judgement to match the sanction to the behaviour depending on the circumstances and context.

### During lessons:

1. Verbal warning(s), possibly accompanied by a visual reminder e.g. moving name on the ‘Going for Gold’ chart.
  - Children who are moved to orange should be encouraged to modify their behaviour so that they can be moved back to green.
  - Children are reminded of the consequences of poor behaviour; if this continues they are moved to ‘red’ and will be directed to speak with the Headteacher. Further details are outlined in Appendix 1.
2. Moving the child to another desk or an area away from other children.
3. Missing a playtime, lunchtime or part of a playtime or lunchtime, ensuring that the child has the opportunity to have a drink, eat and go to the toilet.
4. Child referred to a more senior member of staff; who will discuss how the child could now act to make amends and approach the situation at a future time.
5. Parents are informed informally/ verbally; this will be done on the day of the incident (whenever practicably possible)

A child who reaches the red section of the ‘Going for Gold’ chart is sent to the Headteacher immediately for a discussion and appropriate action (if required) agreed. *Being sent to the Head means that all other options have been exhausted and further intervention is needed. The child’s name is entered into the Behaviour Book. On return to the class, the child’s name returns to the green section of the chart.*
6. Depending on the seriousness of the incident, the Headteacher may inform the parents personally. Parents will be invited to discuss the situation with the class teacher and Headteacher. An action plan is agreed and a date set for evaluation.
7. Discussions may be needed with parents about the involvement of external support (e.g. Early Help referral).
8. More serious sanctions: internal exclusion.
9. Extreme sanction: fixed term exclusion or permanent exclusion.

### Exclusions:

An exclusion procedure is followed using the DfE Guidance: ‘Exclusion from mainstream, Academies and pupil referral units in England: A guide to those with legal responsibilities in relation to exclusion’.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

Exclusion is the ultimate sanction for persistent uncooperative behaviour, which is seen to be affecting the educational entitlement and progress of other children in the school. Parents and carers will have prior warning that this step is going to be taken. Exclusion can range from one day to a set number of days (fixed term) amounting to a maximum of 45 days in one school year. In extreme cases exclusion would be permanent, although the school would seek to work with other schools to secure another placement for the pupil.

**Emergency situations:**

Every class has a red emergency card so that staff can alert the main school office or Headteacher. Support will be instant. If a child runs away or exits the school site, the procedure is for the school office to telephone the police immediately. However, we will also evaluate every situation, inform another adult to monitor the child's whereabouts and support an adult to intervene if the child's safety is at risk. The use of restraint, using reasonable force, will be applied if the child's or other children's safety is at immediate risk. Where possible, appropriately trained staff will be used to carry out any such action.

**Record keeping:**

Each class and the Headteacher have a book to keep a log of general issues. When a child's behaviour falls outside normal limits and/or a behaviour plan is in place, an individual behaviour incident log is kept in the Headteacher's whole school Behaviour Incident Log; this log is for more serious interactions.

Adults must record incidents in the log using the ABC of behaviour (the Antecedent, the Behaviour and the Consequence).

All incidents of bullying, racism, child on child abuse, sexualised comments or use of bad language must be reported. Depending on the seriousness of any incident this could be via My Concern or directly to a member of SLT.

**Monitoring:**

In light of this policy the Headteacher will continually monitor behaviour throughout the school. Changes to this policy will inevitably occur. These will be incorporated as necessary and shared with the whole school community.

**Special Educational Needs:**

Pupils with Special Education Needs may have personal behaviour plans or risk assessments, and staff will inform other visiting staff or professionals about any such plans.

## Appendix 1

### Going for Gold

Gold	Silver	Green	Amber	Red 1	Red 2
Rewards			Sanctions		
<p>Teacher to share in good work review.</p> <p>Stickers and rewards.</p> <p>Pupils are recognised for being placed on gold with a sticker.</p> <p>For exceptional work or behaviour pupils may receive a certificate that is sent home to parents.</p>	<p>Praise is given and house points awarded.</p> <p>Stickers and rewards are given by the class teacher.</p> <p>Teachers may comment to parents or other members of staff that the pupil has been on silver.</p>	<p>Pupils start on green or above each new day.</p> <p>Pupils remaining on green without any moves to orange or red will receive house points</p> <p>Those who have been on green for above may receive a class reward.</p>	<p>Verbal reminder given.</p> <p>Pupil will be asked to work alone either on another table, or in another class/ supervised area.</p> <p>Pupil is advised of behaviours that could turn the situation around.</p> <p>Parents might be informed informally</p>	<p>Pupil will be referred to a Senior Leader / 5 mins lost from play / lunch time</p> <p>Class teacher to discuss unacceptable behaviours.</p> <p>Parents informed of poor behaviour</p> <p>Red 1 is implemented for 1 off situations and behaviours that are out of character for a child.</p>	<p>Pupil will be sent to Headteacher.</p> <p>Break time / lunchtime will be lost.</p> <p>Parents will be informed of poor behaviour.</p> <p>15 mins break/lunch lost.</p> <p>If this is a repeated offence then parents will be asked to meet with class teacher and Headteacher.</p>
Behaviours			Behaviours		
<p>Pupil is exceptionally well-behaved, polite and has excellent manners.</p> <p>A pupil demonstrates the school's vision and values.</p> <p>Pupils in all year groups see this pupil as someone who embodies the school's vision and values.</p> <p>Learning behaviour is outstanding.</p>	<p>Pupil is well behaved, has good manners and is kind.</p> <p>Pupils in and around school in other groups recognise that this child is behaving well.</p> <p>Pupil completes work in a focused way and the work is their best work.</p> <p>The pupil models excellent learning behaviours</p>	<p>Pupil is focused and polite.</p> <p>Pupil is a role model</p> <p>Pupil completes work to a good standard.</p> <p>Pupil has a positive attitude to school work and school life.</p>	<p>Pupil shows lack of focus and disturbs the learning of those close by. E.g. calling out, making unnecessary comments, makes poor behaviour choices.</p> <p>Pupil does not listen to instructions or requests from staff.</p> <p>Warning given before moving to next step.</p> <p>Pupil returns to green within the same day or the next day.</p>	<p>Pupil is off task and distracts others.</p> <p>Pupil is out of seat and not focused.</p> <p>Behaviour is impacting on other learners.</p> <p>Persistent back-chat or calling out to adults</p> <p>Pupil demonstrates out of character behaviours.</p>	<p>Pupil is distracting others (pupils, teachers other adults) and not allowing learning to take place.</p> <p>Pupil is answering adults back and is disrespectful.</p> <p>Property has been damaged (this could be the school building, another child's personal property or the outdoor environment)</p> <p>Bad language used.</p> <p>Pupil makes comments that are unacceptable.</p> <p>Pupil behaves in a way that is violent or poses a danger to others.</p> <p>Clearly not following golden rule 'treat others as we wish to be treated'</p>