



# FAIRFIELD PRIMARY SCHOOL

## WHOLE SCHOOL BEHAVIOUR POLICY AND PROCEDURES

2024/2025

Approved by <sup>1</sup>	
Name:	Mr. J. Gale
Position:	Headteacher
Signed:	
Date:	01/10/2024
Proposed review date <sup>2</sup> :	01/10/2025

<sup>1</sup>Headteacher is free to approve this Policy and procedures. It does not require approval by the Governing Board. Governing Boards of maintained schools must formulate a 'Behaviour principles written statement'

<sup>2</sup>Headteacher is free to determine the review period

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any). Schools should devise their own version history to reflect the Policy status in the school.

Version Number	KAHSC Version Description	Date of Revision
1	Original	February 2012
2	Updated to include DfE revised guidance	September 2012
3	Updated to include DfE revised guidance	January 2013
4	Updated to include DfE revised guidance. Reformatted to match other KAHSC documents. Updated to reinforce inappropriate use of Social network sites by parents. Changes highlighted.	September 2013
5	Updated to include DfE revised guidance. Changes highlighted.	February 2014
6	Reformatted only	February 2014
7	Amended to take into account changes made by the Education Act 2011 regarding notice for out of school detentions	March 2014
8	Updated to include DfE advice on bullying that involves an 'imbalance of power' – DfE Advice March 2014 and clarification of wording relating to unauthorised absence	March 2014
9	Update to reference change from County Triage Service to Cumbria Safeguarding Hub effective 03 November 2014	Nov 2014
10	Minor amendments to include reference to the promotion of fundamental British values and general formatting.	July 2015
11	Changes to reflect the fact that from 1 <sup>st</sup> January 2016, schools no longer have a statutory obligation to have in place a Home School Agreement. If schools choose to do so, they can have a voluntary Home School Agreement. Also includes reference to Code of Conduct for staff and other adults.	January 2016
12	Re-formatted to create Policy and procedures document. Minor changes to wording – e-safety now referred to as Online Safety	June 2016
13	Minor change to date of DfE revised exclusions document	September 2017

14	Minor update to reflect DfE Screening, Searching and Confiscation – Advice for Headteachers, School Staff and Governing Bodies, January 2018	January 2018
15	Updated to reflect changes made by ‘Keeping Children Safe in Education’ Sept 2018 and include reference to Peer on peer abuse Policy and procedures	September 2018
16	Updated to reflect changes made by ‘Keeping Children Safe in Education’ September 2020  Updated in line with current DfE guidance for schools in relation to Covid-19	September 2020
17	Updated in line with current DfE guidance for schools in relation to Covid-19	September 2021
18	Updated to reflect changes made by ‘Keeping Children Safe in Education’ September 2021. Includes references to Mental Health, child on child abuse and sexual violence and sexual harassment;  Covid-19 addendum removed	October 2021
19	Updated to remove reference to the Covid-19 addendum and to reflect changes made by <a href="#">‘Keeping Children Safe in Education’</a> 2022 and the introduction of the revised DfE advice <a href="#">‘Behaviour in schools’</a> July 2022 and <a href="#">Searching, screening and confiscation: advice for schools</a> July 2022	September 2022
20	Minor changes to reflect the creation of the new Unitary Authorities	April 2023
	Minor changes to links to KAHub and other external websites September 2023	September 2023
21	Re-written and new system implemented.	September 2024

## **Foreword**

### **Fairfield Primary School's Mission**

We provide an inclusive and nurturing learning environment where a high-quality curriculum, diverse enrichment opportunities, and personalised development empowers every child to thrive academically, socially, and emotionally.

To promote a whole-school ethos of restorative, relational and promote positive behaviour, Fairfield Primary School follows three key rights that all pupils and staff follow:

- **The Right to Learn**
- **The Right to be Safe**
- **The Right to be Respected**

This policy focuses on child-centred approaches to ensure that all pupils learn, achieve and respect one another.

## **POLICY STATEMENT**

Definitions for the purposes of this policy and procedures a child, young person, pupil or student is referred to as a 'child' or a 'pupil'. Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc. Wherever the term 'school' is used this also refers to academies and Pupil Referral Units (PRU) and references to Governing Boards include Proprietors in academies and the Management Committees of PRUs and will usually include Wrap Around Care (WAC) provided by a setting such as After School Clubs and Breakfast Clubs.

## **Introduction**

In their document 'Behaviour and Discipline in Schools – advice for headteachers and school staff', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, Governing Boards, pupils and parents.

Legislation requires that every school must have a Behaviour Policy. Good behaviour in schools is central to a good education. Managing behaviour successfully allows us to provide a calm, safe and supportive environment which children and want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in, is vital for all pupils to succeed personally.

Our aim is to create a safe, nurturing environment where positive behaviours are more likely by reinforcing and proactively supporting pupils to behaviour positively. Our pupils will be taught explicitly what good behaviour looks like, although it is recognised that some pupils will need additional support to recognise and identify their behaviours within school. Where this is required, we will identify the individual support required and put this in place as soon as possible. In some cases, where a child is struggling to manage their behaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded. This will, however, be a last resort. Where suspension or exclusion is deemed absolutely necessary, we will make reference to the DfE guidance on suspension and permanent exclusion to ensure that these interventions are used appropriately and subject to the required governance through the school's Local Governing Board.

In the event of a national Public Health Emergency, there may be situations where additional measures need to be introduced to reduce the risk of ill health as a result of the emergency. Where

this is the case, the Local Governing Board may introduce an Addendum to its policy and the associated procedures in order to properly impose recommended control measures on the school community. The school community will be advised by the school in advance and prior to additional recommended measures being imposed.

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, social and cultural (SMSC), mental, and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. The school pays regard to the DfE Departmental advice for maintained schools 'Promoting fundamental British values as part of SMSC in schools'.

The Proprietor of an Academy or Independent school must ensure that a written policy to promote good behaviour among pupils is drawn up and implemented by the Headteacher and others effectively. The Behaviour Policy must also set out the disciplinary sanctions. The Proprietor must also ensure that an effective anti-bullying strategy is drawn up and implemented so that bullying (in all its forms) is prevented as far as is reasonably practicable.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. We will actively engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. Leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its behaviour system and routines and how best to support all pupils to participate in creating the culture of the school. Our leaders will also consider any appropriate training which is required for staff, both at induction and at regular intervals to meet their duties and functions within this Behaviour Policy.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the Trust Code of Conduct for Staff and other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2011 (updated (updated 2013 and 2021) which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

Pupils have the right to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils will be asked about their experience of behaviour and given the opportunity to provide feedback on the school's behaviour culture to help support the evaluation, improvement and implementation of the Behaviour Policy. Where there are concerns regarding a pupil's behaviour within school, as well as reinforcing our behaviour expectations at every opportunity, additional support will be made available with the support from the Senior Leadership Team. Where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals.

The procedures which support the School Behaviour Policy must include measures to prevent all forms of bullying harassment and intimidation among pupils. This Policy and its associated procedures should be read in conjunction with the following school Policies and procedures.

- Overarching Safeguarding Statement
- Health and Safety Policy and associated procedures
- Online Safety Policy and associated procedures

- Child Protection Policy and associated procedures including Whistleblowing procedures
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy and associated procedures
- Child on Child abuse Policy and associated procedures
- Supporting Pupils with Medical Conditions Policy and associated procedures
- Special Educational Needs Policy and SEND Information Report
- Attendance Policy
- Missing Child procedures
- Complaints procedure
- Positive Handling, Support and Intervention Procedures
- Code of Conduct for Staff and other Adults
- Educational Visits Procedures (including procedures for assessing risk)
- Risk Assessments (including Emotional Regulation Plans)
- Exclusion Policy
- Equality Statement

## **Ethos**

Fairfield Primary School is part of the Learning for Life Trust and as such upholds the ethos and values of the Trust.

Our school strives to achieve academic excellence and produce life-long learners in a safe and nurturing environment. Fairfield Primary School (hereinafter referred to as 'the School') is fully committed to every child receiving the very best education and to ensuring that all pupils reach their full potential. To achieve this, teachers aim to deliver good to outstanding lessons and the school rightly has high expectations of its pupils. We encourage all members of the school community to follow our behaviour systems, rules and routines, work hard, achieve high standards (appropriate to their learning abilities), show respect for one another and ensure that the school is a positive and safe place to be.

For the School to achieve a positive ethos, it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff and other adults working in the school, pupils and parents). Having a positive ethos helps to promote positive behaviour from pupils in school.

Through the promotion of pupils' spiritual, moral, social and cultural (SMSC) development within the curriculum, we will positively promote fundamental British Values. To achieve this, we will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- support pupils in recognising their feelings and emotions and work with pupils to improve behaviour;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect of their own and other cultures;

- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions. To this end, the School is committed to promoting and rewarding good behaviour. We are also committed to a united approach to managing behaviour in and out of school. The school will not tolerate bullying (including cyberbullying, prejudice-based and discriminatory bullying), harassment or intimidation of any description. A complaint of bullying will always be taken seriously.

## **Aims**

Our school and staff aim to ensure 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. Our school's Whole School Behaviour Policy and procedures 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 the overall well-being of pupils and staff in an environment in which everyone feels happy, safe and secure.

The Whole School Behaviour Policy and procedures confirms the school commitment to:

- ensure that each child can develop and achieve their full potential, educationally, morally and spiritually;
- provide a safe, nurturing and attractive environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying (including cyber-bullying, prejudice-based and discriminatory bullying) and any form of harassment;
- promote self-esteem, self-regulation, proper regard for authority and positive relationships based on mutual respect;
- provide every pupil with appropriate high-quality teaching through a broad and balanced curriculum which is appropriately adapted to meet each pupil's individual needs;
- teach children to respect themselves and others and to recognise and take responsibility for their own action and behaviour;
- help teachers and other staff support pupils' behaviour that can inhibit effective learning for all children, and where required, to liaise with colleagues and other agencies who are willing to assist;
- help all adults who work with pupils in the school to recognise and understand that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments;
- support young people to understand how behaviour affects others and the world around them;
- create a partnership of support and effective communication between home, school and the wider community;
- value every child regardless of ability, race, sexuality, gender or religion.

The aim of this Policy and supporting procedures is to determine the boundaries of acceptable and unacceptable behaviour, introduce rewards and sanctions and to determine how they will be fairly and consistently applied.

To achieve this, the school will:

- make clear its expectations of good behaviour, through classroom practice, assemblies, School Parliament Meetings and Surgeries and in published documents;
- reward achievements, awarding Dojo points, achievement certificates and celebrating success in assemblies;
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero-tolerance environment against all instances of undesirable behaviour including bullying or discrimination (both online and offline) based on race, sexuality, gender, ability or cultural differences;
- provide positive examples for modelling behaviour;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

Communicating the school Behaviour Policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members. It provides reassurance that expectations of, and responses to, behaviour are relational, consistent, fair, proportionate, and predictable. The School's Local Governing Board are required to ensure that its policy and procedures are published on the school website. A copy of this policy its procedures are also available on request from the school office.

## **PROCEDURES**

### **Responsibilities**

The commitment of staff, pupils and parents is vital in developing a positive whole school ethos. The expectations of staff, pupils and parents are outlined below. Our school leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. The Headteacher and Deputy Headteacher in particular, are responsible for implementing measures to secure acceptable standards of behaviour and will support all staff in managing pupil behaviour through successful implementation of this Behaviour Policy.

Staff and other adults also have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff and other adults will therefore uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed.

All staff and other adults will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff have received clear guidance about school expectations of their own conduct at school and this is set out explicitly in the Trust Staff Code of Conduct.

The role of parents is also crucial in helping us to develop and maintain good behaviour. Parents will be encouraged to get to know our school's Behaviour Policy and, where possible, take part in the life of the school and its culture. Parents will also be encouraged to seek support for concerns at home, if required. Where a parent has a concern about their child's behaviour, they are advised to raise this directly with a member of the Senior Leadership Team: Headteacher, Deputy Headteacher or SENDCo whilst continuing to work in partnership with us. Where the behaviour systems within school have



been followed and despite support, a pupil has struggled to identify and manage their behaviour within school, parents will be contacted and support offered.

### **What pupils can expect from staff**

Pupils should expect staff and other adults in the school to:

- plan and deliver effective lessons;
- create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated;
- allocate sufficient time for each task and adapt tasks to support individual needs thus encouraging pupils to complete the appropriate tasks set;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- communicate both successes and concerns with parents/carers
- have a well organised room;
- mark or give feedback on work as soon as possible;
- set homework in line with the school policy;
- treat everyone fairly with dignity, kindness and respect;
- use a range of non-verbal and verbal cues to encourage positive behaviour and follow the school's behaviour system;
- be approachable and listen to you at appropriate times;
- always take seriously any complaints or incidents of bullying (both online and offline), discrimination, harassment, aggression and derogatory language (including name calling) or other inappropriate behaviour reported to them;
- set high expectations and clear boundaries in line with the school's behaviour system;
- use rewards and, where necessary, sanctions consistently in line with the school's behaviour system;
- model positive behaviours.

### **What staff can expect from pupils**

Staff should expect pupils to:

- be punctual (with adaptations for need agreed with senior leaders);
- wear full school uniform (with adaptations for need agreed with senior leaders) correctly;
- follow the rights of the school and its behaviour system;
- follow instructions and listen to staff/other adults and fellow peers;
- use appropriate language;
- treat all members of the school community with dignity, kindness and respect;
- listen to others' ideas and work co-operatively;
- speak truthfully and respect school and others' property;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for their behaviour and be supported with understanding how to self-regulate and recognise why behaviours do not follow the rights of the school;
- use ICT in accordance with school Online Safety Policy and procedures;

- report to a trusted adult any bullying behaviour by others including bullying with the use of technology (cyber bullying) physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling);
- be an ambassador when outside of the school.

### **What staff can expect from their colleagues**

Staff should expect colleagues and other adults in the school to:

- treat each other with dignity, kindness and respect;
- work and co-operate together for the overall good of the school community;
- respect each other's values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of each other's job remit and respect its boundaries;
- use ICT appropriately and in accordance with the school's Online Safety Policy and procedures and staff acceptable use agreement;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on online including social network sites;
- consider the well-being of each other and be responsible for raising concerns to the Senior Leadership Team/Senior Mental Health Lead to enable support;
- implement the Whistle-blowing Policy of the school.

### **What staff can expect from parents**

Staff and other adults in the school may expect parents to:

- treat all staff and other adults with dignity, kindness and respect;
- treat other parents, pupils and visitors to the school with dignity, kindness and respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying both online and offline (cyberbullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling) as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform, with any necessary equipment e.g. P.E kit;
- ensure that their child attends school regularly and seek support from the school if parents are concerned about their child's needs, attendance or punctuality;
- contact the school in the event of an absence or lateness (via school office or school website absence reporting system);
- encourage their child to achieve their very best in school and support the school in promoting positive behaviour;
- support the school's policies and systems for behaviour;
- work with school staff to help their child understand the triggers, emotions, actions and sanctions for behaviours in school;
- inform the school of any concerns or needs that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities and communicate with school staff any concerns or needs that their child is having with homework tasks;

- support the school in its use of rewards, interventions and sanctions;
- take responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or member of the senior leadership team in a calm and non-aggressive or threatening manner;
- refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes and vaping;
- refrain from using foul threatening, abusive or derogatory language at any time in earshot of any young person at any time in or around the school premises;
- refrain from bringing dogs onto the school premises (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;
- consider the implications of posting inappropriate or defamatory details on social network sites and the detrimental effect inappropriate comments can have on individuals and the school;
- support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Headteacher's express permission.

### **What parents can expect from staff and other adults in the school**

Parents may expect staff and other adults working in the school to:

- treat all adults and others with dignity, kindness and respect;
- set high standards of work and behaviour for all children in their care and follow the school's behaviour system;
- encourage their child to always do their best;
- deal promptly with any incidents of bullying (including cyberbullying, prejudice-based and discriminatory bullying) regardless of whether your child is considered to be either the perpetrator or the victim;
- impose sanctions consistently in accordance with this policy and procedures;
- promote positive behaviour and reward such behaviour in accordance with this policy and procedures;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child's actions with them and support them with understanding their triggers, responses and emotions leading to a sanction within school;
- provide a balanced curriculum to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- support your child's homework and other home-based learning activities;
- inform you if there are any concerns about your child's work, attendance, punctuality or behaviour.

### **The School Behaviour Curriculum**

Positive behaviour reflects the values and ethos of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely than poor. This behaviour strategy will be taught to all pupils during whole-school, half-termly assemblies. Pupils will understand what behaviour is expected and encouraged and what is unacceptable or prohibited.

All staff and other adults are expected to positively reinforce when expectations are met and impose sanctions identified in the policy when the rights of the school, are not followed. Positive reinforcement and sanctions are both important and necessary to support the whole school culture. Our behaviour curriculum supports the expected behaviours in school. Our behaviour curriculum represents the key habits and routines required in school. Routines will be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school – reinforcing positive behaviours, understanding the reasons for behaviour and how pupils can be supported to express their feelings and emotions through the Zones of Regulation – Appendix B, as well as the implementation of sanctions and how this reflects the laws within society.

## **Celebrating Success**

At our school, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positively reinforcing the behaviour which reflects the values of the school, is essential in developing a positive culture and ethos. The many ways we celebrate success are listed below and will be reviewed by pupils, parents and staff during the academic year:

- Verbal and written praise through: Dojo messages, reports, weekly postcards from school leaders.
- Sharing and celebrating success in class/assemblies; Friday celebration assembly; ‘Learning Legend Certificates’; Subject celebratory specific certificates.
- Dojo points awarded in line with school ethos (see Appendix A).
- Parents are encouraged to share successes of pupils at home through the allocated celebrating success email account.
- Celebration on the school’s Social Media forums and website.
- Parents are encouraged to share successes of pupils at home through the allocated celebrating success email account.
- Attendance awards including weekly 100% club and class attendance trophy.

## **Consequences**

The school behaviour system is centred around **three key rights** for all pupils and staff:

- **The Right to Learn**
- **The Right to be Safe**
- **The Right to be Respected**

Every member of the school community, has the responsibility to make sure that each member of staff and pupils follow the three identified rights. When the rights are not followed and pupils and staff are not able to teach/learn, feel safe from harm and are respected, sanctions will be discussed and imposed as below. The system is consistent from Nursery to Year 6. This is visually displayed in all classrooms and outside areas and the steps followed.

The Zones of Regulation are used alongside this to support calm, reflective, relational discussions with pupils to ensure that pupils’ needs are met and reasons for behaviour can be quickly identified and supported within the school day.

### Nursery and Reception (EYFS)

*Step 1:* Initial Reminder and explanation of how a behaviour does not follow the rights of the school.

*Step 2:* Warning of the consequence – explanation that if this behaviour continues what the next step (consequence) will be. This may be in the form of a conversation within the classroom or on an individual basis. Reference may be made, to the Zones of Regulation to gauge how a pupil is feeling and reacting to the school environment that day.

*Step 3:* Time-in – pupil has time out of choosing time to talk to an adult. Maximum of 5 minutes to reflect on behaviour and have a relational, restorative conversation with the class teacher. An explanation will be made clear to the pupil, that if the behaviour continues what the next steps will be.

*Step 4:* If the behaviour persists after this discussion and restorative work, parents/carers will be contacted via Dojo or phone call the same day.

*Step 5:* If the behaviour does not improve – a school leader will be invited to discuss the behaviour with the child. Following this, a meeting will be held between the class teacher and parents to discuss the best support for a pupils' social, emotional and regulation needs.

#### Key Stage 1 and 2 (Years 1-6)

*Step 1:* Initial reminder and explanation of how a behaviour does not follow the rights of the school.

*Step 2:* Warning of the consequence – explanation that if this behaviour continues what the next step (consequence) will be. This may be in the form of a conversation within the classroom or on an individual basis. Reference may be made to the Zones of Regulation to gauge how a pupil is feeling and reacting to the school environment that day.

*Step 3:* \*Time-in - Maximum of 15minutes to reflect on behaviour and a relational, restorative conversation with the class teacher. An explanation with the pupil, that if the behaviour continues what the next steps will be. Key Stage 2 - If this behaviour happens within an afternoon session, 'Time-In' will happen the following day at break time.

*Step 4:* If the behaviour persists after this discussion and restorative work, parents/carers will be contacted via Dojo or phone call the same day.

*Step 5:* If the behaviour does not improve – a school leader will be invited to discuss the behaviour with the child. Following this, a meeting will be held between the class teacher and parents/carers to discuss the best support for a pupils' social, emotional and regulation needs.

#### Break and Lunch Times

*Step 1:* Initial reminder and explanation of how a behaviour does not follow the rights of the school.

*Step 2:* Warning of the consequence – explanation that if this behaviour continues what the next step (consequence) will be. This may be in the form of a conversation on the playground. Reference to the Zones of Regulation may be made to gauge how a pupil feeling and reacting to the school environment that day.

*Step 3:* Teaching Assistant/Teacher/School Leader on duty will be directed to speak to the pupil and the class teacher will be informed at the end of break or lunch time.

*Step 4:* If the behaviour persists after this restorative discussion at lunch or break time, the pupil will have reflective Time-in either during Key Stage 1 break that afternoon; Key Stage 2 break the next day.

*Step 5:* If the behaviour persists after this discussion and restorative work, parents/carers will be contacted via Dojo or phone call the same day.

*Step 6:* Where a pupil struggles to regulate their behaviour consistently, despite adaptations to their learning and environment – a school leader will be invited to discuss this with the pupil and immediate sanctions will be put into place. Following this, a meeting will be held between the class teacher and parents/carers.

During each of these steps, reference will be made to the Zones of Regulation to support pupils with identifying their feelings and emotions. At this time, regulation strategies will be implemented for the child on an individual needs basis to support positive interactions.

\*In individual circumstances – for e.g. if the child has a tailored regulation chart, One Page Profile or an EHCP for SEND needs – ‘Time-in’ may be a trigger for dysregulation. This will then need to be discussed with the SENDCo and/or a school leader and an Emotional Regulation Plan will be written alongside a One Page Profiles (SEND Support Plan) to support self-regulation and pupil specific sanctions based on need agreed with the parent/carer.

If there are increasing instances, where a pupil is finding it difficult to self-regulate and they are requiring more frequent reminders and sanctions. A relational, supportive discussion in the form of a, ‘Moving Forward Meeting’, will take place with parents and a member from a school leader, to discuss the best support for a pupil in school.

In instances where pupil behaviour would warrant immediate Time-In and/or a discussion with a school leader within school, this will be explained clearly to the pupil and immediate sanctions put into place and the parents/carers informed. School Leaders will liaise with the class teacher and advise on the next steps.

When a pupil is on Step 4 of the behaviour system identified above or the behaviour has warranted immediate Time-In and a discussion with a senior leader, an incident log must be placed on the school’s Child Protection Online Monitoring System CPOMS. This is shared with the Designated Safeguarding Lead and Leadership Team and parents.

In cases where a pupil has not followed the rights of the school and there are persistent, extreme behaviours, school leaders will meet with parents/carers to discuss the exclusion policy and targeted support through the graduated approach.

Where a pupil is observed to be in ‘crisis’ and there is a risk of harm to themselves or others around them, a senior leader or teacher must be notified immediately through the use of a volcano card. These are present within each classroom.

Physical intervention is only used as a last resort when a pupil is at risk of harming themselves and/or others around them. This is to ensure the safety of the pupil and pupils within the environment.

### **Timetable Arrangements**

Following a meeting with parents and school leaders, it may be appropriate for school staff to implement an adjusted timetable, to support the pupil with their regulation and keep themselves and others safe. This may involve adapted National Curriculum objectives outside of their main classroom

for short periods of time; increased, targeted, adult support to provide curriculum enhancements to support regulation and address social, emotional and mental health needs. This short-term arrangement will be discussed with parents and support the pupil attending the setting. Regular reviews and adaptations will ensure that the pupil transitions back to the classroom and have access to support that will meet their needs.

Where a pupil requires timetable adjustments, a One Page Profile, Stress and Anxiety Reducing Plan and a request for additional advice and support from the Local Authority will be sought.

### **Responding to the behaviour of pupils with SEND or other Health Conditions**

We will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. Adjustments will be made to routines for pupils with additional needs, where appropriate and reasonable to ensure all pupils are safe and able to learn. These adjustments may be temporary, but always to support the individual needs of the pupil. By planning positive and proactive behaviour support, e.g. through One Page Profiles, Stress and Anxiety Reducing Plans and agreeing them with parents, jointly we can work towards supporting a pupil with their regulation and sensory needs.

We will always refer to the DfE guidance for schools on the Equality Act 2010 and as detailed above, consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have and to try and ascertain the underlying causes of behaviour and whether additional support is needed.

We are, however, mindful that not all pupils requiring support with behaviour will have identified special educational needs, other health conditions or disabilities. We will engage with other agencies and, where necessary, make links to the whole school approach to mental health and wellbeing as set out in the DfE guidance on Mental health and behaviour in schools.

### **Screening, Searching and Confiscation**

The school follows the DfE advice when searching, screening and confiscating items from pupils which is outlined in their document Searching, Screening and Confiscation – Advice for schools. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited or illegal items (listed below) or any other item that the school rules identify as an item which may be searched for. Under no circumstances will individual pupils be searched on the school premises by anyone other than school staff unless they are accompanied by a parent or appropriate adult designated by the Headteacher. The following items are what are termed ‘Prohibited or illegal Items’ and their presence on school premises, or if found on an individual pupil, will lead to the highest sanctions and consequences:

- Knives and weapons (Further guidance is available in KAHSC Safety Series G14 – Knives, Offensive Weapons and other inappropriate items),
- Firearms,
- Illegal drugs,
- Alcohol,
- Fireworks,
- Tobacco and cigarette papers,
- Vapes and e-cigarettes,
- Lighters or matches,

- Pornographic or unsuitable images (including those found on electronic devices),
- Stolen items,
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used: i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

School staff have the power to search a pupil for any item if the pupil agrees. In all cases, staff will explain the reason for the search and how it will be conducted so that the pupil's agreement is informed.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, controlled drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

School staff can seize any prohibited or illegal item found during a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Where items are 'prohibited or illegal' as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE guidance 'Searching, Screening and Confiscation – Advice for schools'. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited or illegal' items and staff have the power to search pupils without their consent for such Version No: 21 Last Review Date: June 2024 12 items. There will be severe penalties for pupils found to have 'prohibited or illegal' items in school. In certain circumstances, this may lead to permanent exclusion.

Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil. Tobacco, vapes, cigarette papers or fireworks will either be retained or disposed of, but not returned to the pupil.

Where a member of staff finds stolen items, these must be delivered to the Police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff will take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article.

In taking account of the relevant circumstances, the member of staff should consider the following:

- The value of the item - it would not be reasonable or desirable to involve the Police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the Police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm; and,
- whether the item can be disposed of safely.



Any weapons or items which are evidence of a suspected offence will be passed to the Police as soon as possible.

Children in Upper KS2, may bring a mobile phone into school. This must be switched off at all times while on the school premises and placed in a safe (locked). Failure to adhere to this rule may lead to the phone being confiscated. The school does not accept responsibility for loss or damage of mobile phones on the school premises.

The following are items which are banned by the school under the school rules:

- Mobile phones used in class,
- Digital media devices or similar used in class,
- Jewellery not in accordance with the School Uniform Policy,
- Lighters, matches and vapes.

Pupils wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day.

Staff have the power to search pupils with their consent for prohibited or illegal items and any item banned under the school rules. This includes searching lockers and bags. A condition of having a locker in this school is that it may be searched where there is a suspicion that prohibited, illegal or banned items are being held within it and reasonable grounds for the search have been established.

We are not required to have formal written consent from the pupil for this sort of search – it is enough for the authorised member of staff to ask the pupil to turn out his/her pockets or if the staff member can look in the pupil's bag or locker and for the pupil to agree.

It is clear in our Behaviour Policy and procedures and in communications to parents and pupils what items are banned.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his/her pockets or bag and if the pupil refuses, the authorised member of staff can apply an appropriate sanctions as set out in the Behaviour Policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, we can apply an appropriate disciplinary sanction in line with our Behaviour Policy and procedures.

#### Electronic devices/Mobile Phones

Allowing access to mobile phones in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Our rules on the use of mobile phones are as follows:

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited or illegal items, staff will first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude and/or semi-nude images and/or videos), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff will confiscate the device, avoid looking at the device and refer the incident to the DSL (or a deputy). Reference will be made to the school's Child Protection Procedures and DfE statutory guidance Keeping children safe in education.

The UK Council for Internet Safety also provides the following guidance to support school staff and DSLs and this document is shared with all staff in school (at least on an annual basis): Sharing nudes and semi-nudes: advice for education settings working with children and young people – which staff read annually.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the Police as soon as is reasonably practicable. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff and/or DSL must refer to the DfE advice for schools on Searching, Screening and Confiscation.

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

Following the rules of transport use on all transport (including our school mini-bus) to and from school and on educational visits;

- positive behaviour on the way to and from school;
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers, or members of the public;
- reassurance to members of the public about school care and control over pupils to protect the reputation of the school;
- protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour. Sanctions may be given for when pupils do not follow the rights of the school off the school premises, which undermines any of the above expectations.

## **Bullying**

In addition to the sections below, we have a separate Child on Child Abuse Policy and procedures; a copy of which is available on our school website or upon request from the school office. Our Child Protection Policy and procedures also contains additional information on reporting and responding to reports of sexual violence and sexual harassment. Moreover, we also have a separate Anti-bullying Policy, which again is available on our website or upon request from the office.

## What is Bullying?

According to the DfE document 'Preventing and Tackling Bullying – Advice for Headteachers, staff and Governing Bodies, bullying may be defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Specific types of bullying (cyber- bullying, prejudice - based and discriminatory bullying) include those relating to:

- race, religion, culture or gender
- SEND or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

It can take place between:

- Pupils;
- Pupils and staff;
- Parents and staff;
- Between staff;
- By individuals or groups;
- Face to face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging;
- emailing;
- or 'posting' on social media sites sending offensive or degrading images by phone or via the internet e.g. via social media sites (consensual and non-consensual sharing of nude and/or semi-nude images/videos);
- producing graffiti;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim.

This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways.

It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can

result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues and can also adversely affect the behaviour of all parties involved. Children are at risk of abuse online (cyber-bullying) as well as face-to-face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the consensual or non-consensual sharing of nude and/or semi-nude images/videos or other indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy and procedures (Whole School Behaviour Policy and procedures).

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be advised to report these incidents to the Police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. Parents are also advised to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this Behaviour Policy and procedures. The school wherever possible will support parents in this and may impose a sanction upon the bully where this individual is recognisable.

### **How do we achieve consistent standards?**

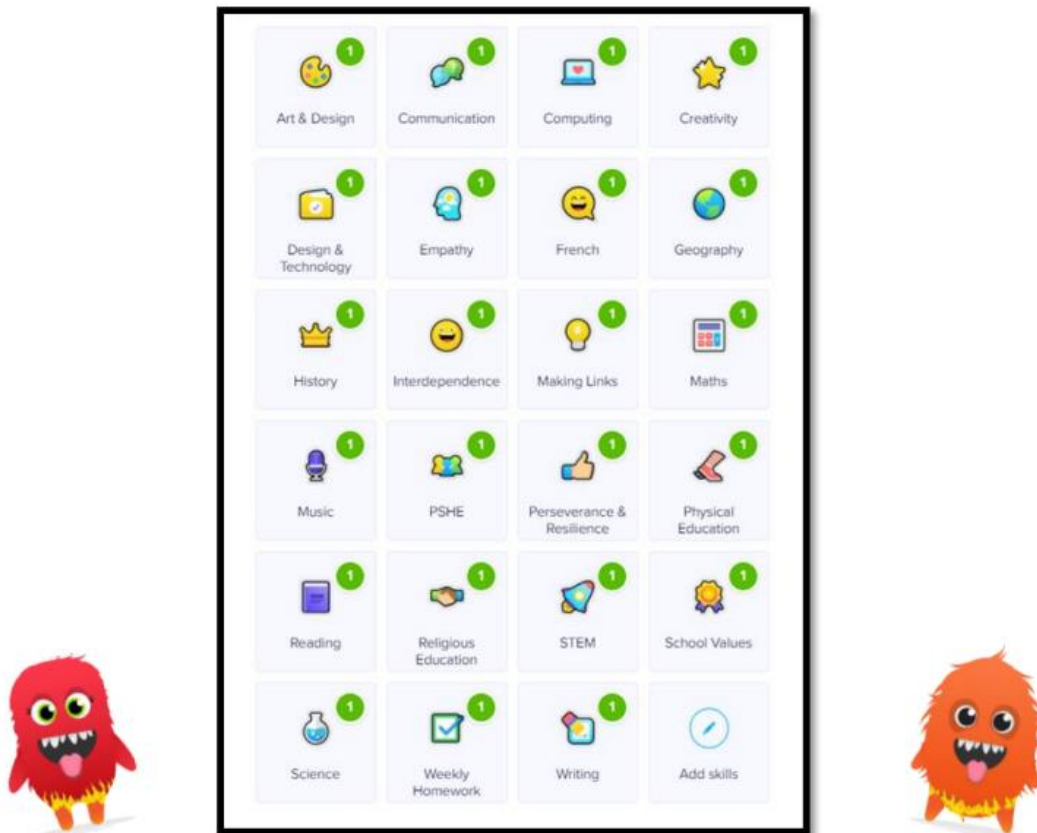
Fairfield Primary School is a large school with many children. Strategies are generally consistent (as detailed below) however, amendments may be made to the specific strategies used to support with emotional regulation plans and SEND needs.

Strategies that are used consistently across the school are:

- 1, 2, 3 transition system for movement around the classroom and entering and exiting the hall;
- Good for ALL Teaching approaches ensuring that pupils are ready to learn and reducing cognitive overload;
- Assemblies – pupils are sat in class rows silently promoting a calmness and readiness to listen/begin;
- Encouraging pupils to sit comfortably and promote positive posture where appropriate;
- At break and lunch times, the 1, 2, 3 bell system is in place. Pupils line up in their designated area;
- Proactive strategies are used across the school to support the behaviour rather than reactive.
- Encourage movement around the school using the mantra 'wonderful walking'.

## **Appendix A:**

Each class is set-up with the following feedback points (in line with our Behaviour Policy, all classes are set to positive points only):


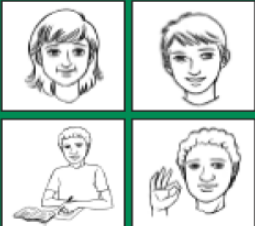

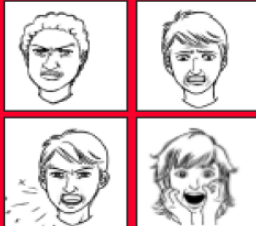


The same icons, language and number points are used across the school to aid consistency.

- Our EYFS team have tweaked aspects of the curriculum points, linked to their learning.
- Teachers can reward pupils' efforts in specific subjects, as well as celebrating their development of the skills and attitudes for lifelong learning, whilst recognising their commitment to our school values.
- In our Celebration Assembly each Friday, time is dedicated to reflect on the points classes have accumulated.
- Every two weeks, the 'top 3 classes' are announced, with the winning class (i.e. the class who have managed to collaboratively achieve the most points) being awarded with the coveted Dojo trophy (to display in class with pride) and an additional 30 minute 'Fun with Friends Session', where pupils are able to socialise and play outdoors in addition to their set break and lunchtime as a reward for their efforts.
- The teacher of the 'winning class' shares a photograph on the school's Dojo page of the children with the trophy.
- In school, a display board shows the 'bronze', 'silver' and 'gold' classes, which is reviewed each fortnight in line with the results.
- Following the announcement of the 'winning class' each fortnight, all points are wiped and the healthy competition begins again.

**Appendix B:**

Zones of Regulation

The <b>ZONES</b> of Regulation®			
			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>