

Plumtree School

BEHAVIOUR POLICY

Legal Status:

- Prepared with regard to Early Years Foundation Stage Framework
- Regulatory Requirements of Independent School Standards (2015)
- Equality Act (2010), Education Act (2011)
- DfE Guidance *Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff (2016)* –including *Getting The Simple Things Right*, Charlie Taylor’s Behaviour Checklist (DfE 2011)
- *Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.

Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), the out of school care and extra-curricular activities inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school

Early Years Foundation Stage (EYFS)

- The practitioner responsible for behaviour management in the EYFS is Tess Slight.

Available from:

- This Policy is available to parents/guardians on the School Website, or it can be viewed in the School Office or a copy can be requested.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head Teacher.
- The proprietor will undertake a formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: May 2025

Head Teacher: Phil Simpson

Behaviour Policy

This policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The school expects every member of the school community to behave in a considerate way towards others. All members of staff treat the children fairly and apply this behaviour policy in a consistent way.

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all

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property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain a caring atmosphere, conducive to learning, with courtesy and mutual respect as basic requirements.

Expectations of good behaviour are high and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to promote good behaviour as a priority, encouraging restorative justice wherever possible and using sanctions only where absolutely necessary. This policy reflects the school's stated aim of enabling all its pupils to develop habits of self-discipline and the attributes of a good citizen. It reinforces the values and expectations that are published in classrooms and in planners. We believe that good academic habits and self-discipline are developed and demonstrated by people who have high self-esteem. Whenever possible desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers. As part of this Policy we believe that all children and adults have the right to work in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour. As part of supporting our pupils, we ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Inherent in the ethos of the school is respect for the individual person. Important to us all is the manner in which we relate and speak to pupils and to one another, each day. Encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired. Children will know that sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences. The best way to encourage good behaviour is to have a clear and consistent code of conduct, backed by a balance of rewards and sanctions within a positive community atmosphere. The purpose of this policy is to:

- Create an environment that is conducive to achieving the aims of the School;
- Provide clearly defined limits that are easily understood by children, staff and parents/guardians;
- Aid all staff in the management of behaviour;
- Ensure high standards of behaviour are promoted and maintained.

Aims

It is a primary aim of our school 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, whose 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 work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

In formulating our Behaviour Policy we first define the terms '*behaviour*' and '*discipline*'. Good *behaviour* is conduct that assists the school to fulfil its function. *Discipline* is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

The School rules are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility with the school. In having rules we hope to ensure the health and safety of the children whilst providing a happy and stable environment for staff and pupils. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

The School aims to provide:

- good adult role models of caring co-operative behaviour;
- the reinforcement of positive attitudes to expectations;
- the celebration of a wide range of achievements and
- an acceptance by all staff of a responsibility for maintaining good discipline.

It is a primary aim of our school 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, whose 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. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

School Ethos

Plumtree School is expected to be a place where:

- all individuals are respected and their individuality valued;
- pupils are encouraged to achieve;
- self-discipline is promoted and good behaviour is the norm;
- rewards and sanctions are applied fairly and consistently;
- bullying, disruption and harassment are not tolerated;
- early intervention is the norm

The ethos of our school is such that all who come here are valued as individuals in their own right. Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other children and adults. Children should never be allowed to feel that sexism, elitism, racism etc. are acceptable. We expect all members of our school – children, parents/guardians and staff – to keep to the guidelines, requiring these to be applied consistently. All staff play an important role in promoting good behaviour. The school's behaviour policy will be available to all staff. A copy of all school policies is in the Staff Handbook. Playground assistants will have a copy of all relevant policies.

Implementation

The Head Teacher has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. The School, in compliance with DfE Guidance (2016) (www.education.gov.uk)

Behaviour and Discipline in Schools:

- has a consistent approach to behaviour management;
- has at least weekly whole school discussions about children's behaviours and records behaviour strategies in online behaviour management logs;
- ensures a strong school leadership;
- supports teachers with classroom management;
- implements rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- provides support to children to self-manage their behaviours;
- takes into account all aspects of the child and why they are displaying certain behaviours;
- provides staff development and support;
- ensures support systems are in place for students;
- liaises with parents/guardians and other agencies;
- manages students' transition;
- has clear, well organised working practices along with maintaining its facilities to a high standard;
- takes appropriate disciplinary action against pupils who are found to have made malicious accusations against staff and
- fulfils its duties under the Equality Act 2010; including issues related to students with special educational needs or disabilities and provides reasonable adjustments for these students.

The School makes the relevant information available to comply with the above. The policies, working practices,

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documentation and record keeping support the implementation outlined above.

The Role of the Head Teacher

The Head Teacher's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. Support for staff faced with challenging behaviour is also an important responsibility of the Head Teacher who is expected to:

- promote self-discipline and proper regard for authority among pupils;
- encourage good behaviour and respect for others and prevent all forms of bullying pupils;
- ensure that the standard of behaviour is acceptable and
- regulate the conduct of pupils.

The Role of All Staff

All staff are expected to encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Well planned, interesting and demanding lessons make a major contribution to good discipline

The Role of Pupils

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported. As part of supporting our pupils, we ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives, personal relationships, ESafety and personal safety.

The Role of Parents/guardians

Parents/guardians are expected to take responsibility for the behaviour of their child both inside and outside the School. We try to build a supportive dialogue between the home and the school, and we inform parents/guardians immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents/guardians to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents/guardians, children receive consistent messages about how to behave at home and at school. We expect parents/guardians to encourage their children to support the school rules, their child's learning, and to co-operate with the school.

It is also an offence under section 547 of the Education Act 1997 for any person (including a parent/ guardian) to cause a nuisance or disturbance on school premises. Parents/guardians should not become angry publically, and if they have a problem this should be dealt with in privacy. If parents/guardians were to show aggressive or abusive behaviour, it can present a risk to staff and children. If there are any concerns about the behaviours of parents/guardians or visitors, they are required to leave the premises. If there is a court order against a parent seeing their child, the school will abide by the conditions of the Order. School premises are private property and parents/guardians will generally have permission from the school to be on school premises. However, in cases of abuse or threats to staff, pupils or other parents/guardians, schools may ban parents/guardians from entering the school. For example, a parent/guardian who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. All adults, including staff, parents/guardians and visitors, are expected to behave in a manner which is in line with and supportive of our school ethos.

Standards of Behaviour

Our school demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school. All staff are expected to promote good behaviour and self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons are required. It is appreciated that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lessons but behaviour which does not allow constructive teaching and learning is unacceptable. All staff have a duty to ensure that disruption is not tolerated. Through regular discussions at staff meetings the school endeavours to ensure that staff apply all standards fairly and consistently.

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The School Environment

We are well aware of the impact of the school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school then we must make sure that this is reflected in the appearance of the school.

The care and sensitivity with which children's work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The children will also be encouraged to be likewise aware so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive.

Children will show pride in their own classroom and cloakroom will be the first step to this. As part of school responsibilities, the playground is considered a litter-free zone. To enable everyone to enjoy our surroundings it is recommended that a class, at the end of break, should tidy the playground when it is considered necessary.

We wish to promote a school environment where:

- all pupils have a right to work in a calm, undisturbed, supportive and purposeful atmosphere;
- pupils should move from lesson to lesson quickly, but calmly so that they are punctual;
- to benefit fully from lessons pupils should have all necessary equipment and books.
- positive self-esteem is encouraged along with concern for the well-being of others;
- school rules, stated positively, are understood and applied consistently;
- the attitudes and values of the Formation (RE, SMSC, PSHEE and Citizenship) lessons permeate the school day;
- high expectations, both in work and in play, create a positive attitude to learning for life;
- all have a right to attend school without the fear of being bullied;
- praise rather than blame, is the norm;
- pupils should put all litter in bins;
- pupils should leave classrooms clean and tidy;
- they should also adhere to the school uniform/dress code and
- pupils should refrain from using make-up, nail varnish and unnatural hair colours.

Pupils should confine items of jewellery worn at school to a watch. These items must be removed for P.E. (Please note that the school cannot take responsibility for jewellery, - expensive items should not be worn for school). Pupils should hand in to a member of staff any medication, brought into School. Pupils should be very careful crossing roads outside the school grounds and should never cross alone.

Expectations.

These are:

- to promote the well-being of self and the school community;
- to encourage the development of personal independence and responsibility;
- to promote the creation of an atmosphere conducive to learning.

Our school is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals.

This school is opposed to any form of open, or concealed, racism or racist behaviour. All pupils in the school have the right to the best possible education regardless of ethnic origin, colour or religion. All staff and parents/guardians of children in the school have a right to be treated equally regardless of ethnic origin, colour or religion. Children should be encouraged to accept responsibility for their own behaviour. Children are expected to behave in a manner that will maximise their learning opportunities - and those of their group members. Behaviour which does not enhance learning opportunities will not be tolerated. In such cases of unacceptable behaviour during lessons the Head Teacher is to be informed.

Unacceptable behaviour is:

- that which can damage/hurt (in *any* way) a person or their property;
- that which is offensive or inconsiderate;
- that which interferes with the rights of teachers to teach and children to learn.

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Rules are deliberately few in number and should be stated positively and clearly. Children should always be aware of why they exist. Plumtree School Rules should be well known to all and reinforced consistently.

Code of Conduct and Care for Others

In order to maintain a happy, safe, working environment in which staff and pupils can perform to the best of their ability we expect all members of the school to conform to the following code of conduct.

- All pupils of the School should show consideration, courtesy, respect and sensitivity to one another, to visitors to the school and to those of the public they come into contact with.
- The School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the School.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Head Teacher or outside agencies.
- We expect all members of our school to refrain from physical contact with one another.
- In particular no items of monetary or sentimental value should be taken to off-site PE activities and individual guidance should be followed regarding valuables on school trips and residential courses.
- Intentional damage to School or personal property will result in contact with parents/guardians to seek reimbursement of the cost of repairing the damage.

Rewards

Throughout the school, good behaviour is promoted at all times. In our School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise children's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise pupils and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm children who are "always good". They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded.

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children Team Points.
- A Weekly Team Point winner is awarded per year group in Praise Assembly.
- The Team which has collected the most Team Points each week is recognised and rewarded each term.
- A Writer of the Week per class is recognised and a draw for a book voucher carried out each term.
- Athletics certificates are presented in Praise Assembly, the child with the most points per year group is recognised and a trophy awarded for KS2 winner, and EY/KS1 winner each week.
- A Star of the Week is nominated for each year group each week and a Star badge awarded each term by the relevant teacher.
- All staff can reward a child found upholding one of the school values at any point in the school day and award the relevant token to be placed in the jar – Stars in the Jar. A half-termly draw for a prize for each value is carried out.
- The Head Teacher awards a card to individuals noticed striving to uphold school values as and when appropriate. A draw is carried out each term to award prizes.
- Year 6 leadership award cards are awarded by our Year 6 children to children who they have seen displaying our values.
- A Going for Gold scheme operates to set very direct personal targets for children. Teachers or Head Teacher set a target and discuss daily/weekly with a pupil how they have achieved. Bronze, Silver or Gold Certificates are awarded.
- We give these rewards to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- The school acknowledges all the efforts and achievements of children, both in and out of school.

- The school works collaboratively with parents/guardians, so children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between the home and the school, and we inform routinely of children's achievements in school.
- Individual classes may employ class reward systems to encourage team work and motivation eg table points.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are given the opportunity to take on responsibility throughout the year. Children's successes in all areas e.g. academic, personal, artistic, sporting etc. are celebrated in School Assemblies.

Team System

The School has three Teams: Whitehead, McClure and Kanneh-Mason. Each child is assigned to a Team upon entry to the school. Each team has a Team Captain and Vice Captain if appropriate and a vote takes place each academic year if possible to elect. Every child in the team from Year 1 to Year 6 votes for a child in Year 6. There are regular Team competitions in areas such as music and sport. The weekly point count up and end of term point count up allows children the chance to compete for their teams. The winning team each term receives an extra playtime.

Head Boy/Girl, Mentors, Prefects, School Council Leaders

The School has a vote each academic year to appoint a Head Boy/Girl or Boys/Girls as appropriate. Each child in Year 1 to Year 6 votes for a child/ren in Year 6 to take on the role. Other children in Year 6 take on the roles of Prefects or Learning Mentors in a subject eg Art, Sport, Music etc. Going for Gold targets are set to aid the children develop and carry out their leadership roles within school.

Each year group from Year 1 to Year 6 votes for a school council representative each term. The School Councillors are encouraged to take on extra responsibilities within their classes, attend council meetings, provide a voice to the school on improvements, play a part in interviewing potential new staff members, run charity events etc.

Sanctions

The consequences of any misbehaviour should be logically related. Under no circumstances is it appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the school. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. The choice of sanction to be used depends on the severity of the offence or, in the case of minor offences, their frequency and the degree of disobedience involved in their repetition. We employ each sanction appropriately to each individual situation.

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- We expect children to listen carefully to instructions in lessons.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- We spend time at the beginning of every new school year discussing the school rules, and we refer back to them regularly.
- If a child is disruptive in class...
 - Step 1 (Green) – A prompt to quickly address low level disruption to restore a desirable learning environment.
 - Step 2 (Yellow) – A clear verbal warning and reminder of expectations.
 - Step 3 option 1 (Orange) – If a child is significantly impacting the learning of others, we isolate the child from the rest of the class until s/he calms down and is in a position to work sensibly again with others. They will also miss 5 minutes break time and a restorative meeting will take place (logged on CPOMS).
 - Step 3 option 2 (Orange) - If low level behaviour continues after warnings, they will miss 5 minutes of break time and a restorative meeting will take place (logged on CPOMS).

Step 4 (Red) – If undesirable behaviour is repeated or deemed significant enough, a member of SLT is informed and will discuss the incident with the child, and where necessary, parents/guardians will be informed.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- There are many forms of bullying and each one is taken very seriously by the School. Strategies to identify and deal with incidents of bullying are outlined in our Anti-Bullying Policy.
- Corporal Punishment is not allowed or deemed to be acceptable at any time in Plumtree School. However, teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances including disruptive behaviour when safety is paramount. Further guidance is available
- Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances in line with our safeguarding policy.
- Any occasion where physical intervention is used to manage a child's behaviour this will be recorded and parents/guardians will be informed about it on the same day.
- A person shall not be taken to have given corporal punishment in breach of the above if the action was taken for reasons that include averting an immediate danger of personal injury to, or an immediate danger of death of, any person (including the child).
- Providers must not threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's well-being.

Parents/guardians may be asked into school to discuss their child's behaviour. In rare cases, letters and phone-calls are made to parents/guardians and parents/guardians may be asked to temporarily or permanently withdraw their child if the child's behaviour is placing either the child or other children at risk.

Sanctions in the EYFS

In EYFS, we reinforce positive behaviour choices with lots of positive rewards such as team points, stickers and stamps. We have conversations around behaviour and are here to help children learn correct behaviours and understand that their behaviour is their choice.

In the first instance of children not following behavioural expectations we will look to find positive examples to praise in class to draw their attention to these and help them understand what the expectations look like.

If behaviours continue we will follow the below procedure:

- Step 1 (Green) - Prompt the correct behaviour using positives and explanations, rather than negative phrases eg. 'We use our equipment gently or it may get broken and we wouldn't be able to do our activities', not, 'don't hit the baskets on the table'.
- Step 2 (Yellow) - A clear verbal warning explaining the behaviour choice which has resulted in this. We will also move their name on the behaviour chart to help them see this.
- Step 3 (Orange) - If poor behaviour choices were to continue, then children will be moved to the next colour on the chart and removed from activities for 5 minutes of thinking time. After which time, the staff member will engage in a restorative conversation with the child explaining clearly why they have moved to the thinking time, the potential consequences of their action and ask the child to apologise. The child will miss 5 minutes of break time to reflect the loss of learning time due to their behaviour choices. (If a child were to hit or exhibit unsafe behaviour they can be moved directly to step 3.)
- Step 4 (Red) - If undesirable behaviour were to continue, the child would be moved to the next colour on the chart and a member of SLT would become involved. Parents/guardians will be informed where necessary.

Supporting Children in Self-managing their Behaviour

Pupils need to have set boundaries of behaviour for their own safety and the safety of their peers. In our school,

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we aim to establish these boundaries in a way that helps the child develop a sense of the significance of their own behaviour. Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the pupil untouched, i.e. by avoiding sarcasm or words that might humiliate the child. Restrictions on the pupil's natural impulse to explore and develop his/her own ideas and concepts are kept to a minimum. Sanctions applied in the case of unacceptable behaviour, take into account the age and stage of development of the pupil. The sanctions given at the time the misbehaviour occurs (or soon afterwards), are relevant to the action and are fair. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. If appropriate, a letter of apology or explanations for behaviour is required from the miscreant. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible. The class teacher *may* discuss the matter with the pupil's parents/guardians at the end of the day, if deemed appropriate.

The Head Teacher or a Deputy Head will be informed if the unreasonable or antisocial behaviour continues and if necessary will call the parents/guardians for a meeting about their general behaviour and a daily/weekly behavioural chart may be set up by the class teacher and monitored by the Head Teacher. Children are encouraged to show positive attitudes to all aspects of school life. Negative attitudes are not acceptable. Major breaches of discipline (physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc) are dealt with firmly by the Head Teacher.

Parents/guardians may be asked into school to discuss their child's behaviour. In rare cases, letters and phone-calls are made to parents/guardians and parents/guardians may be asked to temporarily or permanently withdraw their child if the child's behaviour is placing either the child or other children at risk.

Early Years Foundation Stage (EYFS)

We recognise that behaviour management techniques must be adapted to take into account the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. We recognise that under the "Statutory Framework for the Early Years Foundation Stage" (2024), we are responsible for managing behaviour in an appropriate way. In the EYFS our behaviour management strategies are, where possible, positive. It is expected that all staff members who work in the EYFS will use and promote positive language with children where possible. In EYFS, a child will normally be gently redirected. If unacceptable behaviour persists, he or she will be withdrawn from the group for a short period, and if necessary, taken to another room to calm down. Our behaviour management strategies at Plumtree School EYFS are based on the following key principles:

1. We model expected behaviour
2. We use eye contact with children
3. We use our body language as well as our words
4. We use specific praise to reward positive behaviour
5. Where possible, we ignore negative or attention seeking behaviour
6. We phrase our requests in a positive manner
7. We promote independence and responsibility
8. We use our knowledge of each child as an individual
9. We do not make assumptions about young children's understanding
10. We empower children to choose the right course of action.

Pupil's with special educational needs and disabled pupils

Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The school must take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child.

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Further suggested strategies:

All adults working directly with children at Plumtree School can be effective discipline managers by planning ahead for discipline just as carefully as they prepare their lessons or activities. This area cannot be left to chance as, without a disciplined environment, it is unlikely that effective learning will take place. It is possible to plan for most disruptions to lessons. Such planning will allow the teacher to deal with problems as unobtrusively as possible. Planning will focus on behaviour and will ensure that everyone's rights are maintained. When it does not significantly affect classroom rights, it is best to ignore petty, attention-seeking behaviour.

- If a right to teach, learn or be safe is being significantly infringed, remind the child of the classroom rule e.g. "Jim, you know our rule for..... Please use it."
- Direct the child to appropriate behaviour.
- If a child is ever disruptive during the on-task phase of the lesson, it may be appropriate to direct him/her aside and ask what he or she is doing.
- Remain calm and use appropriate assertion. Arguing and anger do not convince. Having a plan for discipline before you start is enormously helpful.
- In general, speak quietly. Becoming louder than a noisy group of children can be a recipe for disaster.
- Focus clearly on the behaviour which is affecting due rights.
- Expect children to comply.
- Focus clearly on the relevant rule or right.
- Avoid asking "Why?" questions. (Save these for discussion away from the group). Use "What?" questions instead.
- Address the behaviour and avoid attending to the argumentative or procrastinating secondary behaviour (pouting, arms folded and turning away, etc.)
- If behaviour continues to be disruptive after reasonable tactics outlined above have failed, then further action, as detailed in Step Four, may become necessary.

Managing Pupil Transition

We carefully manage the transition of the children, not only from EYFS through to Key Stage One and to Key Stage Two but also in preparing children for their senior school. A particular strength of our school is the relationship staff develop with the children and families. Children always have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff working with children. Because our staff team is in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each child moves through the school to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally. We are continually building relationships with senior schools and children are encouraged to attend taster days and visit prospective new schools.

Serious Misbehaviour: Record of Serious Behaviour/Sanctions Book

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Head Teacher and entered on CPOMS. This will be followed up by a meeting with the parents/guardians/guardians and ongoing monitoring by the Head Teacher. If the behaviour of the child does not improve it could lead on to the exclusion stage.

The Head Teacher keeps a record of any child who is excluded for a fixed-term, (suspension) or who is permanently excluded. It is the responsibility of the proprietor to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. *Please refer to our Exclusion Policy for extreme cases, also to our Anti-Bullying Policy.*

Fixed Penalty Exclusion and Permanent Exclusions

Plumtree School will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions at Plumtree School are:

- Suspension = Fixed Penalty Exclusion
- Expulsion = Permanent Exclusion

Neither sanction is used lightly. The power to suspend or expel a student can only be exercised by the Head Teacher.

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If the Head Teacher excludes a pupil, the parents/guardians are informed immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents/guardians that they can, if they wish, appeal against the decision. The school informs the parents/guardians how to make any such appeal. It is the responsibility of the Head Teacher to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Please refer to our Exclusion Policy for extreme cases, and also our Anti-bullying Policy

Liaison with Parents/guardians and other Agencies

We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents/guardians to provide additional support. Plumtree School also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures. Early Help is sought for children identified as requiring Mental Health Support effecting their behaviour utilizing the Mental Health Lead Jen Billingham within school and the support offered within local provision eg:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/home.page>

Organisation and Facilities

Within the organisation of the school, there is a total commitment by all the staff team to place children at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos and culture along with appropriate educational facilities within our environment which enable children to be come as personally adequate, socially competent and as independent as their potential will allow.

Malicious accusations against Staff

If an allegation is determined to be unfounded, the school will consider the support needs of the pupil/s concerned and refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Head Teacher will temporarily or permanently exclude the pupil. Malicious accusations against our staff are not acceptable and are taken very seriously. Plumtree School takes disciplinary action against pupils who are found to have made malicious accusations against staff which if necessary, may include exclusions.

Pupil's with special educational needs and disabled pupils

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The school will take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the pupil. Adjustments will be made according to the pupils' specific needs.

Educational Visits

The Head Teacher may not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an educational visit will result in the pupil being sent home at the parents/guardians' expense.

Please refer to our Exclusion Policy for extreme cases, also to our Anti-Bullying Policy.

Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities)

Pupil's behaviour outside school on school on educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. Parents/guardians will; in cases of serious bad behavior, be asked to collect their child from the venue.

Corporal Punishment

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used.

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The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden.

Punishments that are humiliating or degrading will not be used.

The following sanctions / punishments will *never* be used:-

- Corporal punishment.
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone parents/guardians or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing
- Withholding of any aids or equipment needed by a child.

Concerns about the welfare of colleagues or children should be communicated to the Head Teacher immediately. Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

Physical Restraint

All members of staff are aware of the regulations regarding *The Use of Force to Control or Restrain Children* as set out in Education Act 1996. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head Teacher and recorded in the child's personal file. The child's parents/guardians are informed on the same day. Records are kept of when force is used and parents/guardians are informed. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable. All cases of physical intervention, including children in the EYFS, must be logged in the Physical Intervention Tracker.

Involvement of Pupils

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views to express those views. The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

Recording

Behavioural incidents which reach Step 3 are logged on CPOMS. The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Reviewed: May 2025

Phil Simpson

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