

Lift Schools documents

Behaviour Local Arrangements

Name of school	Lift Plumberow
Last reviewed	September 2025

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Introduction

As part of Lift Schools, Lift Plumberow follows the trust wide behaviour policy which in turn, follows the [DfE guidance on behaviour in schools](#), which was updated in February 2024, largely with respect to mobile phones in schools.

These local arrangements are designed to give more details about how the school will fulfil the trust wide policy and outline the school values, expectations, praise systems, response to poor behaviour and systems to address contributing factors eg. SEND needs and the use of mobile phones.

School culture and values

This school is committed to the very highest standards of behaviour. We are relentless in our pursuit that no student's learning will ever be negatively impacted by the behaviour of others.

We intend all our students, regardless of background, to become thoughtful, brave, inquisitive and independent thinkers. We aim to challenge our students through a rich learning journey, and, as a result of a broad and balanced academic curriculum and the wider curriculum experiences we offer, students are empowered to broaden their interests, develop their character and become responsible people who contribute positively to their community.

It is every student's right to study in an environment that is calm, purposeful and orderly.

Where students are unable to comply with these expectations, there will be both sanction and support. The school believes sanctions help students to understand that they have fallen below our expectations and those of society generally and support helps them to be able to better shape their future choices.

School expectations

At Plumberow, we believe in providing a safe, happy and motivating environment that encourages the whole school community to achieve their full potential, educationally and socially. At Plumberow, high expectations and standards of behaviour (in school and online) are essential for us to achieve our vision. Our school is a place where children can achieve their full potential, where friendship thrives and within which there is a partnership between teacher and child based upon trust and respect and an ethos of mutual care and consideration. At our school we believe that positive behaviour around the school, behaviour for learning and online is essential to ensure Learning and Teaching is effective and children are supported to grow into well rounded citizens who understand and relate to the conventions of society.

We expect all pupils at Plumberow, as they develop and grow, to not only adopt effective learning habits and manners but also to develop a moral sense of what is right and wrong. In doing so we aim to ensure that the children are appropriately prepared for their future.

We promote the following principles:

- Children are supported and encouraged to become self-disciplined and to be responsible for their actions in order to develop their confidence and independence.
- All staff take responsibility for the behaviour of all children within the school.
- The three school rules are displayed throughout the school, on school literature and on our school website. These are adhered to and used by all children and adults. Wider stakeholders also know and understand the rules and use them accordingly.
- There is a fair system for rewarding and sanctioning behaviour which is used consistently across the school reflecting the age and needs of the children.
- Children are encouraged to be reflective and made aware of their behaviour choices and where needed are supported to improve their behaviour.
- Positive behaviour is recognised, celebrated and rewarded and inappropriate behaviour is logged, monitored and recorded.
- Parents are informed of the school expectations and are expected to support the school in the event of their child's behaviour causing concern.

At Lift Plumberow we
are...

**Ready
Respectful
Responsible**



**Lift
Plumberow**

Promoting positive behaviour

- We support every child's development as a learner by enabling them to foster an improved degree of self control through the use of the school behaviour system.
- We ensure all stakeholders have a clear understanding of the need for fairness in the treatment throughout the school which is based on their age and needs.
- We establish a positive systematic approach to the management of behaviour including online behaviour in order to ensure consistency of expectation across

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the school and to encourage parental support and understanding in developing positive behaviour of all pupils.

At Plumberow, we recognise that the most important aspect of any learning environment is the recognition and praise for the children who are displaying the behaviour we strive for. We acknowledge positive efforts and success by praising pupils and building mutual respect between staff and pupils and between pupils themselves. The rewards are hierarchical and used in this order:

At Plumberow, we are rewarded for making good choices with :	
1.	Verbal praise and use of recognition board
2.	Counter system (linked to our school values) Be Unusually Brave Discover What's Possible Be Big Hearted Push the Limits
3.	Recognition from another adult
4.	Praise call home
5.	Praise message home

Responding to poor behaviour

Sanctions

At Plumberow, we believe it is important to deal with inappropriate behaviour calmly and quickly. We believe the basis of good discipline is about the interaction between pupils and adults. The sanctions are hierarchical and are used in this order:

LOW LEVEL BEHAVIOUR	
At Plumberow, the giving of sanctions are supported by the following actions :	
Reminder	A reminder of the 3 simple rules. This is delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Remind children what we want to see.
Caution	A clear verbal caution, delivered privately (wherever possible), making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
Last chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. This may take place for a few minutes at the start of playtime/lunchtime.

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Time out	For example, a short time in another classroom or at the side of the playground if at playtime/lunchtime. It is time for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
Repair	This might be a quick chat or it may need dedicated restorative time.

SEVERE BEHAVIOUR INCIDENTS & SANCTIONS

Decided by SLT on the severity of the case. These incidents are logged on Arbor and reported to parents.

1. Loss of breaktime
2. Loss of lunchtime
3. Loss of both break time and lunchtime
4. Break and lunchtime restricted - with accompanying adult
5. Disqualified from representing the school in clubs

Supporting pupils to improve behaviour

Behaviour for learning reports	Pupil behaviour is logged and tracked on Arbor. This data is collated and discussed each week. Key information and feedback is shared at staff meetings with teaching staff and next steps are discussed. These are monitored and reviewed by a member of staff in consultation with teachers and parents. The consultations may include conversations with the SENCo and/or specialist teachers/agencies. These may be used when an improvement in students' attitude, behaviour, homework or organisational skills is required and where appropriate will focus on positive reinforcement.
Attendance & punctuality report	To support students to improve attendance as a result of poor punctuality or unauthorised absence. Pupil attendance is closely monitored and tracked on Arbor. Attendance is reported and procedures are followed inline with our attendance policy.
Individual behaviour plans	In more serious situations, the principal or another senior member of staff may ask for an individual support plan to

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	be used.
Pastoral support plans	PSPs are for those students who: <ul style="list-style-type: none">• have had several suspensions or repeated removals from lessons• are at risk of permanent exclusion
Other strategies	We may also help pupils behave better through: <ul style="list-style-type: none">• managed moves (<i>remember theses are permanent</i>)• alternative education• positive referrals• working with parents• Counselling• multi agency assessment.

Reasonable adjustments and SEND

All pupils with SEND and additional needs that affect behaviour have special arrangements in place according to the SEND code of practice coordinated by the SENCo and pastoral team to ensure appropriate adjustment for their needs.

Mobile phones in school

Any child who brings a mobile phone into school is asked to hand this in at the start of the day. The boxes are then kept securely in the main office until the end of the day. These are then given back at hometime by class teachers. Children are not permitted to use their phones on school grounds. Any child using their mobile phone will then have to give it to a member of SLT daily or will not be allowed to bring it in. Children are not permitted to bring mobile phones with them on school trips.

School contacts for behaviour

Role	Designated Person	Contact details
Executive Principal	Mr T Bottrill	tbottrill@liftplumberow.org
Head of School	Miss N Newman	nnewman@liftplumberow.org
Senior leader responsible for behaviour	Mrs S Myall	smyall@liftplumberow.org
Contact for day-to-day behaviour queries	Class Teachers	

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Contact for detailed support on behaviour	Mr T Bottill Miss N Newman Mrs S Myall	tbottrill@liftplumberow.org nnewman@plumberowprimaryacademy.org smyall@liftplumberow.org
Designated Safeguarding Lead	Mr T Bottrill	tbottrill@liftplumberow.org
SENDCo	Miss H Martin	hmartin@liftplumberow.org
Designated Mental Health Lead	Mrs S Roberts	sroberts@liftplumberow.org