



INSPIRE
PARTNERSHIP

Behaviour Policy





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1.0 Purpose

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

2.0 Context of school

Fitzwilliam Primary School is located in Fitzwilliam, a village in West Yorkshire, England. Historically, it was a pit village built to house miners for the Fitzwilliam Main Colliery. The village is part of the City of Wakefield Metropolitan Borough and is governed by Hemsworth Town Council as well as Wakefield Metropolitan.

3.0 Introduction

At Fitzwilliam Primary School our vision is to create a learning environment where all pupils feel safe, secure and able to make the biggest contribution towards their own learning and that of others. We believe that teaching pupils the expected learning behaviours breaks down all barriers allowing children to focus on the learning taking place and we recognise that all pupils are at different stages of social development.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour in our school. Whilst this behaviour policy refers mainly to the behaviours within school, the school reserves the right to discipline beyond the school gates.

The policy is designed to enhance the development of positive relationships between children, young people and adults, working across the Inspire Partnership Multi Academy Trust, parents/ carers and the wider community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility. Everyone within school, and across the Trust, is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

4.0 Legislation

DfE Behaviour in Schools, Advice for headteachers and school staff 2024

DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022

DfE Mental Health and behaviour in schools 2018

DfE Keeping Children Safe in Education 2025



Ofsted Equality and Diversity Impact Assessment: Inspecting Protected Characteristics
Sept 2023

Equality Act 2010: guidance

Equality Act 2010

Education Act 2011

Education and Inspections Act 2006

Use of reasonable force in schools 2013

5.0 Definitions

Bullying is: The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online. (Bullying Alliance, 2025).

6.0 Roles & Responsibilities

Staff:

All school staff must:

- a) Display a relational approach to all pupils
- b) Demonstrate unconditional care and compassion
- c) Deliberately and persistently catch children doing the right thing and praise them
- d) Know their classes well but also develop positive relationships with all children
- e) Use these relationships to create a safe and stimulating learning environment that inspires pupils'/students' interests and learning
- f) Create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning
- g) Relentlessly work to build mutual respect
- h) Remain calm and keep their emotion for when it is most appreciated by pupils and students
- i) Be a positive role model through the school's pocket principles and creating an ethos of high expectations for all
- j) Follow and implement this policy consistently

Headteacher and the Senior Leadership Team:

The Headteacher and the Senior Leadership Team must:

- a). Display a relational approach to all pupils
- b). Demonstrate unconditional care and compassion
- c). Be a visible presence around the school



- d). Regularly celebrate staff and pupils/students whose efforts go above and beyond expectations
- e). Encourage use of positive praise, phone calls/certificates/ expectation bands
- f). Ensure staff training needs are identified and met
- g). Use behaviour/ pastoral records to target and assess interventions
- h). Support teachers in managing pupils/students with more complex or challenging behaviours
- i). Ensure that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation

Pupils/students

All pupils/students must:

- a). Demonstrate unconditional care and compassion
- b). Consistently follow and model the school's pocket principles and enable a positive climate for learning by following the school's expectations and showing good learning behaviours.
- c). Make a positive impact in the school community and beyond through taking responsibility for their behaviours, actions and voice.

Parents/ Carers

All parents, carers and guardians must:

- a) Help their child understand appropriate behaviours, school's pocket principles and expectations
- b) Encourage independence and support children's progress and development enabling positive self-image and pride in their achievements
- c) Through positive relationships within the school community, support a safe environment that prepares and ensures that pupils/students are ready for learning everyday.

Local Governing Board

All governors must:

- a). Display a relational approach to all pupils
- b). Demonstrate unconditional care and compassion
- c). Be a visible presence around the school
- a) Take responsibility for monitoring the implementation and impact of the Behaviour Policy
- b) Escalate any concerns to the Headteacher when they arise
- c) The Chair of the Local Governing Board is responsible, alongside the clerk, for convening pupil behaviour committees when required.



7.0 Subject Matter Specifics

Familiar Language	What this means	What this looks like	Next Steps
C1: Reminder* <i>*Some children may require more than one reminder.</i>	Children are reminded what they should be doing.	An adult speaking to the child quietly and discreetly within the classroom.	Adults continue to monitor behaviour. Escalate if necessary.
C2: Warning	A child has disrupted learning/ is not completing the task at hand/ is not following adults instructions.	An adult speaking to the child outside of the classroom, or in a quiet space, to inform them of their inappropriate behaviours and to issue a warning.	15 minutes in reflection. Adults continue to monitor behaviour. Escalate if necessary.
C3: Reset	A child has not improved their behaviour and therefore is required to work in another space to complete their work until the end of the lesson.	An adult will direct the child to another space to complete their work until the end of the lesson. Following this a restorative conversation is held to ensure the child is able to identify their unacceptable behaviours and what they need to do to correct them.	30 minutes in reflection. Parents/ carers to be informed by class teacher/ HLTA.
C4: SLT Referral	A child is causing significant disruption to the learning of others including refusal. A child is being physically or verbally aggressive to others.	A member of SLT is informed and collects the child. Space/ time is given to calm - emotion coaching may be required. Restorative conversation held with the child.	1 hour in reflection. Parents/ carers to be informed by SLT members.



		Child remains out of the classroom for the remainder of the session with an SLT member.	
C5: Red Card	Persistent, severe disruption to peers' learning including; any form of verbal, physical or emotional abuse to others or the environment.	The headteacher, or assistant headteacher where the headteacher is unavailable, collects the child from the classroom and is taken to another space within school.	Suspension Loss of playtime and lunchtime in reflection. Parents/ carers to be informed by SLT members.

If a child visits reflection on two occasions within a week, a parent/ carer meeting will be held to issue a behaviour contract. Following this, weekly meetings will be required until the child's behaviour improves. (See *appendix 1*).

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will meet with staff, parents and pupils involved to consider appropriate sanctions. Making false allegations is very serious and may lead to a pupil being suspended or permanently

Suspensions and Permanent Exclusions

At Fitzwilliam, our primary goal is to support positive pupil behavior through a range of pastoral processes and interventions. However, we acknowledge that in some cases, these measures may not be enough to address serious or persistent behavioral issues.

The government supports headteachers in using suspension and permanent exclusion as a necessary step to protect the right of all pupils to learn in a safe and supportive environment. Therefore, a suspension or permanent exclusion may be used in response to serious incidents or a pattern of poor behavior that has not been remedied by other means. Any decision to exclude a pupil is a significant one, and the Principal will always use their professional judgment to ensure the action is proportionate and warranted by the specific circumstances. Further details on the types of incidents that may lead to an exclusion can be found in the Department for Education's guidance (May 2023).



Behaviour Beyond the School Gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school.

Examples of this may include:

- continued bullying of a pupil outside of school
- use of cyber bullying outside
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

The following are examples of behaviours which may lead to suspension or permanent exclusion:

- Breaches of health and safety rules
- Bringing the academy or Trust into disrepute
- Verbal abuse of staff, other adults or pupils • Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the Behaviour Policy
- Wilful damage to property
- Homophobic/racist/sexist bullying
- Bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Persistent defiance or disruption

Child on Child Abuse

The safety of our pupils is our highest priority. We believe that all forms of child-on-child sexual violence and harassment, whether online or offline, are unacceptable and will not be tolerated.

In line with **Keeping Children Safe in Education (KCSIE)** guidance, our staff will proactively challenge any inappropriate behavior and will never normalize it by treating it as 'banter' or an expected part of growing up. We know that a firm and clear



response to sexually inappropriate behavior is a critical intervention that helps prevent future abusive conduct.

Any reported incident will be immediately referred to the **Designated Safeguarding Lead** and recorded. We will take disciplinary action against any pupil involved, and this process will continue even if there are ongoing investigations by external agencies like the police. In cases where a report is found to be deliberately malicious, we will also consider appropriate disciplinary action against the individual who made the false allegation.

Behaviour Incidents Online

We expect pupils to maintain the same high standards of behaviour online as they do offline. Negative online interactions, including those outside of school hours, can harm our school environment and make it feel unsafe. We have a clear policy that inappropriate online behaviour—such as bullying, using inappropriate language, sharing explicit images, or sexual harassment—will be addressed with the same serious consequences as offline behavior.

Prevention

Fitzwilliam Primary School uses a range of early interventions to help pupils manage their behavior and reduce the need for suspensions or permanent exclusions. We believe in helping all pupils understand and meet our behavioral expectations. We proactively provide support for those who struggle, often through small group or one-on-one sessions outside the classroom.

Our clear tracking system and regular staff meetings allow us to identify and support pupils whose behavior is a persistent concern, is not improving, or shows a sudden change. Initial interventions may include assessing whether a pupil's special educational needs (SEN) or a disability are affecting their behavior, using a **graduated response** to plan and review the support provided. If a pupil has an Education, Health and Care (EHC) plan, we will contact the local authority and may request an emergency review. We also consider whether a multi-agency assessment, such as an early help assessment, is needed for serious concerns.

Mobile Phones

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 it at 3.15pm.



Rewards

Reward	Behaviour required
Dojo Points	Dojo points are awarded to children who are following School's Pocket Principles (Be Respectful, Be Responsible, Be Ready). The maximum awarded at one time is 3. Children are able to visit the Dojo Shop to spend their points at the end of every school day. Prizes begin at 100 points.
Star of the Day certificate	One pupil from each class is awarded this certificate at the end of each day. Adults in the classroom hold a 5 minute ceremony to explain who has been chosen and what behaviours they have displayed to earn the award.
Recognition Award	One pupil from each class is awarded a Recognition Award each week. This award is presented during the School's Recognition Assembly which parents are invited to. The children also receive a special treat with the Headteacher/ Senior Leader to celebrate their achievement.
Expectation Band	Children can be sent at any time throughout the week for an expectation band. Bands are awarded to children by the Headteacher for going above and beyond.

9.0 Monitoring & Review

This document will be reviewed every year but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body and the Headteacher and will be approved by the Governing Body.

Appendix 4 - Anti Bullying Policy



1. 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

2. 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.

3. 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.

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