



Fairfield Primary School Behaviour Policy

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By:	School Council, School Forum Mr Birtwhistle Mrs Cooke Fairfield Primary Governors
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RATIONALE

The aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Behaviour is dealt with in proactive and positive manner, where all children and adults feel secure and valued and are able to learn effectively. Adults would seek to consider the underlying factor and any contributing issues that may affect a child's response to a situation/event.

AIMS

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and outcomes of behaviour and a child's response.
- Provide a consistent approach to behaviour management that is applied equally to all pupils whilst being mindful to children's stress-response system, developmental levels and past experiences. Staff will consider a 'stage not age' approach during their interactions.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

At Fairfield Primary School we:

- Use the ethos of 'Dream, Believe, Achieve'
- to promote positive behaviour, with our values being the building blocks to support this.
- Use positive language rather than negative language e.g 'please walk' rather than 'do not run'.
- Support children to make the correct choices and take responsibility for their own behaviour.
- Support children in understanding why they have reacted in a certain way.
- Help pupils to understand exactly what is expected of them and behave accordingly.
- Expect our pupils to have respect for themselves, one another, staff and the wider Fairfield community.
- Support all children to grow academically, socially and emotionally.

ACHIEVING THESE AIMS

Teachers are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear **expectations** of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Endeavouring to find out and uncover potential causes, factors and triggers of any self regulation difficulties providing a personalised approach to the specific behavioural needs

- Considering the impact of behaviour on the school culture and how children can uphold school rules and expectations
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Pupils are responsible for:

- Knowing the expected standard of behaviour they should be displaying at school, both inside and outside of the classroom.
- Following the school's key rules and routines.
- Understanding what they are working towards when expectations are met, and what support will be offered if they find expectations difficult.

Parents and carers are responsible for:

- Informing the school of any changes in circumstances that may affect their child's emotional regulation and wellbeing.
- Getting to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Discuss any concerns with the class teacher promptly.
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

SCHOOL RULES

Our school rules have been drawn up by Fairfield pupils.

- Be safe
- Be understanding
- Be respectful
- Be honest
- Be resilient
- Be proud



SCHOOL VALUES

Our school values are:

- Happiness
- Confidence
- Respect
- Responsibility
- Tolerance
- Resilience

Pupils and teachers record times when children have displayed these values over the course of a school year and record these in a 'Values Passport'.

The 'Values Passport' moves with the child through school so children can reflect on their personal development over their time at Fairfield.

OUT OF CLASS BEHAVIOUR

Pro-active supervision is the key to avoiding accidents and incidents in shared areas of the school.

- Lining up – adults should supervise children from the front of the line and children should not be expected to line up for an undue amount of time.
- Assemblies – classes to arrive promptly as possible so that we can all begin together at the set time.
- Lunchtimes – rewards and sanctions to be delivered consistently during lunch and break times by lunchtime supervisors and communicated to class teachers at the end of the session.

All staff are part of a team who need to share all relevant information.

No child should be left in the classroom alone at lunch time/morning break.

Lunchtime assistants should be informed by the teacher if a certain child is being collected from school by a responsible adult during lunch time and a member of staff informed.

POSITIVE REINFORCEMENT

As a school we recognise that consistent positive reinforcement, encouragement and praise are the most effective ways of promoting and maintaining expected behaviour. At Fairfield Primary School, we acknowledge that strong relationships are the most effective way of promoting good behaviour.

This approach ensures that good behaviour is recognised and rewarded, and attention is received when pupils make good behaviour choices.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce Fairfield's culture and ethos.

Positive behaviour will be rewarded with:

- Verbal praise
- Online Dojo points. 1 Dojo point to be given out for positive behaviour, effort, great attitude, following school rules, displaying a school value and reaching targets. These can be awarded to individual pupils, groups or the whole class.
- Stickers or stamps.
- Postcards sent home
- Certificates, which are given out in celebration assemblies on a Friday.
- The Head Teacher, the Deputy Head Teacher and Assistant Head Teacher welcome opportunities to praise individuals for good work or good behaviour if these are brought to their attention.

SANCTIONS

RESPONDING TO BEHAVIOUR

When a child experiences difficulty following school rules or adult instructions, staff will respond in a **calm, consistent and supportive manner**, with the aim of helping the child to regulate and make positive choices.

Staff will make it clear that it is the **behaviour or choice that is inappropriate**, not the child. All responses will focus on learning, repair, and restoring a positive learning environment.

A **graduated system of responses** will be used fairly and consistently to support the child in making more appropriate choices. These stages are outlined below:

- **Stage 1 – Reminder**
The child will be reminded of expectations and supported to reflect on their choices. The child's name may be recorded.
- **Stage 2 – Final reminder**
The child's name will be recorded, and they will be reminded that continued difficulty may result in a loss of some playtime, with an explanation of why this may be necessary.
- **Stage 3 – Time to reset**
The child will miss their next morning playtime and will be supervised by a member of staff. If the incident occurs shortly before or during lunchtime, the child may miss 15 minutes of lunchtime, during which they will be supported to reflect and regulate in a supervised space.

In **KS1 and KS2**, reminders will be refreshed after lunchtime.

EARLY YEARS FOUNDATION STAGE (EYFS)

In EYFS, children will be supported through **clear reminders, modelling and guidance** to help them understand expected behaviour.

If a child continues to experience difficulty, they may be given **up to 5 minutes of time to calm and reset within the classroom**, supported by a member of staff with the aim of providing co-regulation.

Where appropriate, a member of staff will speak to the child's parent or carer at home time to ensure a shared approach between home and school.

ADDITIONAL SUPPORT STEPS

If a child continues to experience difficulty with their behaviour despite clear reminders and support, the following steps may be taken to help them regulate and reflect:

1. Time out of the classroom in a corresponding class
2. Time out of the classroom with the Key Stage Leader
3. Time with the Headteacher or Deputy Headteacher

Parents or carers may be contacted by a member of staff to discuss the child's needs and behaviour. If concerns continue, a member of the SLT may contact parents to agree next steps and additional support.

In rare cases, and only when necessary to ensure safety or learning, a child may be temporarily removed from the classroom at the instruction of a member of staff. This is considered a **serious response** and will only be used once other strategies have been attempted, unless the behaviour presents an immediate risk. Parents will be informed on the same day.

All responses will be **proportionate** and will take into account any **additional needs or individual circumstances**. This policy operates in line with statutory guidance from the Department for Education including Behaviour in Schools (2024) and Keeping Children Safe in Education.

PUPILS WITH SEND (Special Educational Needs/Disabilities)

Fairfield Primary is an inclusive school for all pupils. We are proud of our inclusive approach; staff are experienced and well trained in a range of approaches to SEN. Children with SEN in relation to behaviour will be supported within school wherever possible.

When a child is on the Special Educational Needs register, the process for dealing with behavioural difficulties may differ to those previously outlined. To support the pupil, an alternative and individual procedure may be formed in agreement with the child, teacher and parent/carer. This will be explained to all staff that have contact with that pupil within school.

The SENDCo will liaise with appropriate agencies such as specialist teachers, occupational therapists, CAMHS counsellors and the educational psychologist. Appropriate adaptations are always made for individual children with specific needs and these will vary from child to child.

REASONABLE FORCE

All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging property, in order to maintain good order and discipline in the classroom. Any use of force will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour.

Reasonable force will only be used when immediately necessary and for the minimum time necessary. Consideration will be given to the age and understanding of the pupil and whether they have Special Educational Needs or disabilities.

Where an incident requires physical intervention then a physical restraint report must be completed by the adult involved within 24 hours. The original will be given to the Headteacher and a copy will be sent to the Local Authority. School will inform parents/ carers about serious incidents involving the use of force.

ALLEGATIONS OF ABUSE AGAINST STAFF

All members of our school community have a right to be protected from harm. All allegations will be taken seriously. Where there are child welfare concerns, school will act to address them in accordance with our Child Protection and Safeguarding policy.

In order to fulfil its commitment to the welfare of all pupils, this school has a procedure for dealing with allegations of abuse against members of staff and volunteers. All complaints will be thoroughly and speedily investigated.

Any pupil found to have made an allegation that is shown to be deliberately invented or malicious, the headteacher will decide the appropriate discipline action to be taken and will inform the Local Authority Designated Officer (LADO).

SEARCHING A PUPIL

School staff can search pupils with their consent for any item which is banned by the school rules and they have the power to search a pupil without the pupil's consent if they suspect they are in possession of a prohibited item.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item including weapons, alcohol, illegal drugs and stolen items.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

The authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. Your child must not be asked to remove clothes, other than outer clothing like a coat.

Staff may confiscate or seize items in the possession of a pupil if it is illegal or banned by the school. As providing a safe and secure environment for all our pupils is our first priority, any item that may jeopardise the safety of anyone will be confiscated immediately.

Items banned by school rules:

- Matches
- Lighters

- Vapes
- Chewing Gum
- Cameras
- Any item that may cause harm

*This is not an exhaustive list

Prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen Items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to the property
- Any item banned by the school rules that has been identified in the rules as an item that may be searched for.

Suspension

Suspension is a serious disciplinary sanction used when a pupil's behaviour is considered unacceptable and other strategies or interventions have not been successful, or when the incident is sufficiently serious to warrant immediate removal from school.

The school will always aim to use suspension fairly, proportionately, and as a last resort where possible. Decisions will be made in line with statutory guidance and with consideration of the individual circumstances of the pupil, including any additional needs, safeguarding concerns, or vulnerabilities.

A suspension may be considered for behaviours including, but not limited to:

- Physical assault against a pupil or adult
- Persistent disruptive behaviour
- Verbal abuse, threatening behaviour, or intimidation
- Bullying, including online bullying
- Racist, sexist, homophobic, transphobic, or discriminatory behaviour
- Damage to property
- Theft
- Possession or use of prohibited items
- Behaviour that seriously threatens the safety, wellbeing, or learning of others

Procedures

Where a suspension is issued:

- Parents/carers will be informed as soon as possible, including the reason for the suspension, its duration, and arrangements for reintegration.
- The decision will be confirmed in writing in accordance with statutory requirements.
- Suitable work will be provided for the pupil during the suspension period.
- A reintegration meeting will normally take place before or on the pupil's return to school to support a successful return and reduce the likelihood of repeated incidents.
- The school may implement additional support, interventions, or behaviour targets following the suspension.

Permanent Exclusion

Permanent exclusion will only be used in response to a serious breach, or persistent breaches, of the school's behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of others in the school.

The Headteacher will consider each case carefully and fairly, taking into account all relevant evidence and the school's legal duties under equality and safeguarding legislation.

ONLINE HARASSMENT, ONLINE SEXUAL ABUSE AND SEXUAL VIOLENCE.

Online harassment, online sexual abuse and sexual violence are completely unacceptable and will not be tolerated at Fairfield Primary School. As a school, we must accept that these things could happen here and have a whole-school approach to addressing them. Effective policies for tackling abuse and harassment have been put in place and staff have been trained to understand how to handle reports of sexual violence and harassment between children and learners, both on and outside school premises, in line with the relevant guidance on sexual violence and harassment. Staff are confident about what to do if a child or learner reports that they have been sexually abused or harassed by a peer or asked to share sexual imagery. All staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature.

Anti-Bullying

At our school, we are committed to providing a safe, caring and inclusive environment where every child feels valued and respected. Bullying of any kind is not tolerated.

Definition of Bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms, including but not limited to:

- **Physical bullying** – hitting, kicking, pushing or damaging belongings.
- **Verbal bullying** – name-calling, teasing, threatening or insulting language.

- **Social or relational bullying** – excluding others, spreading rumours, or encouraging others not to be friends with someone.
- **Cyberbullying** – using digital technologies such as messaging apps, online games, or social media to harm, embarrass or upset someone.
- **Prejudice-based bullying** – bullying related to race, religion, gender, disability, family background, sexual orientation, or other protected characteristics.

Our Approach

We aim to prevent bullying by promoting a positive school culture where kindness, respect and empathy are expected and modelled by all members of the school community. Pupils are encouraged to speak out if they experience or witness bullying and are reassured that they will be listened to and supported.

Reporting Bullying

Pupils, parents and staff are encouraged to report concerns about bullying to a member of staff as soon as possible. This may include:

- Class teachers
- Teaching assistants
- Senior leaders
- Pastoral or safeguarding staff

All reports will be taken seriously and investigated promptly.

Responding to Bullying

When bullying is identified, the school will:

1. Listen carefully to all pupils involved.
2. Record the incident in line with school procedures.
3. Investigate the situation and determine appropriate actions.
4. Provide support for the pupil who has experienced bullying.
5. Work with the pupil displaying bullying behaviour to help them understand the impact of their actions and change their behaviour.
6. Inform parents or carers where appropriate.

Consequences may be applied in line with the school's behaviour policy.

Supporting Pupils

Support may include:

- Restorative conversations
- Pastoral support or mentoring
- Monitoring by staff
- Opportunities to rebuild positive relationships

Our aim is always to ensure that pupils feel safe, supported and able to learn.

Monitoring and Prevention

The school regularly monitors bullying incidents to identify patterns and take preventative action. Anti-bullying education is delivered through the curriculum, assemblies and themed events to promote respect, inclusion and positive relationships.

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Contributors: Mrs Cooke, Mr Birtwhistle and Fairfield Primary Staff. Also, extra input was given by our Fairfield Primary School Governors. Thank you particularly to Mrs Helen Stevenson for your input as inclusion and SEN governor.