



## Fairfield Primary School Behaviour Policy

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By:	School Council, School Forum Mr Birtwhistle Mrs Cooke
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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 a proactive and positive manner, where all children and adults feel secure and valued and are able to learn effectively.

## 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 consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

At Fairfield Primary School we:

- Use of 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.
- 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 boundaries 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 negative behaviour providing a personalised approach to the specific behavioural needs of particular pupils
- 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 the rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't.

Parents and carers are responsible for:

- Informing the school of any changes in circumstances that may affect their child's behaviour.
- 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 behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- 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 pupil's 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

When a child chooses not to follow the rules or an adult instruction, then their behaviour should be dealt with in a calm and consistent manner.

It should be made clear that it is the child's choices that are inappropriate, not the child. A warning (sanction) will be applied fairly and consistently, the stages of sanctions outlined below:

- Warning 1 - name recorded
- Warning 2 – name recorded and the child reminded that this is final warning before losing some playtime.
- Warning 3 – child will lose their next morning playtime and will be supervised either by a member of staff on the yard, or a member of SLT in their office. If the incident occurs shortly before, or during, lunch time, the child may lose 15 minutes of lunch time (child will sit in the hall).

In KS1, warnings will be refreshed at lunchtime, in KS2, warnings last for a day.

In EYFS, children will be reminded of how they should behave. If they continue to make the wrong choices of behaviour then the child will receive 5 minutes 'time-out' within the classroom and a member of staff will speak to the child's parent at home time.

If a child fails to improve their behaviour, despite having been given clear warnings, they will:

1. Be sent to the corresponding class for time out of the classroom.
2. Be sent to the Key Stage leader for time out of the classroom.
3. Be sent to the Headteacher or Deputy Headteacher.

A member of staff may contact parents or carers to discuss a child's behaviour. Then, a member of the SLT may contact parents to discuss the child's behaviour, if things do not improve. For serious disciplinary reasons, a child may be removed from the classroom at the instruction of a member of staff. This would be deemed a serious sanction and would not be taken lightly. Removal should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition (Behaviour in Schools DFE 2024).

#### SEVERE CLAUSE

In cases of severe misbehaviour i.e. fighting, vandalism, bullying, cyberbullying (see Anti-Bullying Policy) threat of violence against another person or physical violence the behaviour will be dealt with by the Head teacher or member of the SLT.

Parents will be informed of the incident and action to be taken. Sanctions, including a fixed period of exclusion may be imposed but can be adapted in relation to the seriousness and/or frequency of the behaviour. The Fairfield Exclusion policy outlines the exclusion process further.

### 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, pupil 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 of 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.

### 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.

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