

Farley Hill Primary School



Behaviour Policy and Statement of Behaviour Principles

Governing Body Responsibility: Full Governing Board	Reviewed and Approved by FGB – March '25 Reviewed and Approved by FGB – Sept '25
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Introduction

At Farley Hill Primary School we believe children have a right to learn in a safe and secure environment, and that adults have a right to expect children to conform to reasonable standards of behaviour.

The policy aims to:

- Promote positive behaviour and high expectations
- Meet the emotional and behavioural needs of the children in our school
- Outline the approaches we use to prevent the occurrence of behavioural problems
- Provide a framework within which behavioural support can be provided for our children, including those who temporarily find themselves dysregulated and to help them manage their behaviour better in future
- Set clear guidelines to ensure consistency between all staff who work in our school.

Through these aims pupils are encouraged to develop:

- A sense of right and wrong
- Responsibility for their actions
- The skills necessary for membership of a community
- A sense of self-worth.

Principles and Values

Our underlying principles are:

- A preventative approach where possible
- Identification and response, as early as possible, to difficulties which children may be having
- That all children have an absolute and equal right to education. We acknowledge the school's legal duties under the Equality Act, in respect of Safeguarding and in respect of Pupils with Special Needs Educational Needs and/or Disability (SEND)
- To have clear and regular communication with parents and other agencies when behaviour is giving cause for concern
- Working co-operatively with parents and other professionals in a blame-free climate.

Each member of the school community has the right to:

- Be safe
- Fair treatment
- Be heard
- Be treated with respect
- Be able to learn and teach without unnecessary interruption.

To protect these rights, we have responsibility for:

- Letting others get on with their work
- Sorting out disagreements calmly, using a restorative approach to enable the children to bring back a sense of well-being.
- Treating everyone with respect and fairness.

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system for promoting positive interactions

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour (Antisocial behaviour) is defined as:

- Continued interruptions
- Answering back, mimicking
- Name calling
- Lying
- Refusal to carry out an adult's request
- Distracting and/or disrupting other's learning by shouting, banging, making noises
- Throwing small equipment

- Leaving the classroom without permission
- Damage to property/pushing over furniture
- Stealing
- Swearing

If continually repeated, this behaviour would be considered serious and the school would reflect on what additional support the child might need e.g. SEN support, EWO support etc.

Serious misbehaviour (dangerously antisocial behaviour) is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Smoking
- Possession of any prohibited items. These are:
 - Phones – within the school site
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Indecent images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy <https://www.farleyhillprimary.co.uk/policies/>

5. Roles and responsibilities

5.1 The Governing Board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (appendix 1).

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS
- Liaising with parents regarding behaviour issues

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

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Expectations of Behaviour

We take every opportunity to talk about acceptable behaviour, discussing appropriate and inappropriate behaviour as the situation arises. We make our expectations of behaviour very clear to all children and they are based on the values of therapeutic thinking. The children recognise what prosocial behaviour means to us and what antisocial and dangerously antisocial behaviour looks like. They understand the severity of the impact of their behaviour from the 5 Types of

Behaviour guidelines we share as a school (see Appendix 3). In addition, we support our expectations by rewarding good behaviour and imposing consequences on unacceptable behaviour.

Our timetable and curriculum have opportunities to further reinforce our expectations of behaviour.

- We discuss class rules
- We teach and demonstrate good behaviour e.g. “Look, how we line up!”
- Children discuss issues and solve problems through PSHE/RSE
- We provide Religious Education
- Issues are discussed in assembly
- Appropriate behaviour is addressed through curriculum areas e.g. safety is discussed in such subjects as PE, Design Technology and E Safety sessions
- Anti-bullying - there will be a zero tolerance to bullying including cyber bullying, prejudice based and discrimination bullying.
- Home School Agreement

Expectations of behaviour are also made clear in the Home School Agreement. Children, parents and teachers sign as a partnership.

These rules apply to all areas of the school and its grounds.

They are displayed prominently in each area of the school and regularly discussed with all children.

We show respect and responsibility and work as a TEAM.

Children understand what prosocial behaviour looks like and that they are expected to:

- Behave in an orderly and self-regulated way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given and understand why they have been given on this occasion
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

If a child has challenges, which makes it difficult for that child to comply with the school's expectations for appropriate behaviour, the child may be considered as having a “Special Need”. The child will then be placed on the school's Special Needs Register, and will have an Individual Behaviour Plan (IBP). Placement on the Special Needs Register involves consultation between the teacher, Special Needs Co-ordinator (SENDCO), parent and child. Regular reviews will take place,

and if the situation does not improve, the child, with the parent's consent, will be referred for Behaviour Support through the CAF procedure (Behaviour Support Teachers and Educational Psychologist Service). An Education Welfare Officer (EWO) and/or Early Help Worker might also be involved.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise – labelled where possible
- House Points
- Awards in assembly
- Communication with parents
- Special responsibilities

The school may use one or more of the following educational or protective consequences in response to dysregulated / inappropriate behaviour:

- Short period of time spent away from peers or the playground
- A verbal discussion
- Children need to complete learning, so we would expect work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

<https://www.farleyhillprimary.co.uk/policies/>

7.3 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school.

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will ensure consequences are placed on the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will place consequences the pupil in accordance with this policy.

In all cases, where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom (see Appendix 2).

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules/charter
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Positive Handling (Physical restraint)

In some exceptional circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disruption
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reviewed as to whether further action is required e.g. LADO
- Reported to Parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

8.4 Pupil support

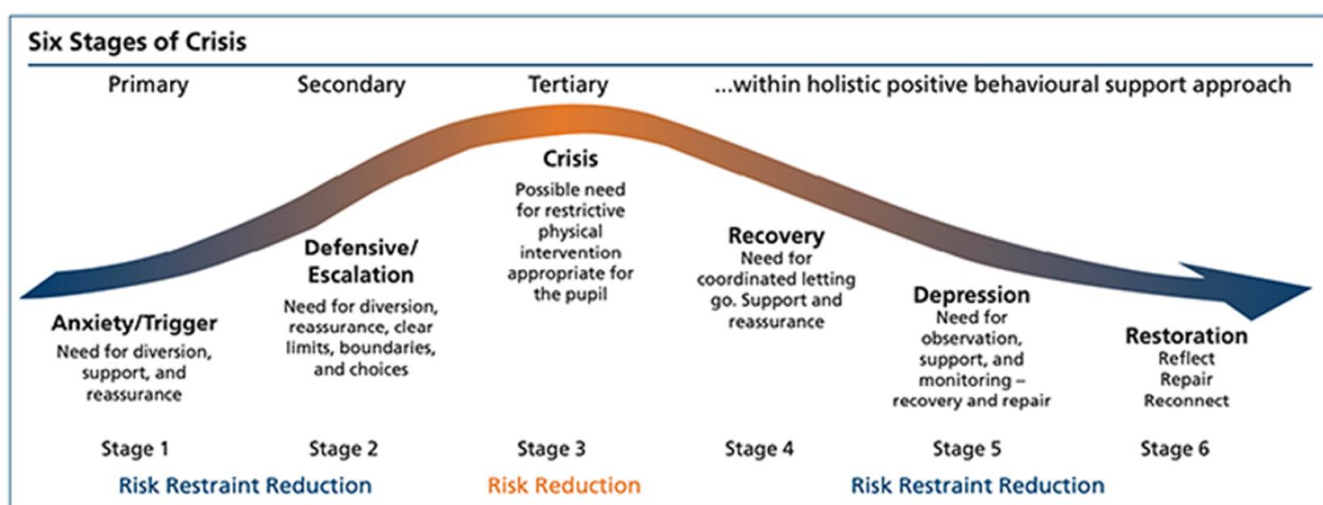
The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs and Disability Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from Specialist Teachers, an Educational Psychologist, Medical Practitioners and/or others, to identify or support specific needs.

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

We recognise the crisis curve and respond accordingly with the pupils in our care. See diagram below:



A restorative conversation takes place with the children and staff involved after a crisis. Without this conversation, relationships cannot heal and move on. This conversation will happen in a constructive and supportive way so that those involved recognise the consequences of antisocial behaviour and learn how to repair relationships positively.

8.5 Suspensions and Exclusions

Please refer to the DfE Statutory guidance on school suspensions and permanent exclusions:

<https://www.gov.uk/government/publications/school-exclusion>

Suspensions/exclusions may be put in place on the same day or the day(s) following, depending on when the incident occurred.

8.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions in the summer term with the new teacher. They also meet with the new teacher 1:1 or in small groups and class teachers have a meeting with the next teacher to pass on information. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Behaviour management is discussed frequently. Training is taken up to help support staff in behaviour management. We also have access to the Behaviour Support Team (Foundry College), Educational Psychologists and National College Courses.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Full Governing Body annually.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-bullying policy
- Inclusion (SEND) policy
- DFE Suspension and Exclusions policy

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Body annually.

Appendix 2: Classroom Management

Classroom Management and Organisation

Good classroom management and organisation should create and sustain a positive, supportive and secure environment in which children can think and learn effectively, and so be less inclined towards inappropriate behaviour.

In the Classroom

A good classroom is clean, tidy, stimulating and is arranged:

- To assist easy movement around the classroom
- To give visual access to focal points
- To allow individuals to have their own space
- Show due regard to children with visual, audio or physical disabilities
- To display a good standard of pupil's work.
- To ease anxiety by providing visuals to show what is happening now and next.

Management Skills

Children should be encouraged to share responsibility for their classroom through negotiating and agreeing a set of rules and routines. The example that the teacher sets should not be underestimated. High expectations of acceptable behaviour and peer relationships should be evident and will help to foster an atmosphere of mutual respect and understanding. Within the vast range of aspects of classroom management, three key factors need to be noted: **calmness, clarity and consistency.**

Calmness

- Avoid confrontation
- Avoid shouting
- Try not to over-react
- To listen
- Using sanctions sparingly
- To sustain a balance between hard work and relaxation.
- Recognise positive behaviour in pupils and adults.

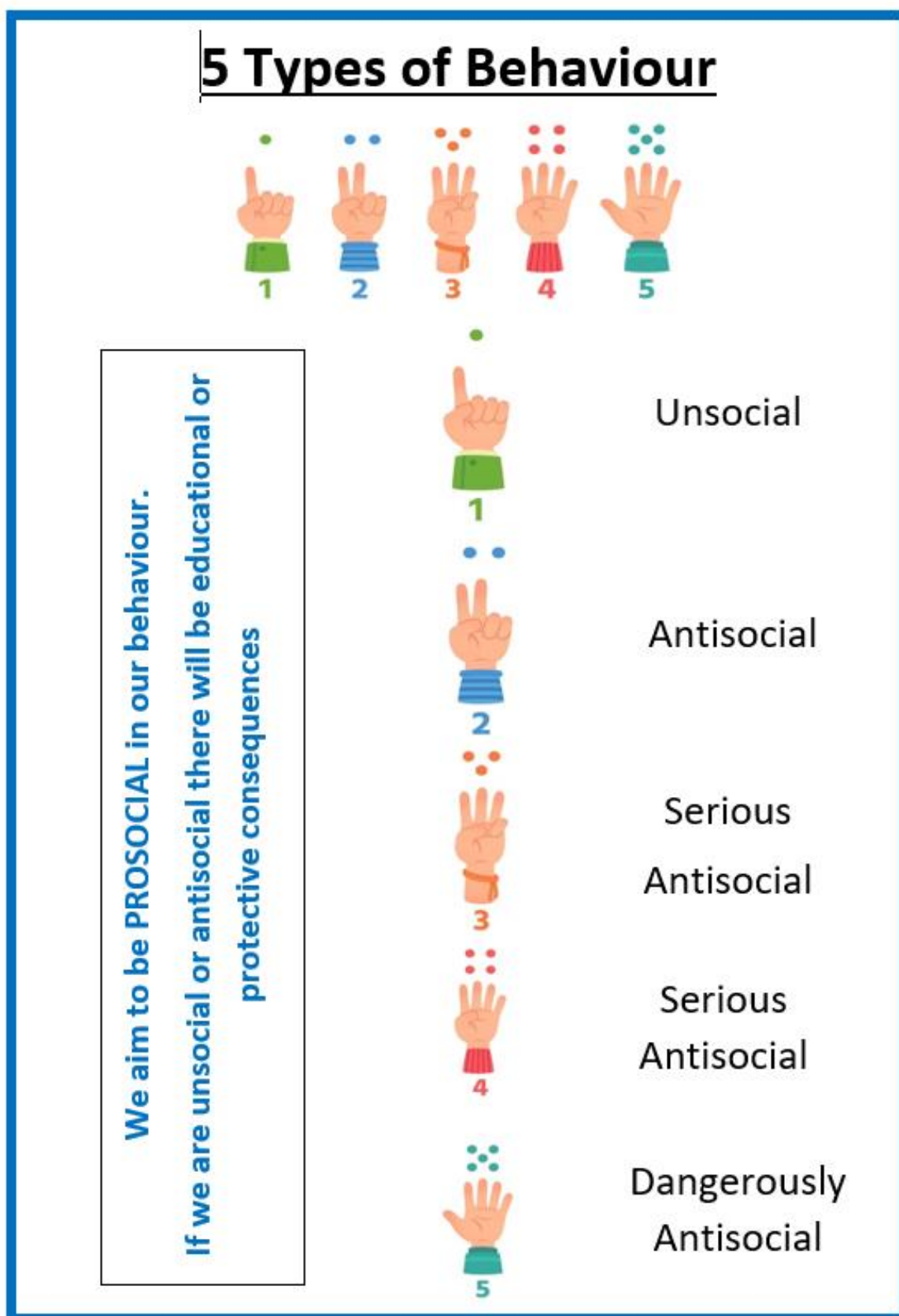
Clarity

- Clear and effectively differentiated lesson planning
- Making learning intentions clear to the children
- Enthusiastic and interesting delivery
- Good question and answer techniques.

Consistency

- In rewarding both good behaviour and good work
- In response to inappropriate behaviour
- In response to lack of effort
- In expectations of standards of work and behaviour
- In marking work

- In applying school rules
- In maintaining a positive, supportive and secure environment.
- In including all pupil's contribution.



Consequences

Behaviour	Consequence
Type 1 UNSOCIAL	A. Reminder of expectations of behaviour and values, with an explanation of how behaviour is negatively impacting on themselves or others B. Verbal warning with reason (Because you did...)
Type 2 <i>(Type 1 behaviour continued)</i> ANTISOCIAL	<u>Educational consequences</u> A. Restorative conversation with teacher B. Loss of some or all of playtime in order to complete work or repair damage (e.g. apologise, clear up mess, etc) OR Reposition in class on own table; on the playground being kept with an adult to discuss actions <u>Additional actions</u> • Teacher to inform parents of persistent Type 2 behaviours after a week • Swearing and stealing should be put on CPOMs • Change of seating plan • Send to another class with colleagues and SLT prior agreement (& reasoning explained to chn, with expectation of completing work there)
Type 3 SERIOUS ANTISOCIAL	<u>Protective consequence</u> Removal of a freedom to manage harm and to create time and space for an educational consequence <u>Educational consequences</u> A. Reflective sheet completed after restorative conversation with teacher B. Loss of some or all of playtime in order to write a letter of apology or complete work OR C. Separation from the rest of the class but within the class room; on playground being kept with an adult; move to partner class (with prior agreement) OR D. Reparation of damage E. Not joining in activity they were unsafe in until can model safe behaviour F. Removal of electrical device or apps G. Work to be sent home if appropriate (consider SEND, family circumstances) H. <u>Additional actions</u> Contact made with parents/cares (face-to-face, phone call) made by class teacher – SLT will support if requested by class teacher.

Type 4 SERIOUS ANTISOCIAL	<u>Protective consequence</u> Removal of a freedom to manage harm and to create time and space for an educational consequence <u>Educational consequences</u> A. Teacher to contact parents with SLT support B. Reflective sheet completed after restorative conversation with teacher and SLT C. Reparation of damage D. Separation from class whilst calming E. Removal from class session/play for ½ day (either separately or in another class/area – planned with SLT) F. Safety advice/discussions/possible risk assessment drawn up G. Work to be sent home if appropriate (consider SEND, family circumstances) <u>Additional actions</u> Behaviour targets monitored daily by teacher and reported to parents and SLT daily. Formal meeting with parents and SLT and class teacher – letter sent home after meeting with agreed actions
Type 5 DANGEROUSLY ANTISOCIAL	<u>Protective consequence</u> Removal of a freedom to manage harm and to create time and space for an educational consequence. Reduced timetable. Alternative provision. <u>Educational consequences</u> A. Internal exclusion from the class and playground (for half or whole day) OR B. Member of SLT to contact parents for a meeting at 8.30am the next morning and a letter to be sent home at the end of the day confirming the meeting OR C. Behaviour targets to be set on a daily report format monitored by teachers and pupil to report to SLT daily (end of day) OR D. Behaviour Support Programme Meeting arranged by SENDCo or Head teacher including parents and outside agencies OR E. Reparation of damage or parent charged for damage OR F. Fixed Term Exclusion 1. Letters to be sent to parents 2. Letters to be sent to WBC and SEND Team if needed 3. Chair of Governors informed

NURSERY

Within Woodlands Nursery, a range of techniques are used to support children's behaviours and learn social rules and norms. We understand that all behaviour is a form of communication and for our youngest children, this is sometimes very physical and in other parts of the school would warrant different consequences. However, for the children in our Nursery setting, it is important that the strategies used are age appropriate and support age related personal development. If a child needs support with their behaviour or acts in a way which has hurt or upset another child, an adult or damaged property, some of the following strategies may be used:

- Calm talking
- Thinking time with a timer (2 or 3 minutes)
- Hand gestures
- Proximity
- Eye contact

Whole setting or group strategies to support behaviour may include:

- Praise
- Signing
- Actions
- Puppets to promote positive behaviours
- Stickers and stamps

If a child's behaviour is repeated or of concern, parents will be informed on the same day when collecting their child or in some cases a telephone call will be made during the day. If this behaviour continues, then advice will be sought from the SENDCo or Senior Leadership Team and a meeting with parents may be requested. It may be decided to contact outside agencies for further support.

At Farley Hill Primary School, we understand that behavioural consequences for Nursery children may vary from child to child depending on their needs, developmental understanding and the circumstances in which it occurred.