Lamberhurst St. Mary's CE Primary School

Behaviour Policy

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Written By	Mrs. C Vickery-Booth
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Headteacher	Mrs. C Vickery-Booth
Chair of Governors	Mr. P Edgesmith
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Inspired by the Parable of the Sower, all children and adults in our inclusive Christian school community are able to thrive and flourish. Like seeds on good earth, all are nurtured with supportive loving care.



This policy will be reviewed following any lessons learnt and/or updates to national or local guidance and procedures.

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1. Vision, Ethos and Values

At Lamberhurst St Mary's, we believe that positive behaviour develops most effectively in a culture of emotional safety, strong relationships and consistent, compassionate adult guidance.

Our approach is rooted in the understanding that behaviour is a form of communication. Children show us how they feel and what they need through their behaviour, especially when they do not yet have the emotional language or regulation skills to express themselves.

We uphold high expectations for behaviour and relationships because we know children thrive in predictable, supportive environments. We recognise the importance of equity as well as equality; while all children are treated with fairness and respect, some may require different levels or types of support to achieve the same sense of safety, success and belonging. This principle is illustrated in *Appendix 1*.

Our school values of kindness, aspiration, resilience and community underpin our behaviour philosophy. They guide how we interact with one another, how we respond to challenge, and how we teach children to navigate social and emotional situations.

We aim to create a school where every child feels known, valued and safe; where they can learn well because the environment is calm and consistent; and where they experience adults who model emotional regulation, fairness and care. Behaviour is taught, modelled and reinforced in the same way we teach academic skills, with patience, structure and understanding. Restorative approaches help children repair relationships, learn from mistakes and develop empathy, responsibility and resilience.

2. Code of Conduct

Our expectations are simple and accessible so that all children can understand and use them. We expect every pupil to be kind, be respectful, be safe and be ready to learn. These expectations apply everywhere in school, including classrooms, corridors, the playground, the lunch hall, on school visits and online.

Being safe and respectful also means learning how to communicate when something is wrong. We teach children The Three Tells as a simple and empowering strategy. This involves first telling someone clearly to stop, then warning that they will tell a

grown-up if the behaviour continues, and finally speaking to a trusted adult if the issue is not resolved. This supports children in setting boundaries, seeking help and developing confidence in speaking up.
Staff model these expectations consistently and use them as shared language throughout the school.

At Lamberhurst we promote positive behaviour by:

- **Consistent respect from the adults:** building positive relationships between staff and pupils.
- **Consistent language:** in all dealings with behaviour, referring back to the rules of being kind, respectful and polite, and our core values.
- **Consistent modelling of positive behaviour:** promoting the wellbeing of all and encouraging children to take responsibility for their own actions.
- **Consistent expectations:** being clear, ensuring certainty both in and outside the classroom.
- **Consistent rules:** defined, agreed and understood by all members of staff and all children.
- **Consistent positive reinforcement:** encouraging and celebrating appropriate behaviour.

3. Positive Behaviour Management

Our approach to behaviour begins with relationships. Adults take time to know each child well and to understand their contexts, emotional needs and strengths. Staff use calm, predictable routines and relational warmth to help children feel secure. Positive behaviour is encouraged through meaningful praise, recognition of effort and small but significant interactions that build connection.

We adopt a therapeutic mindset by approaching behaviour with curiosity rather than judgement. Adults ask themselves: *What is the child communicating? What might they need? How can I support them to regulate and reconnect?* Staff actively support children's emotional regulation through co-regulation strategies, calm tone, predictable responses and offering space or sensory tools where appropriate.

Restorative approaches are used when negative behaviour occurs. Instead of focusing solely on consequence, staff guide children through conversations that help them reflect on what happened, explore the impact on others, and consider how to repair relationships. These conversations help build empathy and resilience and support children in making better choices over time.

The Three Tells are reinforced as part of promoting positive behaviour. Staff encourage pupils to seek help appropriately and to use their voices confidently when something feels unkind or unfair.

At Lamberhurst St. Mary's, we believe that building good relationships is key to supporting and promoting positive behaviour. We take the time to get to know the

children individually so that they feel that they are valued and respected members of our school community.
To do this, the staff at Lamberhurst St. Mary's may:

- Greet children by the entrance gate and classroom door, with a smile
- Use calm and clear voices when addressing the children
- Give first attention to those children displaying good behaviour
- Recognise on-going good behaviour through a consistent reward system

To do this, the staff at Lamberhurst St. Mary's will:

- Never humiliate children displaying poor behaviour choices
- Deal with poor behaviour swiftly and discreetly following the behaviour policy
- Plan effectively for the individual needs of the children
- Keep classrooms tidy and well-resourced
- Around the school, always deal with behaviour, whether positive or negative, rather than walking past and ensure accurate and timely logging

4. Rewards and Positive Reinforcement

We recognise and celebrate positive behaviour, effort and kindness as a way of building confidence and reinforcing school values. Children are praised for showing resilience, demonstrating aspiration in their learning, contributing to the school community and treating others with kindness.

Celebration Assemblies, Headteacher Awards, House points and 'Spin the wheel' all offer opportunities to highlight children's achievements. Each class may use its own reward systems such as stickers or certificates.

Praise is purposeful and specific so that children understand exactly which behaviours are valued and why. We recognise that all children are at different points in their social and emotional development, so rewards are used flexibly and equitably.

5. Behaviour Logging and Monitoring (Arbor & My Concern)

To ensure consistency, fairness and early intervention, all unwanted or concerning behaviour is recorded using our Arbor online system. Staff record incidents promptly so that information is accurate and can be shared appropriately with the right adults. Arbor acts as the school's central behaviour-recording system, ensuring that all staff have access to relevant behaviour information when needed.

Depending on the nature and seriousness of the behaviour, members of the Senior Leadership Team may decide that the incident should also be transferred to MyConcern**,** the school's safeguarding platform. This ensures that behaviour which may indicate a safeguarding need, child-on-child concern or wider pattern is monitored in line with statutory responsibilities.

Behaviour logs are used primarily to help us notice patterns and trends over time. Monitoring enables leaders to identify emerging needs, whether emotional, social, relational or environmental, and to put support in place early. Logs also help staff notice recurring themes, including potential child-on-child situations, and ensure that

interventions are based on clear, contextual information. Communication with parents is carried out as required, supported by the information recorded on Arbor and, where relevant, MyConcern.

6. Responses to Behaviour That Needs Support

When behaviour becomes challenging, we respond in a calm, structured and therapeutic manner. Staff use de-escalation strategies such as proximity, visual reminders, supportive questioning or offering regulation breaks. When unkind behaviour occurs between pupils, adults remind them of The Three Tells and help them practise these communication strategies as a constructive and respectful way to seek help.

If behaviour continues to cause difficulty, staff may involve reflective or restorative conversations. These conversations give children time to understand what went wrong, think about the impact and explore how they can approach similar situations more successfully in future. Staff also clarify expectations and check understanding so the child feels supported rather than overwhelmed.

Consequences are used only when necessary and are always proportionate, fair and focused on helping the child take responsibility for their actions. They are delivered discreetly and respectfully. Consequences may include short reflection time, a change of seating, repairing harm caused or temporarily losing a privilege. No consequence is given without follow-up support, and adults always reconnect with the child afterwards to ensure they feel secure and ready to move on.

7. The Exit System (3 Strikes)

The Exit System provides structured support when a child is struggling to regulate their behaviour within the classroom or is repeatedly disrupting learning. It consists of three clear stages: a reminder, a warning with a tick and, if necessary, an exit to a partner classroom or time with a member of the senior leadership team.

Leaving the class is not a punishment; it is an opportunity for the child to regulate in a quieter space away from triggers or conflict. The child remains in the partner class of member of senior leadership teams' office for up to fifteen minutes and is not required to complete work during this time. The receiving teacher does not reprimand the child, ensuring that the experience remains calm and controlled.

When the child returns, their class teacher welcomes them back in a friendly and neutral manner, giving a brief recap of expectations and supporting them to re-engage with learning. Any further discussion or consequence takes place later, once the child is calm. The Three Tells may be revisited during reflection if the behaviour involved conflict or unkindness, helping the child learn how to communicate more effectively next time.

Dangerous antisocial behaviour (appendix 2) will result in immediate removal from the classroom, hall or playground environment.

8. Exclusion (Internal and External)

Exclusion is used only in situations where behaviour poses a significant risk to safety or where learning is severely disrupted, and only after all other avenues have been

explored. Internal exclusion involves a child working away from their class for an extended period, under supervision, in a supportive and structured environment. In rare circumstances, and following local authority procedures, a fixed-term or permanent exclusion may be necessary. In every case, our aim is to understand the reasons behind the behaviour, minimise the risk of recurrence and support the child to succeed on their return.

A reintegration meeting takes place after any exclusion. This meeting provides an opportunity to rebuild relationships, discuss support strategies and put a clear plan in place. Multi-agency involvement may be included where appropriate.

9. Managing Dysregulation and Anger

Children experience strong emotions, and anger is a natural part of development. We support children to understand, name and regulate difficult feelings in a safe way. Staff use calm but firm tone, simple instructions and supportive body language. They offer physical space, distraction, grounding techniques or sensory strategies, depending on what the child needs. Adults may acknowledge the child's feelings and reassure them that it is safe to stop, breathe and take a moment. Some children may require additional adult support at these times.

Our aim is always to reduce distress, maintain safety and teach children healthier ways to manage difficult emotions. After the child has calmed, adults help them reflect on what happened and explore what might help them next time.

10. Anti-Bullying (The Three Tells)

We are proud to be a Telling School. Children are taught The Three Tells as a clear and empowering way to respond when unkind behaviour occurs. They learn to say, "I don't like that, please stop," then, "If you do it again, I will tell an adult," and finally, if the behaviour continues, to speak to a trusted adult immediately.

Bullying is defined as repeated, intentional behaviour that causes distress or harm. It may be physical, verbal, emotional, racist, homophobic, sexist, sexual or happen online. All concerns are taken seriously and investigated sensitively.

Our aim is to restore safety and repair harm while supporting all children involved. The child harmed receives emotional support and reassurance. The child displaying harmful behaviour is supported to understand the impact of their choices and learn healthier ways of interacting. Parents may be involved, and serious or persistent incidents may lead to exclusion.

11. Adult Behaviour Expectations

Adults in our community are important role models. We expect all adults, staff, parents, governors and visitors, to behave in ways that reflect our values. Respectful, calm communication is essential. Aggression, intimidation or abusive language towards staff or other adults is not tolerated. This includes behaviour in person or online.

If necessary, the school may restrict access to the premises. All serious incidents are

logged and may be reported to the governing body or, in extreme cases, to the police in line with the Education Act.

12. Use of Reasonable Force

The guidance in this section is taken from the DfE "Use of reasonable force" (July 2013) All members of a school staff have legal powers to use reasonable force. Reasonable force can be used to prevent pupils harming themselves or others, damaging property or causing disorder.
The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

Schools cannot:

Use force as a punishment – it is always unlawful to use force as a punishment.

13. Power to Search Pupils Without Consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items": knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The school will inform parents where there has been a serious incident involving the use of force and the incident will be recorded. Any complaints about the use of force will be investigated as indicated in the DfE guidance.

14. Promoting Anti-Racist/ homophobic Practices including reporting

Commitment to Equality, Respect, and Anti-Discrimination

It is essential that our children are provided with the knowledge and understanding to ensure they do not develop confusion or misconceptions about other cultures. Misinformation can lead to stereotypes, which in turn can harm attitudes toward others. Therefore, challenging these biases and educating children about diversity and inclusion is a vital part of our school culture.

We expect all children to experience school as a safe and welcoming environment, where they are supported to achieve success, irrespective of their nationality, faith, ethnicity, gender, or sexual orientation. It is not possible to achieve this if any member of our community faces prejudice or hostility. Therefore, we are committed to fostering an anti-racism culture that ensures equality of opportunity for all children. By creating such a culture, we send a clear message to everyone in the school community that racism, and any form of discrimination, will not be tolerated. Finally, it is a legal requirement to "eliminate unlawful racial discrimination and promote equality of opportunity, and good relations…" (Section 71, Race Relations Act 1976).

Our School's Anti-Racism Commitment

Our school is firmly committed to being an anti-racist institution. We actively work to:

- Address racism and all forms of racial prejudice.
- Support victims of racism by ensuring appropriate action is taken.
- Ensure that our policies and procedures address and prevent inappropriate behaviour related to racism and other forms of discrimination.
- Record and report all incidents of racism and take prompt action to resolve them.

Commitment to Addressing Homophobia, Misogyny, and Gender Stereotyping

In addition to our commitment to anti-racism, we are equally dedicated to combating all other forms of discrimination, including homophobia, misogyny, and gender stereotyping. It is important that all students are treated with dignity and respect, regardless of their gender, gender identity, or sexual orientation. No form of bullying, exclusion, or harm based on someone's gender or sexual identity will be tolerated.

We are committed to:

- **Addressing homophobia and misogyny**: Actively challenging harmful attitudes, language, and behaviours related to gender and sexual orientation. This includes preventing bullying based on sexual preference or gender and educating students about respect and equality for all.
- **Supporting victims of homophobia and misogyny**: Ensuring that all students who experience homophobic or misogynistic behaviour receive the support they need. We work to create an environment where every child feels safe and valued.
- **Challenging gender stereotyping**: Working to eliminate outdated and unfair ideas about what boys and girls "should" do, wear, or enjoy. We encourage all students to express themselves freely and pursue interests and activities without fear of judgment based on their gender.
- **Promoting equality and respect for all genders**: We aim to create a school culture where all students are empowered to be themselves and are treated equally, ensuring that all students feel included and accepted.

By fostering a school environment where racism, homophobia, misogyny, and gender stereotyping are not tolerated, we can ensure that all children have the opportunity to thrive in a respectful and supportive community. Every child should feel that they belong, and we are committed to upholding the values of fairness, kindness, and equality for everyone.

15. Incident Reporting:

All incidents which appear to have racist connotations should be reported to the Headteacher or Designated Safeguarding Lead at the earliest opportunity. A record will be made of each instance on our safeguarding reporting tool: My Concern.

An immediate investigation will be carried out and the victim reassured and listened to. All parents will be informed, and appropriate consequences awarded. These may differ according to the incident and age of the child. Curiosity must be encouraged and the balance investigated appropriately.

It is the responsibility of the Headteacher to inform the Chair of Governors.

16. Curriculum:

Lamberhurst St. Mary's promotes positive representations of all people, faiths and cultures, during our environment, assemblies, texts and contextual planning for learning.

We will use the Curriculum to teach tolerance and opportunities across all subjects to support pupils in valuing cultural diversity and understanding. We are committed to improving cultural awareness across the curriculum and to maximising opportunities both within and outside the classroom to promote greater understanding.

We want to lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities, according to their maturity. There are regular opportunities available through Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) to prepare pupils to meet their responsibilities as citizens in a multi-cultural society. Within this context, the school will continue to teach pupils the difference between right and wrong and the need to respect one another as well as themselves. We will seek to promote racial harmony, prepare pupils for living in a diverse and increasingly inter-dependent society and specifically to address racism, sexism and other forms of discrimination.

The RE curriculum is also key in enabling pupils to gain insights into the origins and practices of their own cultures, and into those of the wider community. Various trips over different year groups allow first-hand experience of different cultures and beliefs. All members of staff are expected to respect the rights of others and to respect those with different beliefs: expressing a personal view in an unprofessional way would be considered inappropriate.

17. The Role of Parents:

The behaviour policy, including Lamberhurst St. Mary's vision statement and school rules, is outlined to parents via the school website and annually via the home school agreement. The success of the school's behaviour policy is dependent on the whole community. We ask parents and carers to support us in the implementation of our behaviour policy and to understand that we have in mind the best interests of your child(ren).

We ask for your cooperation and understanding with not immediately challenging a decision by staff who have raised a behaviour concern or imposed a sanction. However, if parents really feel that a decision needs further discussion, please contact your child's teacher in the first instance.

18. Safer Digital Behaviours:

We recognise the risks to pupils associated with being online, particularly in the event of online learning and accessing shared platforms for homework.
Parents and carers are recommended to:

- Check security and parental control/privacy settings on all devices.
- Set up passwords/codes if available on computers/devices.
- Check for regular updates to devices or apps. Using the latest version can immediately help improve security.
- Think about physical privacy when appearing live online, e.g. appropriate adult supervision of children at home, appropriate clothing, appropriate background, distractions like noise and interruptions, what other people nearby can hear.
- Report harmful activity to the website, platform or app, a trusted adult and the Designated Safeguarding Lead. Report Harmful Content to Safer Internet UK if not satisfied with the result of a report to a service provider.
- Stay physically and mentally healthy online by taking regular breaks and appropriately managing screen time.
- Reiterate behaviour expectations and ways to handle and report problems, especially encouraging children to speak to a trusted adult if they come across content online that makes them uncomfortable.
- Remind children that Teams in not a social media platform, it is a place for online learning and the Lamberhurst St. Mary's Positive Behaviour Policy and Code of Conduct still apply. Children should be kind, respect and polite towards each other and members of staff at all times.

This policy runs alongside the **Acceptable Use Policy** and **Child Protection Policy.**

Appendix 1:



Appendix 2:

Unsocial Behaviour (referred to as 'difficult')

This describes not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Examples could be:

- not doing as instructed, but not to the detriment of others
- leaving their desk without permission
- leaving the carpet during input/story without permission
- refusing to complete the work set
- refusing to get changed for PE
- choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
- rocking on their chair
- calling out/talking to a friend
- not listening to instructions
- playing/fiddling with equipment

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient. No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes antisocial.

Antisocial Behaviour (including 'dangerous')

Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

Antisocial Behaviours	Dangerous Antisocial Behaviours
Aggressive shouting/calling out disruptively	Leaving the school building
Continued interruptions	Leaving the premises
Swearing	Spitting (directly at another)
Answering back, mimicking	Pushing aggressively
Name calling	Scratching
Lying	Pinching
Refusal to carry out an adult's request	Hair pulling
Distracting and/or disrupting others' learning by	Hitting
	Kicking
shouting, banging, making noises	Fighting
Throwing small equipment	Biting
Leaving the classroom without permission	Punching
Damage to property/pushing over furniture	Throwing furniture
Stealing	Physical or verbal bullying

Dangerous antisocial behaviour is likely to need SLT support/intervention.