

Fairburn View Primary School

Behaviour Policy

November 2025

Prepared By: Alex Webb – in consultation with staff

Date Taken to Governors: 25.11.25

Signed by: _____

Head Teacher – Alex Webb

Signed by: _____

Chair of Governors – Jonathan Foster

Review Date: October 2027

Our Vision

Through a safe, positive and empowering environment, we can be anything!

Our Values

- Safety
- Positivity
- Empowerment

1. Purpose

This policy sets out our school's approaches to promoting excellent behaviour, preventing poor behaviour and dealing with incidents when they arise. It is grounded in statutory guidance and safeguarding duties so that all pupils learn in a safe, calm, and supportive environment. This is in line with our core school values.

2. Principles

- Every child has the right to learn and every teacher has the right to teach in a safe environment.
 - Behaviour expectations are taught, modelled and reinforced consistently across the school and tailored to developmental stages (EYFS → UKS2).
 - Safeguarding takes priority: any behaviour that suggests a child may be at risk is referred to the Designated Safeguarding Lead (DSL) immediately, in line with KCSiE duties.
 - Reasonable adjustments will be made for pupils with SEND or additional needs; exclusion or restraint are last-resort measures and must follow statutory guidance.
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3. Roles & Responsibilities

Governing Body: approve the policy, review its effectiveness, ensure statutory duties are met.

Headteacher: implement policy, ensure staff training, oversee exclusions and safeguarding referrals.

DSL(s): lead safeguarding response; ensure concerns that link behaviour to harm are investigated.

Deputy Headteacher: Review patterns of behaviour shared on CPOMS to support with early intervention and strategies to support pupils, teachers, and families.

Phase Leaders: Liaise with the Deputy Head teacher, class teachers, parents and pupils to support early intervention and support.

Class teachers & support staff: model expectations, teach behaviour routines, record and report incidents via CPOMS. Work with parents and pupils to create individual behaviour plans where needed.

Parents/carers: work in partnership to reinforce school expectations.

Pupils: expected to follow classroom and school rules and engage in restorative conversations when harm is caused.

4. Whole-School Approach (culture and routines)

- Set clear, positively framed expectations (e.g. we walk around school, we line up one behind the other, we are quiet when we are in a line, we put our hands up to ask a question) which are modelled and taught in each classroom and communal area.
- Teach routines explicitly (entering and exiting school, carpet time, transitions between lessons and the playground, lunchtime procedures); and practise them frequently.
- Use visible adult presence at transition points and communal areas such as corridors.
- Staff use consistent language and predictable sanctions/rewards so pupils know the consequences of choices, and how they will be praised.

5. Rewards and Recognition

- Frequent, specific praise for effort and following routines (verbal praise, stickers, Dojo Points).
- Class Dojo, including Dojo Shop, which allows parents/carers to see the positive praise their child has received, and encourages positive behaviour to work towards a prize available within the Dojo Shop. Children can then choose to have smaller prizes often, or save their points for a larger prize. Dojo points should be representative of pupils' behaviour within the classroom, ensuring that children who consistently demonstrate this behaviour are rewarded highly.
- Weekly celebration assemblies – VIP Awards and Fairburn View Awards. VIP Winners are awarded a lanyard, a certificate and a Golden Ticket they can exchange for a book. Fairburn View winners are rewarded with a prize from the Prize Trolley.

6. Sanctions, Restorative Practice and Recording

- Sanctions are proportionate, restorative and aimed at repairing harm. Typical steps: reminder → warning → time out/sanction → followed by a restorative conversation.
- Serious incidents (violence/fighting, discriminatory or sexualised behaviour, threatening language or behaviour, swearing, possession of unauthorised items e.g. vapes, lighters, sharp objects that could be used as a weapon) are escalated to SLT and may trigger safeguarding referrals and/or exclusion procedures.
- All incidents are recorded on the school's behaviour log (CPOMS), with weekly analysis used to target interventions, or behaviour support plans.
- Parents/carers are informed of repeated low-level disruption or any serious incident.

7. Use of Reasonable Force & Positive Handling

- Staff may use reasonable force to prevent harm, damage, or serious disruption; use must be proportionate and reasonable and recorded on CPOMS using the 'physical restraint' tab.
- Staff receive training in de-escalation and, where appropriate, accredited positive handling techniques. All physical interventions are followed by a restorative conversation and a recorded debrief.
- Parents will always be informed of any physical intervention, and where this may be needed more frequently, children will have a Positive Handling Plan which will be written in conjunction with parents.

8. Exclusions and Suspensions

- Fixed-term suspension and permanent exclusion are last resorts when a pupil's behaviour seriously breaches the school's behaviour policy and allowing them to remain would seriously harm the education or welfare of others. All exclusions follow statutory procedures, notification and appeal routes.
- The Headteacher will consider alternatives and reasonable adjustments (managed moves, part-time timetables, referral to Alternative Provision) before permanent exclusion, and will work with the local authority and parents.

9. Safeguarding and Behaviour — KCSiE considerations

- Staff must recognise behaviours that could indicate safeguarding concerns (self-harm, exploitation, sudden changes in behaviour). Such concerns must follow the school's safeguarding procedures and be referred to the DSL without delay. As part of annual training and induction, all staff have read Part One of KCSiE.
- When behaviour indicates unmet needs, the school will coordinate with parents, SENCo, external agencies and, where appropriate, statutory services.

10. Supporting Pupils with SEND or Additional Needs

- To support pupils with SEND and additional needs, we will assess triggers, implement Behaviour Support Plans, involve parents and specialist services. Where behaviour is a result of unmet SEND, disciplinary sanctions will be adapted on a pupil-by-pupil basis, using reasonable adjustments and targeted support.

- The SENCo will work alongside the Headteacher and external agencies for pupils at risk of exclusion and ensure statutory duties under the SEND Code of Practice are met.
 - For pupils with SEND who are having their needs consistently met within school provision, or where behaviour is not linked to their identified area of need, the Headteacher will refer to the whole school behaviour policy.
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11. Reporting, Monitoring & Evaluation

- Behaviour data (incidents, location, time, pupils involved) is reviewed weekly, and analysed termly by Deputy Headteacher to identify trends and training needs. This information is shared with Governors as an agenda item on the Headteacher's Report.
 - The DSL audits behaviour records where they intersect with safeguarding concerns.
 - This policy will be reviewed annually, or after a serious incident / statutory change.
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12. Staff Training

- Induction for new staff includes whole school, and phase behaviour systems, safeguarding (KCSiE Part One) and physical intervention policy, including Team Teach Training where appropriate.
 - Staff engage in regular CPD on de-escalation, trauma-informed practice, and adapting approaches for developmental stages and SEND.
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13. Sanctions - Developmentally-Appropriate Practice (by phase)

KS1 (Years 1–2)

Low level disruption (e.g. persistent talking, disruptive fiddling, making silly noises, disrupting others from learning)

- Warning 1
- Warning 2
- Consequence – 5 minutes lost at the next break (morning, or lunchtime). If the consequence is in the afternoon, for pupils in Y1, this will mean missing 5 minutes of choosing time, and for pupils in Y2, this will be 5 minutes of afternoon play.

More significant behaviour (e.g. hurting other pupils or saying unkind things, throwing objects within the classroom, climbing on or under furniture, kicking)

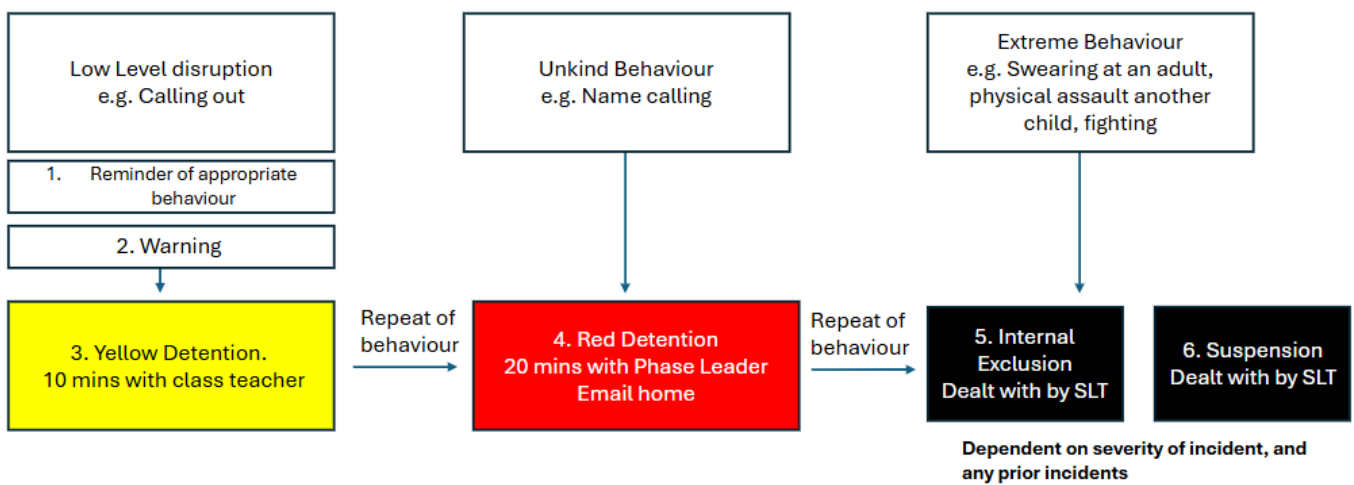
- Consequence – 10 minutes lost as above

Serious incidents of behaviour (e.g. fighting, swearing, intentional damage to equipment/school property)

Shared with phase leader to discuss an appropriate consequence; e.g. working within a different place for the remainder of their day, having breaks or lunch isolated from their peers, or in severe instances, suspension from school.

For children receiving a consequence, this will be shared with parents via Dojo message. This is to inform parents, as a supportive mechanism to improve behaviour. Parents are welcome to contact school for further information. In more serious circumstances, a phone call will be made by the class teacher, Phase Leader or Headteacher, dependent on the incident.

LKS2 (Years 3–6)



Children with Complex Behaviour Needs have their own individual behaviour plans, which are adapted version of the above. For example a child with a need such as ADHD may have use of a Time-Out card, or a child with sensory needs may access the Sensory Room.

For children who have repeated incidents of behaviour, the following steps will be in place:

- 3 yellow detentions in a 2 week period – parents informed by Phase Leader
- 3 red detentions in a 2 week period – meeting with parents, class teacher and phase leader, and report card put in place
- Continuation of detentions (either red or yellow) in the half term – meeting with parents with class teacher and Behaviour Lead (Mr Mulroy) and Behaviour Support Plan put in place.
- Reports will be reviewed after 1 week
- Behaviour Support Plans will be reviewed after 2 weeks

If a pupil has been suspended, parents will be invited and expected to attend a 'Return to school' meeting, to support the pupil in re-entering school and reducing the likelihood of the behaviour continuing.

This section of the Behaviour Policy applies to pupils in the Early Years Foundation Stage

The Early Years Foundation Stage Strategies:

- Praise positive behaviour.
- Encourage a sense of responsibility through encouraging children to look after themselves, each other and the environment.
- Support the child to make amends according to the circumstances and their stage of development, e.g. help rebuild a model or return a toy
- Have clear, consistent boundaries and explain these to the child in a way that they understand.
- Be a good role model by showing respect to others, the children, parents and carers and staff.
- Acknowledge the child's feelings and talk to them about how they are feeling.
- Approach, quieten and calm a difficult situation, always getting down to the child level.
- Maintain eye contact with the child to emphasise you are serious.
- Gather information from the children involved in an incident.
- Restate the problem for the child.
- Ask the children for ideas for the solution.
- Explain clearly and in a language appropriate to the child's level of understanding what it is that is unacceptable.
- Wherever possible use positive language, e.g. "please can you walk" rather than "don't run".
- Tell the child clearly what will happen if they do not stop the unwanted behaviour, e.g. removing them out of the situation.
- Give follow-up support to the child.
- Use of a sand timer and time out if needed.

Safety

It is the role of all adults in the EYFS to judge the safety of what the children are doing and to decide on appropriate responses. The decision should balance the child's need to explore and stretch their strength and abilities without the risk of them injuring themselves.

What is Unacceptable Behaviour?

- Hurting someone physically, e.g. biting, kicking, throwing things at people, spitting.
- Hurting someone verbally, e.g. name calling, racist remarks, shouting at someone, swearing at someone.
- Emotional sarcasm, threats or manipulation.
- Showing disrespect for the property of others, e.g. damaging equipment or the work of others.
- Showing disrespect for the feelings of others, e.g. not waiting a turn.

The judgement about a child's behaviour must be made according to the child's age and stage of development. A two year-old in the Pre-School may have a very different response to a five-year-old in a Reception Class. There are always other factors to consider, such as how tired the child is and if there are any relevant events happening at home. Parents and carers are encouraged to share any relevant information with the EYFS staff, eg a family member being in hospital. If the child's unwanted behaviour is uncharacteristic, your reaction may be different to when a consistent pattern of behaviour has been recognised and a strategy agreed.

If a Behaviour Problem Persists:

- Discuss the behaviour at the end of the day with the staff team.
 - Discuss the behaviour with the EYFS Lead.
 - Talk to the parents/carers to discover if this behaviour is repeated at home.
 - Agree a strategy to be used in the EYFS and at home and share this with all staff.
 - Review after an agreed time and agree further strategies if necessary.
 - If the behaviour continues, work with the parents/carers to start a Special Educational Needs (SEN) record, School Action, in consultation with the Special Educational Needs Co-ordinator (SENCO) and agree a review date.
 - Monitor all behaviour and record relevant observations.
 - If the behaviour still persists, consult relevant outside agencies, in consultation with the parents/carers and SENCO. Please refer to the School's Behaviour Policy for the procedure of a suspension.
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14. Bullying, Discrimination & Protected Characteristics

- All forms of bullying and discriminatory behaviour are unacceptable. Incidents are investigated promptly; sanctions and restorative actions are applied. Incidents that amount to hate crime or safeguarding concerns are reported to the DSL and, where necessary, to external agencies.
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15. Communication with Parents & Community

- Behaviour expectations and key routines are shared at induction, and on the website. Parents are informed about the school's approach and are partners in behaviour plans and interventions.
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16. Appendices (templates & pro-formas)

- Behaviour Support Plan
 - Report Card
 - Positive Handling Plans
 - Reintegration Plans (partial timetables)
 - Restorative conversation script for pupils (age-adapted)
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Key statutory and guidance sources used in writing this policy

- *Behaviour in schools: advice for headteachers and school staff* (DfE).
- *Keeping Children Safe in Education* (KCSiE) — DSL responsibilities and safeguarding duties.
- *Early Years Foundation Stage Statutory Framework* — EYFS expectations for welfare and PSED.
- *Suspension and permanent exclusion guidance* (DfE) — exclusions procedures.
- DfE web summary pages on behaviour and exclusions.

Appendix 1

Classroom Templates

KS1					
Name	Warning 1	Warning 2	Consequence 5 mins	Consequence 10 mins	Consequence: Miss a playtime Miss lunchtime Work in a different room/Time-out

KS2					
Name	Reminder	Warning	Yellow Detention 10 mins	Red Detention 20 mins	Internal exclusion

Appendix 2

Behaviour Support Plan Template

Behaviour Support Plan



Name of child	Class	Adults who will support the Behaviour Plan	Start date

Identified Needs/triggers

Strategies to support	Person responsible	Time Scale	Impact/Outcome

Appendix 3

Report Card Template

Pupil Name:

Teacher Name:

Date:	Lesson 1	Lesson 1	Playtime	Lesson 3	Lunchtime	Lesson 4	Lesson 5
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

KS1 –



KS2 – comment

Parent comment and signature:

Appendix 4

Positive Handling Plan Template



Positive Handling Plan

Name of young person:		
New plan / Review of plan (highlight)		
Review details (if a review of plan):		
Date of Plan:		Review Date of Plan:
What does the behaviour look like?		
Stage 1: Anxiety Behaviours	Stage 2: Defensive Behaviours	Stage 3: Crisis Behaviours
•	•	•
What are the common triggers?		
De-escalation skills: (highlight appropriate)		Give details of each de-escalation skill highlighted
<input type="checkbox"/> Verbal Advice and Support <input type="checkbox"/> Offering Space <input type="checkbox"/> Reassurance <input type="checkbox"/> Offering Choices <input type="checkbox"/> Humour <input type="checkbox"/> Distraction <input type="checkbox"/> Consequences <input type="checkbox"/> Planned Ignoring <input type="checkbox"/> Time – Out <input type="checkbox"/> Safe Space <input type="checkbox"/> Supportive Touch <input type="checkbox"/> Transfer Adult <input type="checkbox"/> Removing Audience		
Planned distractions/choices:		
1.		
Physical Intervention (Team Teach):		
Single Arm Escort		
Double Arm Escort		
Double Person Escort		
Help Hug		
Seated Beanbag		
Any Medical Conditions to be taken into account before physical intervention:		
None Known		
Debrief factors (recording of incidents/informing others):		
All incidents recorded on CPOMS (on the same day) – ‘Physical Intervention’ tab		
Head Teacher/SLT: Date:		
Parents/Carers:		Date:

Appendix 5

Phased Reintegration Plan Template

Phased Reintegration Plan Agreement

between School & Parent / Carer & SENART / Virtual School / Social Worker if applicable

Updated Sept 2024

Pupil Name						DOB	
School						Year Group	
Pupil Status (Please highlight or tick)	CiC (LAC)	CP	CiN	Targeted Early Help	None	SEN Support Y/N	EHCP Y/N

Reasons for using a phased reintegration plan are:

1		Start Date of Plan MUST BE SPECIFIC	Day/date/year
2		End Date of Plan MUST BE SPECIFIC	Day/date/year
3		Number of weeks =	
		Time/Hours in school (average per week) =	

Plan Checklist: Please ensure that ALL the following are in place & tick:

The phased reintegration satisfies all the following criteria (please ✓)			
1	Has been discussed with the pupil and parent / carer	6	Complies with Health & Safety when pupil not in school
2	Has a clear start and end date	7	Provides appropriate work that is marked
3	Is for a limited time and no longer than is necessary	8	Has clear achievable targets
4	Is part of a reintegration strategy	9	Has SENART or Social Worker & Virtual School approval if pupil has EHC Plan or PEP (as appropriate)
5	Is in conjunction with multi-agency assessments, PSP, MSP or OPP	10	Pupil marked as C2 in the register when at home

CONSENT AND AGREEMENT STATEMENT: SENIOR MEMBER OF SCHOOL STAFF - I can confirm that all the above criteria have been put in place by the school:

Signed:		Name:	
Date:		Position in school:	

PARENT - I consent to my child being placed on a phased reintegration plan and agree that all the above has been put in place by the school:

Signed:		Name:		Date:	
Phased Reintegration Plan Agreement sent to Local Authority:				Date:	

Phased Reintegration Plan and suspensions from school - a pupil on a phased reintegration plan who is suspended from school, should have the number of sessions (AM or PM) counted, not the number of 'full' days, where one AM session is counted as 0.5 days suspension, so a pupil attending school mornings only (or part thereof), 5 days a week who receives a 5-day suspension would actually have this counted on their record as a 2.5 day suspension. All legal advice for PhasedR Plans given by Wakefield LA Legal Adviser.

Reintegration Timetable

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Week commencing ...	e.g. 8:30 - 12				

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Week commencing ...	e.g. 8:30 - 12				

Review of plan:	
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