



Behaviour Policy

Vision Statement

Our Ospringe School family's Christian Ethos of Nurture-Grow-Succeed is underpinned by Jesus' Parable of the Mustard Seed. We nurture a joyful, family-centred community where all feel rooted, valued and inspired. Through play and exploration, we foster curiosity, confidence and a lifelong love of learning. Our strong, effective curriculum embraces the richness of Faversham and the wider world. We empower our children to become stewards of creation and be vocal advocates for themselves and others. We create a safe, warm, inclusive nest in our nurturing branches, where children grow in kindness, resilience and wonder ready to flourish as compassionate individuals.



Our Christian Values

Compassion
Forgiveness
Equality
Honesty
Perseverance
Courage

Policy Review

Last Review	Approved by GB	Next Review Due
September 2026	September 2026	September 2027

This document is a statement of the aims, principles and strategies for pupil behaviour at Ospringe CE Primary School. Government guidelines have been taken into consideration in the formulation of this policy.

1. Aims

At Ospringe CE Primary School, it is expected that every member of the school community feels valued and respected and that each person is treated fairly. We are a nurturing community, whose Christian values are built on mutual trust and respect for all. The school's Behaviour Policy is designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The Behaviour Policy is a means of promoting relationships where we understand each other, enabling everyone to work together with the common purpose of helping all pupils to achieve their best. This policy supports the school community in aiming to allow everyone to work together in an effective and mindful way. This may also apply to behaviour outside of the school premises according to DfE regulations.

The school expects every member of the school community to behave in a considerate, cooperative and respectful way towards others. Pupils should be treated impartially and with the Behaviour Policy being applied in a consistent and attuned way.

It aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community, who flourish in all that they do. It is designed to recognise, encourage, and promote positive behaviour. In part, through the ongoing development of pupil emotion regulation.

Our caring and nurturing environments provide and ensure:

- Consistent approach to behaviour management
- Six Principles of Nurture
- Encouragement
- Recognition
- Self-regulation strategies
- Constructive feedback
- Equal opportunities
- Development of all pupils
- Attention to individual needs
- An emotionally available adult for all pupils
- Supportive pupil transition
- Support for parents
- Trained staff

2. Rationale

At Ospringe CE Primary School we recognise that behaviour is communicative and often reflects an emotion or feeling. Our Behaviour Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation.

Through the parable of the Mustard seed, Jesus taught his followers about the Kingdom of God. In the same way, we use our Behaviour Policy to teach the children how to respect one another and become good citizens.

3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in Schools: Advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement 2026](#)
- [Restrictive interventions, including use of reasonable force in schools 2026](#)
- [Supporting children and young people with medical conditions and allergy – draft statutory guidance 2026](#)
- [Special educational needs and disability code of practice: 0-25 years](#)

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 gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

4. Definitions

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork or homework

Poor attitude

Serious misbehaviour is defined as:

Repeated breaches of the school rules

Any form of bullying

Vandalism

Theft

Fighting

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Stolen items
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Please note that this is also covered in our Anti-Bullying Policy.

5. Roles and responsibilities

5.1. The governing board

The governing board is responsible for:

Reviewing and approving the written statement of behaviour principles (Appendix 1)

Reviewing this behaviour policy in conjunction with the headteacher

Monitoring the policy's effectiveness

Holding the headteacher to account for its implementation

5.2. The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (Appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3. Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

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

5.4. Parents and carers

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, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5. Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support provided by adults that is available to them to help them meet the behaviour standards
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. Promoting Pupil Engagement and Self-Regulation

Pupil Expectations

We have six school rules, based around the values we uphold as Christian school. These are displayed in all prominent areas of the school and will be revisited with pupils at the beginning of each term and at other times when necessary.

SCHOOL RULES

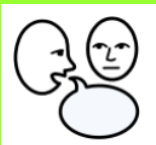
- We are kind and caring, showing compassion for others
- We persevere, listen to others, work hard and always try our best
- We are honest and tell the truth
- We treat everyone equally
- We show courage and resilience when approaching new challenges
- We make good choices, including showing forgiveness to others.

How we encourage good behaviour and respond to misbehaviour

The Behaviour Learning Ladder is used across the school to provide a clear, consistent and fair response to all learning behaviours. Early Years and KS1 have the same framework but with less words and visual symbols for each level.

There will always be a need for a degree of flexibility as individual circumstances are considered at all times.

Ospringe CE Primary Learning Behaviour Ladder

Behaviour		Possible Actions to be Implemented
Positive Behaviours 	Living our school values: Compassion Courage Equality Forgiveness Honesty Perseverance	Verbal specific praise Sent to another member of staff to show work/to receive praise Informing parents – text home to share positive work / behaviour Class Dojo – individual milestone rewards as well as earning for the 'House' they are in Weekly class 'pupil of the week' award Weekly curriculum awards Pupil of the term – hot chocolate with Headteacher Values stickers Class reward systems – marbles, pegs, points (at the discretion of the Class teacher)
Low Level Disruption 	Stopping learning in the classroom Stopping play	Redirection/reminder Warning Calming down time Use 30 second script <u>30 second script -</u> I have noticed that... You are not showing our school value of... You have chosen to... Because of that you need to ... Do you remember when you... This is who I need to see today, thank you.
Continuous Low-Level Disruption 	Still stopping learning Still stopping play	Appropriate consequence – catch up work during a section of break/lunch time 
	Continued disruption to learning	Moved to another class for time out for a set period of time 
	Further continuation of disruption to learning	Sent to SLT and parents called – be recorded on CPOMS Internal Exclusion – working in another year group
Serious Misbehaviour 	Answering back Lack of respect	Speak to parent Sent to SLT Internal exclusion / off the playground Suspension
	Swearing Spitting Fighting Inappropriate use of language	
	Biting and Stealing Bullying and Racism Hurting others on purpose Damaging school property on purpose	Sent to SLT for investigation - speak to parent Missed playtimes/ lunchtimes SLT and parent meeting Internal exclusion Suspension
Restorative Conversation 	After any event to enable responsibility to be taken, acknowledge the action that has taken place and the effect on others To restore relationships	What happened? What were you thinking/feeling at the time? What have you thought since? How did this make other people feel? Who has been affected and how? What should we do to put things right? How can we do things differently in the future?

Restorative Conversation

The restorative conversation is a key part of how we manage behaviour and relationships. Children need to feel valued and have the opportunity to reflect on their actions. Through restorative conversations, relationship between child and child / child and adult can be unaffected as a result of the behaviour and action that took place. The restorative conversation happens between the child and other child/children involved in the behaviour (with adult leading) or with child and adult in who the behaviour took place.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative questions:

- What happened?
- What were you thinking/feeling at the time?
- What have you thought since?
- How did this make other people feel?
- Who has been affected and how?
- What should we do to put things right?
- If this happened again, how could you do things differently?

All staff to use consistent restorative questions (copy on card to be kept on their lanyard).

Ensure that children understand how their behaviour has a consequence (positive and negative). Through the 30 second script, consistent language is used across the school. Emotion is removed from the behaviour and adults deliver the statements directly and as a matter of fact. End with a reference to a previous positive behaviour to promote positive behaviours and attitude.

How do we respond to inappropriate behaviour?

We believe that all people will be treated with respect.

Where behaviours are causing disruption to learning in the classroom, the Behaviour Learning Ladder (BLL) will be consistently used by all staff to remind pupils of the expectations. This will include, depending on the nature and severity of the incident or disturbance, the following;



Positive behaviours



Verbal praise
Go to a member of
staff for praise

Dojos
Values stickers
Class rewards

Text home
Pupil of the week, term
Curriculum awards



Stopping learning or play



Reminder
Redirection

Warning

Set calming down
time



Still stopping learning or play



Set time catching up
work during
break/lunch/choosing

Moved to another
class for a set time

Speak to parent
Sent to SLT
Internal Exclusion

Suspensions are used as a sanction in line with the guidance from the DfE, Kent LA and the school's 'Suspension and Permanent Exclusion' policy. The additional sanctions would address extreme behaviours that require individual responses. This could include persistent disruptive behaviours or the refusal to follow the serious misbehaviour sanctions.

The school makes every effort to prevent a child from being suspended from school, since we believe that supporting children to stay in school may lead to higher educational attainment and more opportunities in the future, and ensures that children remain in a safe environment. To this end, we ensure that a number of provisions for the child have been explored. In addition to the above approaches that aim to create positive school environments, underpinned by strong pupil-adult relationships, that promote good mental health and behaviour, learning and safety, these provisions may include:

- Mentor within school
- Early intervention support, both within school and from external organisations, to support both the child and the family
- Discussion with Specialist Teaching and Learning Service (STLS) or the Special Educational Needs and Disabilities Inclusion Advisor (SENDIA) - the aim of these is to find solutions to problems and offer advice
- Pastoral Support Plan: a school-based intervention to ensure that the physical, mental, and emotional wellbeing of pupils is cared for. The commitment to pastoral care feeds into everything a school does to ensure their pupils have the best chance at success
- Enlisting the support of the school's Educational Psychologist
- Enlisting the support of a Social Worker or Early Help Worker as appropriate
- Flexible curriculum with 'soft starts' (learning breaks in which the child may engage in alternative activity to help regulate emotions and avoid the build up of stress), for example: sensory circuits, physical outdoor activity, sensory room activity
- Change of adult/face strategy
- Therapeutic techniques to help students regulate their behaviour and develop appropriate coping strategies
- Counselling
- Referral for support from CAMHS and the services offered by Kent Family Support Framework where appropriate
- The organisation of an emergency review meeting for those pupils who have an Education Health Care Plan (EHCP)

Following a fixed period exclusion, the school has a process for reintegration. A meeting will take place which involves the family, child, Headteacher and any other relevant staff members, for example, the child's key adult and the school's SENCO. The purpose of the meeting will be to clearly explain the school's reintegration strategy and the support that the school will continue to offer, and will also be an opportunity to answer any questions that parents/carers and/or the pupil may have.

The headteacher and key staff members attending the meeting will communicate to the pupil that they are valued and that their previous behaviour will not be seen as a barrier to future success.

During the reintegration meeting the pupil will be offered a fresh start and supported to:

- Understand the impact of their behaviour on themselves and others
- Meet the high expectations of behaviour as outlined in this policy
- Foster a renewed sense of belonging within the school community
- Build engagement with learning

The child will remain on a Pastoral Support Plan in order to continue to support the well-being of the child and manage the child's needs, and to set targets to monitor and measure the child's progress.

7. School behaviour curriculum

At Ospringe CE Primary School, we aim to develop excellent standards of behaviour through our behaviour curriculum. This curriculum clearly defines the behaviours and habits that we expect pupils to demonstrate and is

underpinned by our school values. We want to support our pupils to grow into adults who are kind, polite and respectful and who put others before themselves. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. As the philosopher Aristotle stated, “We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

We teach explicitly the behaviours we expect so that it is easy for pupils to behave. We aim to ensure that excellent behaviour is a minimum expectation for all. We have clear and concise rules, routines, rewards and sanctions that everyone follows. We ensure that all adults are calm, consistent and fair in their response to behaviour.

Good behaviours are explicitly taught and regularly refreshed and reinforced to ensure that all pupils understand the expectations of them. School staff will also demonstrate these behaviours and ensure that pupils have many opportunities to practise these (particularly in the first few days of term).

While this curriculum is for all pupils, it will be applied differently in different year groups depending on pupils’ ages and may be applied differently depending on individual pupil’s SEND needs. We need to acknowledge that reaching these high standards of behaviour will be harder for some children than it is for their peers. This doesn’t mean we lower our expectations; it means we scaffold to help them succeed. A good scaffold can be considered a reasonable adjustment. Some of these adjustments can be adapted, or slowly removed over time. Some of them are features of good, inclusive practice and don’t ever need changing or removing. Examples may include visual timetables, preparing for transitions or change, pre-teaching, reward charts or specific behaviour plans.

8. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

9. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. We use a positive handling approach. For further details, please see our Positive Handling Policy

10. Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#).

11. 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
- Wearing school uniform
- In any other way identifiable 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).

12. Online misbehaviour

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

13. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or delegated member of the leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

14. Responding to misbehaviour from pupils with SEND

14.1. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. For example:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (e.g. intervention room, sensory room) where pupils can regulate their emotions during a moment of sensory overload

14.2. Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

14.3. Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

14.4. Pupils with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.