

Penshurst Primary Behaviour Local Procedures

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Introduction

This document sets out how Penshurst Primary School applies The Consortium Academy Trust's Behaviour Policy in everyday practice. It provides school-specific guidance to support the consistent implementation of the Trust-wide policy. These procedures do not replace or modify the Trust Behaviour Policy, which remains the authoritative source for all behaviour-related matters. The full Trust Behaviour Policy can be accessed via the Trust's website: [The Consortium Academy Trust - Statutory Policies](#)

Purpose of Local Procedures

The aim of these procedures is to offer clear, practical guidance for staff, learners, and families on how behaviour is managed at Penshurst Primary. They outline routines and responsibilities that are unique to our school, ensuring that our approach remains aligned with the Trust's expectations while reflecting our local context.

Scope

These procedures are relevant to all members of the Penshurst Primary community, including staff, learners, and parents/carers. They are to be used in conjunction with the Trust Behaviour Policy. All staff are expected to be familiar with both documents.

Core Principles

Adherence: All local procedures strictly align with the Trust Behaviour Policy.

Clarity: Local procedures describe specific operational routines, roles, and responsibilities.

Consistency: Practices promote uniform application of the policy across all stakeholders.

Local Procedures

1. Communication of Behaviour Expectations

At Penshurst Primary, we uphold high expectations for behaviour and actively celebrate positive choices. We recognise the individuality of each learner and understand that some may need additional support to meet our standards. Every learner deserves to learn in an environment that is safe, respectful, and inclusive.

Our behaviour procedures aim to:

- Reduce disruption to learning
- Encourage regular attendance and punctuality
- Promote mutual respect and equal opportunities
- Build a positive and supportive school culture

We believe that promoting good behaviour is a shared responsibility. House Captains are selected to lead by example and uphold our values across the school.

Learner Induction: All learners new to the school are given a tour of the building before they start. The behaviour systems are discussed in this opportunity and with parents. Questions are welcomed by the learner and their family.

Parental Engagement: The school uses newsletters, our school website and face to face conversations to ensure expectations are clear.

Staff receive ongoing training to enhance their behaviour management skills, adapt teaching strategies, and ensure inclusive learning for all learners, including those with SEND. We are committed to embedding the Thrive® approach, which focuses on:

- Supporting emotional and social development
- Understanding how emotions influence behaviour
- Strengthening relationships and connections
- Providing personalised support for emotional regulation
- Building resilience and self-worth
- Working closely with families and professionals
- Creating a whole-school ethos of empathy and understanding

2. Daily Operational Routines

Start of the Day and Attendance

- Learners are expected to arrive punctually and prepared for learning.
- Being on time helps set a positive tone and reduces classroom disruption.
- Parents of learners who are regularly late without a valid reason will be contacted and may be invited to meet with the Attendance Leader.

Homework Expectations

- Homework supports classroom learning and helps learners develop independence and organisational skills.
- Tasks are set in accordance with our Teaching and Learning Policy.

Classroom Behaviour

- Learners are expected to stay focused, work hard, and engage positively in lessons.
- Disruptive behaviours such as calling out or distracting others will be addressed using a stepped approach: reminder, warning, reflection time, and if needed, removal from the classroom.
- If a learner is removed from class three or more times in a half term, parents will be contacted for a meeting, and a behaviour support plan may be introduced for a four-week period.

Break and Lunchtimes

- Staff supervise learners to ensure safe and respectful play.
- Rough or unsafe behaviour will be addressed according to our behaviour procedures and appropriate sanctions applied.

End of Day Dismissal

- Learners leave in an orderly, safe manner, ensuring a calm conclusion to the day.

3. Roles and Responsibilities

At Penshurst Primary, we believe that maintaining high standards of behaviour is a collective effort. Each member of our school community plays a vital role:

- **Teachers:** Take the lead in managing classroom behaviour using calm, proactive strategies that foster a positive learning atmosphere. They apply the staged consequences consistently and reinforce expectations through praise and encouragement.
- **Support Staff:** Offer focused support to learners who need extra help with behaviour. This includes restorative conversations, emotional guidance, and the use of Thrive® strategies to help learners manage their emotions and actions.
- **Leadership Team:** Oversee the consistent application of behaviour procedures across the school. They track behaviour trends, support staff in managing incidents, and liaise with families when further intervention is needed.
- **House Captains:** Serve as ambassadors for our school values, setting a strong example for their peers and promoting positive behaviour throughout the school.
- **Learners, Parents, and Carers:** Play an essential role in supporting the school's behaviour expectations. Learners are expected to take responsibility for their actions and contribute positively to the school community. Parents and carers are key partners in reinforcing behaviour expectations at home, engaging with the school when needed, and supporting their learner's development through open communication and collaboration.

4. Behaviour Monitoring and Reporting

Behaviour is tracked carefully at Penshurst to ensure transparency and consistency:

- **Incident Logging:** Behaviour concerns from stage C1 onwards are recorded on Arbor to maintain accurate and up-to-date records.
- **Parent Communication:** Families are kept informed of significant incidents, including removals and exclusions, via Arbor notifications, ensuring they remain involved in supporting their learner's development.
- **Data Review:** The Leadership Team regularly analyses behaviour data to identify patterns, address recurring issues, and celebrate progress.
- **Serious Behaviour:** Sometimes, behaviour can be more serious and needs careful attention. When this happens, staff and learners may be asked to write down what happened so that the situation can be fully understood before any decisions are made. If a serious consequence is needed, such as a fixed term exclusion, parents and carers will always be contacted by phone. This helps everyone understand what's happening and how we're working together to support the learner.

5. Rewards and Recognition

We believe that recognising good behaviour helps build a strong, inclusive school culture.

Every learner and staff member belongs to one of four house teams - Rockhoppers, Kings, Emperors, and Snares - encouraging teamwork and shared success.

Recognition Strategy

- Our approach is calm and encouraging, helping learners make positive choices aligned with our school rules: *Work Hard, Be Kind, Dream Big*.
- Staff use enthusiasm, humour, and genuine attention to reinforce good behaviour.

Rewards and Acknowledgements

- **Penguins:** Given to learners who demonstrate our values and follow school rules.
- **Specific Praise:** Clear, meaningful feedback that highlights the positive behaviour observed.
- **Postcards:** Awarded for outstanding effort or achievement.
- **Positive Messages Home:** Shared with families via Arbor, phone calls, or texts.
- **WOW moments** – class teachers award these certificates to individuals who have impressed them with an amazing piece of work or action. They share this with the Head Teacher at the end of the day, and it is celebrated in an assembly once per week.

6. Managing Consequences and Responding to Incidents

Penshurst Primary follows a clear and consistent approach when behaviour falls short of expectations. Timely and proportionate consequences help learners understand the impact of their actions and encourage better choices.

The Trust Behaviour Policy and Appendix A outline the expected responses to behaviour concerns. All incidents are logged on Arbor, and parents are informed from stage C3 onwards.

Consequence Steps

- **Quick Reminder:** A prompt from the teacher to refocus behaviour, fix their actions and to build the learner up so that they believe they can make positive choices.
- **Verbal Warning (C1):** Clear instruction to fix their actions and to build the learner up so that they believe they can make positive choices.
- **Time-Out (C2):** A short reflection period within the classroom or nearby space.
- **Classroom Removal (C3):** Learner is moved to another class, loses break or 20 minutes of lunch.
- **Parental Meeting:** Held if behaviour persists (3 or more C3/4 in a half term), with a behaviour chart introduced for monitoring.
- **Serious Incidents (C4):** Includes physical aggression, abusive language, discrimination, vandalism, or theft. May result in removal, suspension, or exclusion in line with Trust policy.

Restorative Practice

As a restorative school, Penshurst uses structured conversations to help learners reflect, rebuild relationships, and take responsibility. Consequences may still be applied alongside restorative work to ensure accountability.

7. Other Local Practices

Penshurst Primary embeds several practices to reinforce a positive school culture and uphold behaviour expectations:

- **Thrive® Approach:** Supports emotional development, resilience, and self-esteem. Staff use Thrive® strategies to help learners understand and manage their emotions constructively.
- **Restorative Practice:** Encourages empathy, accountability, and relationship repair following conflict or harm.
- **Attendance and Punctuality:** Prioritised to maximise learning and promote reliability. Persistent issues are addressed promptly with learners and families.
- **Homework and Uniform:** Reinforced as key habits that build responsibility and readiness for future life. Support is available for learners who need help meeting these expectations.

Monitoring and Review

These procedures are reviewed annually, or earlier if needed, to ensure they remain aligned with The Consortium Academy Trust Behaviour Policy. The Leadership Team evaluates their effectiveness and adjusts as necessary.

Feedback from staff, learners, and families is welcomed to support ongoing improvement and ensure Penshurst Primary continues to offer a safe, respectful, and aspirational learning environment.

Conclusion

By embedding these procedures into everyday practice, Penshurst Primary ensures consistent and effective implementation of The Consortium Academy Trust Behaviour Policy. Through clear expectations, positive reinforcement, restorative approaches, and strong family partnerships, we create a nurturing environment where every learner is supported to thrive. Our commitment is to help learners Work Hard, Be Kind, and Dream Big - equipping them with the confidence, resilience, and skills they need for success in school and beyond.

Appendix A

Stages	What has happened:	Because of this:
Pre	<p><u>Behaviour choices</u> that do not meet the expected standard. E.g.</p> <ul style="list-style-type: none"> Swinging on a chair Interrupting/calling out Talking when should be listening Running inside Making silly noises Distracting others Slow to complete work Ignoring instructions Refusal to complete work Sight of mobile phone or smart watch Answering back Leaving the classroom Unsafe play Unsafe use of equipment Unkind 	<p><u>Fix it – Build up</u> (Fix the behaviour and build the learner back up or build the relationship back up)</p> <p>Your teacher will give you a first quick correction reminder of the standard we expect to see.</p> <p>Use your professional judgement, focus on building relationships.</p> <p>C3 and C4 are last resorts.</p>
C1	<p><u>Choosing</u> to continue with any behaviours from above within the same lesson.</p>	<p><u>Fix it – Build up</u> (Fix the behaviour and build the learner back up or build the relationship back up)</p> <p>A warning.</p>
C2	<p><u>Choosing</u> to continue with any behaviours from above within the same lesson whilst still on a warning.</p>	<p><u>Fix it – Build up</u> (Fix the behaviour and build the learner back up or build the relationship back up)</p> <p>A move either within the class or 5-minute time out in your own class. At breaks this would be to either stand with a member of staff or in a designated area for 5 minutes.</p>
C3	<p><u>Choices</u> continuing with any behaviours from above after a move or a 5-minute time out.</p> <p>A learner can move straight to a remove if their behaviour matches the policy matrix for example: <i>swearing</i></p>	<p><u>Consequences – Build up</u> (build the learner back up or build the relationship back up)</p> <p>A remove to work in another classroom for remainder of lesson or next lesson.</p> <ul style="list-style-type: none"> miss your next break time. parents will be informed through Arbor <p>A remove at break would lead to being sent to the duty leader inside.</p> <ul style="list-style-type: none"> miss your next break time. parents will be informed through Arbor
C4	<p>Any unacceptable <u>behaviour choices</u> such as:</p> <ul style="list-style-type: none"> Leaving the academy site Threatening behaviour Bullying Intentional physical harm/verbal abuse towards staff or learners Extreme dangerous behaviour Swearing at staff Racism Homophobic language Vandalism Destruction of property Stealing Fighting Refusal to accept consequences 	<p><u>Consequences – Build up</u> (build the learner back up or build the relationship back up)</p> <ul style="list-style-type: none"> move straight to C4: work out of your own class for the day (another classroom). lose privileges such as play break and lunch time. parents will be informed through Arbor <p>Behaviours in this stage may also result in a fixed term exclusion.</p>

