



Inspiring **Excellence,**  
Inspiring **Partnerships,**  
Inspiring **Individuality,**  
Inspiring **Futures.**



# Behaviour Policy

|              |                            |
|--------------|----------------------------|
| Created By:  | Lynsey Whalley             |
| Approved By: | Governing Body             |
| Created:     | September 2024             |
| Amended on:  | September 2025             |
| Applies to:  | Fitzwilliam Primary School |

## **Rationale**

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to choose responsible behaviour and, in doing so, to raise their self-esteem and promote their achievement.

The purpose of this policy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that inappropriate behaviour is minimised and effective learning can take place.

## **Active ingredients of our behaviour strategy**

- Consistent, calm adult behaviour
  - First attention to the best conduct
  - Equality of adult authority
  - Reasonable adjustments
  - Analyse, don't personalise
  - Positive language choice
  - Relentless routines, taught and practised
  - Enable success because success breeds motivation
  - Every child has unlimited potential for us to unlock
-



## Guidelines

1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that most children behave appropriately and make good choices most of the time.
2. We work closely with parents to support our Behaviour Policy and we will share it as fully as possible with them.
3. Behaviour is learned, just as Maths and English are, and so opportunities to teach socially acceptable behaviour will be built into our planned curriculum.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to "punishment" or "sanction". Instead we operate a system of choice where children decide the consequence of their own actions with the support of the teacher. It allows children to make a personal decision about the type of behaviour they will choose in the full knowledge of the consequences of their choice.
6. We employ 'Solution Focused' approaches to de-escalate conflict. When physical intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome.
7. Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. [Use of Reasonable Force DfE](#).
8. Teachers and the Vulnerable Children's Team will hold a register of those children whose behaviour choices are causing concern.
9. Staff will work closely with the SLT, SENCo and Learning Mentor to ensure that pupils at risk receive specialist support when necessary.





## Three Pocket Principles

At Fitzwilliam Primary School, we have three pocket that underpin our behaviour policy.

These are;

- Be Respectful
- Be Responsible
- Be Ready

These 'pocket principles' are designed to be easy to understand for all children, parents and stakeholders. Each Pocket Principle has 'Excellent' skills which are explicitly taught. Each skill has steps to success so that children know exactly what is expected of them. This is interwoven into the school's Character Curriculum.

## Recognition

We will recognise acceptable behaviour in the following ways:

- with smiles
- with words
- with individual/ group Dojo points
- with stickers and stamps
- with recognition awards in assembly
- with expectation bands
- with silent signals
- with Star of the Day awards



The staff at Fitzwilliam Primary Academy make the following commitments to their pupils:

- We will aim to give more positive comments than negative ones
- We will adopt a warm but firm approach to behaviour management
- We will try to catch children doing the right thing and show our approval promptly.
- We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self-esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this).

### Challenging Behaviour

Occasionally children will show more challenging behaviour and do not follow the behaviour set out at Fitzwilliam Primary School. This could be disrupting the learning of others on a number of occasions, showing disrespect to adults and other children, hurting other children verbally or physically, or disengaging from learning for a prolonged period. Teachers should inform the Senior Leadership Team as soon as they become concerned that the child is not responding to their high expectations.

At this stage parents will be called into school for a meeting with the class teacher and a member of SLT. At this meeting it will be made clear that the behaviour is unacceptable and that if it continues the child may be at risk of a suspension. An individualised behaviour plan will be discussed and expectations will be clarified, including support from parents and carers. Actions implemented at this stage may be:

- Behaviour contract
- Use of timer to measure disengagement from learning
- Team around the child meeting including SENCo and Lead Behaviour Professional
- Referral to external support
- Structured timetable for Playtimes and Lunchtimes
- Behaviour risk assessment shared with all staff to ensure consistent behaviour management
- Daily contact with parents
- Implementation of daily diary recording sheets and analysis



## **Inappropriate Behaviours**

Inappropriate behaviours are those which are deemed to be unacceptable to others. Although not an exhaustive list these behaviours may include: disobedience, biting, spitting, hitting and kicking, foul language and swearing, making unkind remarks, damaging property, answering back, rudeness or aggression to others, stealing, truancy, racist comments, forming gangs, bullying and bringing onto school premises prohibited items as outlined in the January 2018 document 'Searching, screening and confiscation'. (See appendix 1 for further information.)

Mobile phones are prohibited in classes. We do recognise that phones can be used as a safety measure for children, in year 5 and 6, who walk to and from school. Therefore, Year 5 and 6 children who walk to and from school can bring a mobile phone into our school office for safe keeping during the school day and collect at 3pm.

## **Playtimes and Lunchtimes**

Where a child causes harm to another child at lunch or playtime, and this behaviour is repeated, the Headteacher may set up alternative provision over this period, for example working with the Learning Mentor or Behaviour Officer, in order to seek to correct this behaviour through positive supervised play experiences. The Headteacher will not allow a child to play freely with other children until reasonably sure that the child is able to do so without harming others. Where parents do not agree to this, Fixed-term exclusions that incorporate lunchtimes will be used to ensure the safety of all children.

## **Child on Child Abuse**

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;



- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

If a child threatens, hurts or bullies another child, the behaviour is reported immediately to the Headteacher. Such behaviour is investigated fully in order to determine the appropriate level of punishment. Acts of deliberate aggression or repeated acts of aggression or bullying will automatically warrant an internal or external exclusion. This is determined by the Headteacher and senior leadership team depending on the circumstances around the individual and the incident. *(Refer to appendix 6 for Anti-bullying Policy).*

## Suspensions

Suspension from school for a fixed time period is a formal step taken when the Headteacher considers it necessary for a child to stay away from school for disciplinary reasons. The power of exclusion rests in law with the Headteacher. We use the latest guidance 'Suspension and permanent exclusion from mainstream Schools, Academies and Pupil Referral Units in England.

The decision to suspend a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should consider the fair treatment of pupils from groups who are vulnerable to suspension.

Headteachers and governing bodies must take account of their statutory duties in relation to special educational needs and disabilities (SEND) when administering the suspension process. This includes having regard to the SEN Code of Practice.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The government supports head teachers in using suspension as a sanction where it is warranted.





**The purpose of suspension may be to allow:**

- a cooling off period
- time for thought and discussion
- the school to function satisfactorily for the remainder of the pupils or
- an opportunity for discussion between school staff and parent[s]/carer[s].

A pupil may be suspended for a maximum of 45 days in a school year.

Parents / carers / governors need to know the length of the suspension and their rights to have their views taken into account. They will receive a letter containing all the information they need when a child is suspended. In addition, parents/carers may require information about their child's records and the provision of school work. That will usually be provided if the suspension lasts for more than 5 days. An early meeting with the Headteacher may be requested, if that is not already proposed. Parents / carers have further rights to make representations to the school governors and to the Local Authority.

### **Permanent exclusion**

Permanent exclusion should only be used as a last resort. A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour
- policy; and
- where allowing the pupil to remain in school would seriously harm the education or
- welfare of the pupil or others in the school.

Parents / carers may attend the meeting with a friend. Those involved will usually be the parents/carers, Headteacher, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher. Parents also have the right to request a meeting with the school governors. If they wish to do that, they must make a written request within 7 days of the case conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

**At the Headteacher's discretion, a case conference may be organised.**

The purpose is to:

- allow parents/carers and child to hear the reasons for the exclusion and to ask questions;





- enable parents/carers to provide information and express their views; or
- consider the circumstances and reach agreement, if possible, about what is to be done.

### **Notifying appropriate bodies regarding exclusions**

The Headteacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

The governing body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors.

The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test



## Appendix I – Prohibited Items

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen Items
- Tobacco and Cigarette papers
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used:

To commit an offence, or

To cause personal injury to, or damage to the property of any person (including the pupil)

The school also prohibits the following items:

- Lighters
- E Cigarettes
- Mobile phones



## Appendix 2 – Reward Systems

### Dojo Points

At Fitzwilliam we use Class Dojo to reward effort and behaviour. Children receive points for making positive choices about their behaviour which are linked to our three pocket principles of be respectful, be responsible and be ready. Points are then exchanged for prizes at the Dojo Shop at the end of every school day from 3pm.

### Expectation Bands

All staff can refer children to the Senior Leadership Team for an expectation band. Bands are awarded to those who consistently demonstrate the Pocket Principles.

### Star of the day awards

At least one child from each class receives a Star of the Day award. This award is linked with one of the three Pocket Principles and is celebrated within the classroom. Children who receive this award are also recognized in the Recognition Assembly.

### Recognition Assemblies

Recognition assemblies are held each week. A child from each class is awarded a certificate in line with the Pocket Principle of the week. The children's parents are also invited to attend this assembly.





## Appendix 3 - Dealing with behaviour incidents

### Consequences

- Consequences do not work in isolation. They must be balanced with positive support.
- Consequences must be something that children will learn from, but they must never be physically or psychologically harmful.
- Consequences do not have to be severe to be effective.
- Consequences should aim to resolve and 'put right' the consequences of the initial negative behaviour.
- For more serious incidents, parents and carers will be informed and expected to come in to school to discuss the incident.

### Low-level disruptive behaviour in lesson

1. Reminder: Use a reminder as appropriate - a look, moving to stand beside the pupil, praising someone who is following the instruction, a short instruction to stop what they are doing.
2. Warning: Repeat the instruction to the pupil - no more than twice.
3. Rest: Move the pupil to another area in the classroom/ a paired classroom and ensure they understand the consequence of not following the instruction

Pupils who choose to waste learning time are required to make up lost learning time in their own free time. Parents will be contacted if a child's poor choices persist.

### If low level behaviour persists then...

- Parents will be contacted if class teachers are concerned with behaviour of a particular pupil. Parents may be asked to meet with the class teacher regularly to monitor behaviour (e.g. parents may come in on a Friday afternoon to review the week).
- For pupils causing concern as a result of persistent poor choices then a 'behaviour contract' will



be implemented which sets out what is expected of that child and the consequences of continued poor choices. Reward charts may be put in place to help manage behaviour.

### More Severe Behaviour Incidents

1. Serious physical aggression to staff or pupils.
2. Persistent verbal abuse.
3. Refusal to accept an instruction leading to an unsafe situation i.e. directly challenging staff with risk to children's or adults safety.
4. Serious willful damage to property.

Use the appropriate intervention to de-escalate and then remove the pupil to a safe place. In such severe cases if pupils fail to learn from their choices then they will be suspended for a minimum of one day. We always aim to suspend pupils internally where possible. An internal suspension may include spending time in another class for a limited time and losing privileges such as playtime with their friends. Teachers will set appropriate work for pupils to complete during the internal suspension.

### Behaviour Incident Guide

To ensure all staff are consistent in their approach to behaviour at Fitzwilliam, all staff are expected to follow the Behaviour Incident Guide. This ensures all behaviours are being addressed and recorded appropriately.



| Familiar Language | What this means   | What this looks like   | Next steps   |
|-------------------|---|--|--|
| Reminder*         | Children are reminded what they should be doing.  | <ul style="list-style-type: none"><li>An adult speaking to the child quietly and discreetly</li></ul>  |  |
| Warning           | A child has disrupted learning / not conducting the task asked.   | <ul style="list-style-type: none"><li>An adult speaking to the child outside of the classroom to inform them of the warning.</li></ul>   | Partial loss of playtime/ lunch time.  |
| Reset             | A child has not improved their behaviour and therefore is required to work in another space to complete the task.                         | <ul style="list-style-type: none"><li>A restorative conversation is to be held to ensure the child is able to identify the unacceptable behaviour and what they need to improve.</li></ul>   | Loss of 15 minutes of playtime/ lunchtime or until the work is completed.<br><br>CPOMs log to be completed.<br><br>Class teacher to contact parents to inform of behaviour.  |
| Refer to SLT      | A child is causing significant disruption to the learning of others.<br><br>A child is being physically or verbally aggressive to others. | <ul style="list-style-type: none"><li>A member of SLT is informed.</li><li>The child is removed from the classroom/ playground.</li><li>Space/ time is given to calm.</li><li>Restorative conversation/ emotion coaching conducted.</li><li>Return to classroom.</li></ul> | Loss of minimum of 30 minutes of playtime/ lunchtime with a member of SLT.<br><br>CPOMs log to be completed by adult who referred as well as action completed by SLT member.<br><br>Class teacher to contact parents to inform of behaviour. |

*\*Some children with additional needs may require more than one reminder.*

If a child frequently receives resets or are frequently referred to SLT, a behaviour contract is to be created with the pupil and their parents/ carers.





## Appendix 4 Use of reasonable force

### Positive Handling

**Team Teach** is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence or risk to safety. Children may as a consequence be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.



## Appendix 5 -Behaviour Contract

|                |  |               |  |
|----------------|--|---------------|--|
| Name of pupil: |  | Date started: |  |
| Year:          |  | Written by:   |  |

### Background and current support:

|                         |
|-------------------------|
| In the classroom:       |
| External interventions: |

This behaviour contract has been put in place due to escalating inappropriate behaviour and the resulting impact on learning. It will be reviewed weekly.

Parents of pupils on a behaviour contract will be expected to support the school and the sanctions in place as required. You will have a weekly meeting with a member of staff during the period that your child remains on this plan.

| Actions to be taken | Details |
|---------------------|---------|
|                     |         |
|                     |         |
|                     |         |
|                     |         |
|                     |         |

### Behaviour policy and sanctions:

| If I.... | Then I will..... |
|----------|------------------|
|          |                  |
|          |                  |
|          |                  |

Signed by parent and pupil:

Signed by teacher:

Signed by headteacher:



## Appendix 6 – Anti-bullying Policy

### Statement of Intent

- To ensure a positive learning environment is created in which all stakeholders feel safe.
- To encourage an ethos of respect and support for all.
- To raise awareness of what is considered bullying behaviour and ensure that students are equipped with the skills to deal confidently and positively with incidents of bullying if they occur.
- To engage with all members of the school community to ensure that we create a learning environment in which bullying will not be tolerated.
- To update and review our practices regularly, informing parents of any changes made to our anti bullying policies or procedures, and signposting them to any useful resources

### Defining Bullying

Bullying is: "Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally" (DfE definition).

The various types of bullying are:

- Verbal bullying - involving name calling or making use of written notes, e-mails or mobile phone messages, pictures or video clips (so called 'cyber bullying'); this bullying may include threats of physical violence, racist insults or threats, sexual insults or threats or other prejudice based behaviour.
- Physical bullying - consisting of deliberate jostling, bumping, pushing or shoving or sexual touching. Those responsible may maintain that it was accidental when first detected, but it is a criminal offence if it involves assault, actual bodily harm or wounding. This type of bullying may involve theft or damage to property, accompanied by the threat of violence. Not all theft or damage is bullying, but it is where it is repeated and the intention is to create fear or to intimidate.
- Indirect bullying - involving the manipulation of social networks with the intention of belittling an individual or individuals or excluding them or marginalising them from their friends and normal relationships; this can be by spreading rumours or making malicious accusations and might involve cyber bullying.
- Cyber bullying - is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone. The following policies





should also be considered when dealing with Cyber bullying – Staff Code of Conduct Policy and Social Media Policy.

### Procedures for Reporting Bullying Incidents

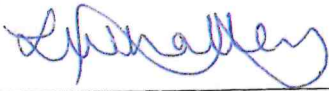
All students are encouraged to feel that it is right to tell someone if they are being bullied or if they think someone else is being bullied. Incidents of bullying will be dealt with quickly and appropriately. Whilst it is the responsibility of all staff within the academy to reinforce the anti-bullying strategy and support the victims of bullying, it is recognised that not all staff have the capacity (due to the commitments of their job) to carry out a swift and thorough investigation. Therefore, incidents of bullying should be reported on CPOMS and the appropriate personnel tagged.

#### Staff suspecting an incident of bullying should:

- reassure the young person that their concerns are being taken seriously and will be investigated.
- avoid labelling students as 'a bully' and 'a victim' – after an incident both students may need support to rebuild and reinforce self-image and esteem or restorative facilitation.

The member of staff will record the incident details on CPOMS.

All reported incidents of bullying should be investigated and details of all actions taken will be recorded. Parents of both parties will be contacted and updated on progress made.

| Position/ Name                           | Signature  | Date                           |
|--|--|--------------------------------|
| Mrs L. Whalley<br>Headteacher            |   | 5 <sup>th</sup> September 2024 |
| Mr Matthew Holland<br>Chair of Governors |  | 5 <sup>th</sup> September 2024 |