



Behaviour Relationships and Belonging policy.

Fairview Community Primary School

Reviewed: February 2025
Review Due: February 2026

1. Rationale

We believe that the most effective learning and teaching takes place in a well-managed environment: one that is calm, happy, caring, secure and safe for the whole school community. Therefore, it is the primary aim of our school that all pupils will develop the ability to self-regulate their actions and we, as a school, will support and develop their intrinsic self-worth and motivation. In addition, we aim for every member of the school community to feel valued and respected, and to be treated fairly and well.

Teachers have the responsibility to teach all pupils and equally all pupils have the right to learn and no pupil has the right to disrupt the learning of others. Our behaviour policy focuses upon accentuating positive behaviour which we believe supports learning. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves.

This policy was written after consultation with staff, parents and pupils during Spring 2025. It was reviewed May 2023 after consultation with staff and parents.

2. Aims and vision

- To create and maintain a secure, nurturing environment, which enables each member of our school community to develop to their full potential.
- 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
- To foster positive and caring attitudes towards everyone, with mutual respect between members of the school community.
- To acknowledge and praise individual achievement and encourage independence, self-regulation and intrinsic motivation in all learners.
- To consistently use positive strategies and clear boundaries in order to promote the school values and behaviour for learning across the school.
- To ensure all staff members take responsibility for the behaviour within our school community and model the expected behaviour at all times. 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

This policy serves to outline the expectations of all members of the school community in order to ensure that every child will succeed.

3. Links to other policies

The behaviour for learning policy links to

Anti bullying policy

Attendance policy

Whole school safeguarding policy

EYFS policy

Online safety policy

SEND policy

PSHE/RSE policy

Suspensions and exclusions policy

Governor's statement of behaviour principles

Year5/6 mobile phone guidance and consent

4. Purpose

The purpose of this policy is to provide simple, practical procedures for staff, parents and pupils that:

- Promote our school values of;
 - Collaboration
 - Perseverance
 - Responsibility
 - Respect
 - Honesty
 - Kindness
- Positively reinforce behavioural expectations.
- Teach appropriate behaviour through positive interactions
- Show consistency in the language and behaviour expectations, including challenging all behaviour that does not meet expectations.
- Model positive behaviours and build relationships.
- Link to Zones of Regulation to support pupils in managing their own emotions and behaviour.

5. Safeguarding Fairview Learners

At Fairview we take our responsibility of safeguarding and promoting the welfare of all pupils very seriously and we expect all staff and volunteers to share this commitment; our Behaviour for Learning Policy supports our statutory duty to safeguard and promote the welfare of all children.

This policy has been developed in line with Department for Education publications:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

5. Definitions

Misbehaviour is defined as:

Low-level misbehaviours

- Disruption in lessons, in corridors or at break and lunchtimes.
- Not completing reasonable amount of learning in a set time due to behaviour
- Creating a disturbance, e.g. trying to distract other pupils from their work, kicking a pupil under the table, leaving their seat etc
- Deterioration of behaviour, not listening
- Poor attitude.

Medium level misbehaviours

- Deliberately hurting someone
- Damaging school /other child's property
- Leaving class without permission repeatedly
- Escalation of low level misbehaviours
- Persistent or rudeness/refusal of instructions/ challenge to adults e.g. answering back
- Lying or refusing to take responsibility for actions
- Using their mobile phone on school property

High Level misbehaviours

- Use of discriminatory language (e.g. racist, homophobic)
- Bullying (also see anti-bullying policy)
- Aggressive response/ challenge to authority including swearing
- Any sexual harassment/Violence (sexualised comments, unwanted sexual conduct, sexual assault, online sexual harassment.)
- Any behaviour which is creating a health and safety risk to self and/or others (e.g. throwing objects/ furniture)
- Fighting and intentional physical harm to other children
- physical abuse to any staff
- Intentional serious vandalism
- Theft
- Smoking or vaping

6. Bullying – further information can be found in the Anti-bullying policy.

We have defined bullying as *'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'*

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

➤ Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher or senior member of staff and recorded on the school CPOMS system.

- In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate
- If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek a resolution with the perpetrator(s) and victim(s) together, if appropriate. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable
- All bullying incidents must be recorded and parents of both parties should be informed
- Staff should monitor the situation and the behaviour between the parties implementing any agreed strategies
- If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved

•Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support (for both victim and perpetrator) and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

7. Roles and Responsibilities

Behaviour is the responsibility of everyone at Fairview school, all staff, parents and pupils.

<p>Pupils will:</p> <ul style="list-style-type: none"> •Follow school expectations regarding the behaviour they should be showing at school •Understand and demonstrate our school values •Behave well when travelling to and from school and on school trips •Recognise that the school is part of the wider community •Take responsibility for their own actions •Respect difference and individuality •Ask questions to further knowledge and curiosity •Respect both children and adults within the school. •Respect all property in the school •Move around the school in a safe and appropriate manner •Understand and follow the home school agreement 	<p>Parents and carers will:</p> <ul style="list-style-type: none"> •Get to know the school's behaviour policy and reinforce this at home where appropriate. •Be a positive role-model for their children •Ensure their child arrives at school on time •Ensure that their child is wearing the correct school uniform and has the appropriate equipment •Ensure that their child has had something to eat and drink before school •Attend any scheduled meetings regarding their child •Work with the school to share concerns and resolve issues •Inform the school of anything that that could affect their child's learning / behaviour. •Explain the home school agreement to children and work alongside us as a school.
<p>All staff will:</p> <ul style="list-style-type: none"> •Create a calm, safe environment with clear boundaries for acceptable behaviour. •Treat pupils as individuals, get to know pupils and respect them • Be positive role models • Meet and greet pupils at the beginning of the day • Develop positive relationships with every child • Plan lessons that engage, challenge and meet the needs of all learners • Maintain a consistent calm attitude to managing challenging behaviour at all levels. • Be calm and give 'take up time' when going through the steps. • Be consistent and follow up every time, retaining ownership and engaging in reflective dialogue with pupils. •Engage positively with parents / carers • Be alert to signs of bullying/ harassment and report this to a member of SLT •Upload all behavioural incidents to CPOMS 	<p>Playground Supervisors will:</p> <ul style="list-style-type: none"> •Understand the needs of pupils and build positive relationships. • Understand and implement the behaviour steps consistently for all pupils. • Keep pupils with specific needs in view and supervise all areas •Intervene quickly and calmly •Share information with class teachers •Promote positive and appropriate play skills •Support pupils to resolve disagreements •Log all behavioural incidents on CPOMS

<p>Head Teachers will:</p> <ul style="list-style-type: none"> • Give due consideration to the school's statement of behaviour principles • Ensure that the school environment encourages positive behaviour. • Ensure that the policy is implemented by staff consistently with all pupils • Delegate the induction of new staff to ensure they are aware of the school's behaviour culture. • Ensure this policy is implemented in line with the school's safeguarding policy to offer sanctions and support where necessary 	<p>Senior Leaders will:</p> <ul style="list-style-type: none"> • Ensure the school environment encourages positive behaviour. • Meet and greet pupils and parents at the beginning of the day • Stand alongside colleagues to support, guide, and model showing consistency in using behaviour steps. • Celebrate staff, leaders and learners who go above and beyond expectations. Lead celebration assemblies and make positive phone calls home • Ensure that medium or high-level incidents are recorded and reported on CPOMS and use CPOMS data to target and assess school wide behaviour policy and practice • Visit classes to provide support and suggestions for managing behaviour • Manage medium and high level behaviour incidents in line with the behaviour steps and contact parents.
<p>Inclusion/Pastoral Team will:</p> <ul style="list-style-type: none"> • Liaise with external agencies for referring pupils who display continuous disruptive behaviour • Put in place appropriate provision for SEND pupils • Use data to target and assess provision for pupils who fall beyond the range of the policy • Work alongside teachers, parents and pupils in the behaviour management of individuals with Special Educational Needs and Disabilities (SEND) or those 	<p>The Local Governing Body will:</p> <ul style="list-style-type: none"> • Review and approve the written statement of behaviour principles. • Review and approve the behaviour for learning policy • Review the implementation and effectiveness of the behaviour for learning policy • Be contacted in the event of any exclusion. • Hold the Headteacher to account for this policies' implementation.

with more complex behaviours through SEND/pastoral team.	
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8. Parents as Partners

Parents have a vital role in promoting good behaviour in our school and so effective home-school liaison is important. At Fairview we give high priority to clear communication within the school and to a positive partnership with parents since these are crucial to maintaining high standards of behaviour. All pupils and parents are asked to read our home school agreement at the start of each academic year. Year 5 and 6 are asked to sign a mobile phone contract for those pupils walking to school and bringing a device with them. No mobile phones should be used on school property. These should be turned off on arrival to school, handed to classroom staff to be locked away during the school day and only turned back on once the pupil has exited the school gate.

Where the behaviour of a pupil is giving cause for concern it is important that all those working with the pupil in the school are aware of those concerns, and of the steps which are being taken in response. The class teacher has initial responsibility for the pupil's welfare. Early concerns should be communicated to parents via a telephone call to discuss the situation. We will do all we can to avoid speaking to parents publicly about behaviour either on the playground or at the classroom door during drop off and collection.

9. The school's behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Follow our school values of; Collaboration, Perseverance, Responsibility, Respect, Honesty and Kindness.
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Not use their mobile phone on school premises
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

In order to support pupils in understanding appropriate behaviour and conduct we;

- Explicitly teach our school values in weekly assemblies.
- Recognise and reward pupils demonstrating our school values with celebration certificates.
- Follow the Jigsaw curriculum for PHSE which supports pupils in understanding their behaviour and the behaviour of others.
- Follow Zones of Regulation school where pupils are taught language related to their own emotions, are taught how to recognise these, name and describe these and strategies to support themselves.
- Apply this teaching school wide with consistent language from all school professionals.
- Share language and teaching related to emotions with parents to enable them to use the same terminology at home.

- Support incoming pupils to know and understand the behaviour process, the behaviour steps, school values and wider school culture.
- Support all pupils to transition to their new classes and teachers through meet and greet sessions, shuffle up sessions teacher to teacher meetings where academic and behavioural information can be shared.

10. Developing a positive learning environment

Teachers will:

- Create a Class Contract at the start of the year, display this in a prominent place in the classroom and regularly refer to this with the pupils. This contract will use our school values.
- Display our school values and discuss what these looks like in our classroom.
- Talk to pupils about our step by step behaviour system so that they are aware of our rewards and consequences.
- Use explicit positive reinforcement e.g. 'Thank you Fred for showing good listening'
- Organise classroom resources well ensuring they are easily accessible, clearly labelled and that pupils understand how and when to access them.
- Use visual timetables in all classes and communicate clearly to reduce anxiety.
- Create personalised plans, in consultation with the SENCO, to support pupils where needed
- Ensure that pupils have additional resources that they need to support their learning such as wobble cushions, fiddle toys, noise-cancelling headphones etc in consultation with the SENCO
- Provide individual workstations for pupils where advised
- Use language that clearly distinguishes between the behaviour and the pupil e.g. "I am disappointed with that behaviour/the choice you have made" rather than "I am disappointed with *you*."
- Review all external agency reports and communicate with parents and other adults to ensure that you understand the pupil's needs well and can anticipate possible triggers
- Use Team Teach strategies to de-escalate any undesirable behaviour
- Deploy Teaching Assistants effectively to encourage and support pupils, ensuring that they are aware of agreed strategies to support individuals.

11. Positive Rewards Recognising achievements.

At Fairview we foster a positive behaviour approach. Rewards are used in all classes. All Fairview pupils will be aware of how they can gain recognition for good effort and positive behaviour.

- We recognise and reward learners each week through our celebration certificate.
- We recognise children for showing and demonstrating our school values consistently with a certificate to match each value (aim for each child to achieve each value each year)
- Recognition to those who go "above and beyond" the expected behaviour standards whereby that a quiet word of personal praise can be as effective as a larger, more public reward.
- We use a house point system whereby the house with the most points will be rewarded with a non-uniform day.

All children are allocated a house on admission to the school. They use these houses for P.E activities and for positive behaviour rewards within the classroom.

All classes use the Dojo points system. These points will only be awarded positively and not removed or reduced under any circumstances. If a child shows negative behaviour then the system of sanctions will be used. House points can be awarded for a variety of reasons these can be academic, for pupil's conduct and their relationships with others. They can also be awarded for sports related activities. A single point should be awarded at a time. See appendix 5.

Classes can use additional whole class reward systems in addition to the house points such as marbles in a jar, stickers, additional playtimes or motivators for their particular cohort. These should work to foster the value of collaboration and only be used in a positive capacity and not removed from children/groups.

12. Managing Behaviour

In order to establish and promote positive behaviour there are three broad approaches to take;

1. Being **proactive** in building relationships,
2. Being **reactive** to all behaviours in your classroom,
3. **Implementation** – responding consistently to undesirable behaviours.

1. **Proactive** approaches include the following:

- Get to know and understand your pupils and their interests
- Build positive relationships with all pupils.
- Explicitly teach learning behaviours alongside managing misbehaviour
- Use classroom management strategies to support good classroom behaviour (see appendix one for positive behaviour rewards)

2. **Reactive** approaches include the following:

- Use simple approaches as part of your regular routine Praising positive behaviour
RIP and PIP. Reprimand in private (from step 1 onwards) and praise in public.
- Use targeted approaches to meet the needs of individuals

3. **Implementation** would include the following:

- Consistency is key - Know and understand your pupils and their influences and possible triggers – this will inform responses to behaviour.
- Effective communication between key adults is vital
- Explicitly teach good learning behaviours alongside managing behaviour where necessary.
- Consistently use the behaviour steps to manage misbehaviour.
- Remember the principles of RIP and PIP

13. Step by step behaviour consequences.

At Fairview we use a step by step approach to manage behaviour incidents. These are discussed with pupils and the flow chart referred to when teaching learning behaviours and managing undesirable behaviours.

Use classroom management strategies to support good classroom behaviour

“Every minute a learner is out of the classroom is a minute where they are not learning.”

These strategies will support the needs of most pupils in the school and should be followed when dealing with inappropriate behaviour. A minority of students however will need a more tailored approach which may require reflection and adapting to the situation; and what works for one teacher might not work for another with the same pupil: it may take a while to find the right strategy and it may help to ask a range of colleagues about their approaches or gain support from the inclusion/ pastoral team.

A member of SLT is always available to support with behaviour at lunchtime.

When using these strategies remember RIP – Reprimand in private and PIP praise in public.

Step	Behaviour level	Consequence	Staff involved	Outcome
1	low	Give a reminder about expectations – redirect the pupil to the values/class charter.	All adults	RIP – a quiet word rather than all eyes on the pupils to de-escalate the situation. Allow 'take up time' by the pupil
2	low	A warning and a minute of positive interaction, ensure pupil understands task/expectation.	All adults	RIP – with more emphasis redirect pupil. This should be followed by a minute of positive interaction with the pupil to redirect.
3	low	Move the pupil within the room and 5 minutes after the lesson for a restorative conversation.	All adults	RIP – Moving the pupil from their space, table, activity to another area of the classroom to work. Pupil to miss 5 minutes after the lesson to discuss/hold restorative conversations
If these low level behaviours occur more than 3 times during a week parents need to be informed of your early concerns via a phone call home.				
4	Low/medium	Remove the pupil to a quiet space or to a partner classroom 10 minutes max. If during breaktime/lunchtime pupil to stand with adults. Parents to be telephoned	Teacher/TA	When speaking use simple direct commands. Allows the child take up time. Allows time for reflection and self-regulation. Pupil to miss 10 minutes from breaktime or lunchtime. Provides the opportunity to re-set, return and the principle of a clean slate is applied.
5	medium	Pupil to spend a lesson with AHT. If during break/lunch time direct to member of SLT on duty. Parents to be telephoned	Teacher/TA. Playleaders to use member of SLT on duty.	When speaking use simple direct commands. Use Team teach principles of de-escalation Allows the pupil a space to calm and self regulate. Gives pupil take up time to complete their work. Pupil to miss 15 minutes from breaktime or 30 minutes from lunchtime with SLT.
6	high	Pupil to spend time with DHT/HT If during lunchtime bring straight to HT office or radio for support.	Teacher with AHT	Pupil will be given time to calm down. Detention including time from break and lunch. Use Team teach principles of de-escalation Conversations held when the pupil is ready to engage. Parents will be phoned and further meetings planned Work will be sent home

				Inclusion team will begin to monitor and discuss personal behaviour plans.
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Low-level behaviours will be managed by individual class teachers. Medium level behaviours including work refusal, rudeness and intentionally hurting pupils will need to be supported by an AHT and recorded on CPOMS. Parents will be contacted.

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school which may include parental meetings, emotional wellbeing support or personalised behaviour support plans.

14.Suspensions and Exclusions

All pupils and parents will be made aware that verbal abuse, physical abuse, sexual abuse and threatening behaviour which not only compromises their own personal health and safety and learning but also the health and safety and learning of others in our school is not acceptable. This type of behaviour may result in a suspension or permanent exclusion from school.

A pupil who makes a malicious accusation against school staff may be permanently excluded. Any external exclusions are reported to the Chair of the Governing Body and Medway Council.

Following a suspension, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A behaviour plan with personalised behaviour goals

15.Use of Reasonable Force

All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). The Department for Education makes it clear that schools do not require parental consent to use reasonable force on a pupil. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances. Our overarching mantra is always **“What would I want for my child?”**

At Fairview, we use the term ‘positive handling’ which includes de-escalation techniques as well as Restrictive Physical Intervention (RPI).

Restrictive Physical Intervention (RPI) definition:

“Restrictive Physical Intervention” is the term used to describe interventions where bodily contact using force is used to control or manage a child’s behaviour. It refers to any instance in which a teacher or other adult authorised by the Head Teacher has to use “reasonable force” to control or restrain pupils in circumstances that meet legally defined criteria below:

- prevent a pupil from hurting themselves or others, from damaging property, or from causing disorder
- prevent a pupil from hurting a member of staff or another pupil, or to stop a fight.
- prevent a pupil leaving the classroom where by allowing them to leave would risk their safety or lead to behaviour that puts others at risk; and
- prevent a pupil behaving in a way that disrupts a school event or an educational visit.

This list is not exhaustive, but provides some examples of situations where RPI may be used as detailed in the Department for Education Guidelines ‘Use of reasonable force: Advice for headteachers, staff and governing bodies’ (July 2013).

What does it mean to restrain a child?

The decision to use RPI must take account of the circumstances and be based on an assessment of the risks associated with the intervention compared with the risks of not employing a restrictive intervention. The physical intervention must also only employ a reasonable amount of force – that is the minimum force needed to avert injury or damage to property, or to prevent a breakdown in discipline – applied for the shortest period of time.

We are committed to:

- Protecting every person in our school community from harm
- Protecting all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful. We will not use force as a punishment
- Providing information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations
- Using the minimum degree of force necessary for the shortest amount of time
- Preserving the dignity and respect of all pupils and reducing distress
- Maintaining accurate records of incidents where RPI has been used and record as a 'Team Teach Incident' on CPOMS
- Although most pupils at Fairview will never require any form of RPI, there are some circumstances in which the use of RPI may be needed in order to keep people safe and therefore it may be necessary to carry out individual pupil risk assessments.

Please refer to Appendix for a sample copy of an Individual Pupil Risk Assessment.

16. Confiscation and searching

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil's possession that could be harmful or detrimental to school discipline, including mobile phones and wearable technology will be confiscated. These items will be returned to parents/carers after discussion with senior leaders if appropriate.

Searching a pupil

Searches of pupil's bags, trays or pockets of outer clothing 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. Any searches will be carried out with two members of staff present.

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing). These would only ever be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

17. Sexual Harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

It can happen online and offline. It can include:

- Sexual comments, such as sexual stories, lewd comments, sexualised name-calling or sexual remarks about clothes and appearance
- Sexual 'jokes' or taunting
- Physical behaviour, such as deliberately brushing against someone or interfering with their clothes (note: this can sometimes cross a line into sexual violence), or displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (note: taking and sharing nude photographs of under-18s is a criminal offence)
 - Online Sexualised bullying

The school's response will be proportionate, considered, supportive, decided on a case-by-case basis.

18. Responding to mis-behaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may range from individual behaviour plans, planned movement breaks, adjusted seating positions, regulation spaces, staff training in the needs of pupils with specific requirements.

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND

19. Diversity and Equity

Black pupils are disproportionately affected by fixed-term exclusions in England - by three times as many in some places, data shows. Pupils with black ethnicity have higher temporary exclusion rates in two-thirds of local authority areas. Schools have a statutory duty not to discriminate against pupils over race.

Fairview is committed to challenging bias and promoting equity and positive outcomes:

- We will challenge language related to ethnic stereotypes such as 'aggressive', 'intimidating', 'feisty' when describing behaviours of specific ethnic groups.

- Monitor the frequency of behaviour incidents inputted in CPOMS in relation to children's ethnicity.
- Carry out specific training to support teachers to identify and challenge unconscious bias through the Global Equality Collective.

20. Training

Behaviour and relationships training forms part of continuing professional development

- Induction procedures include the implementation of this policy
- Identified members of staff have undertaken accredited positive handling training which looks at the theory behind behaviour as well de-escalation strategies which includes the use of guides, escorts and restraint
- Staff have been trained on de-escalation techniques and trauma informed practice.
- Staff have been trained on Zones or Regulation

21. Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed. At each review, the policy will be approved by the Chair.

Incidents of behaviour will be monitored regularly including behavioural patterns, attendance, incidents of positive handling and suspensions. The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

Policy agreed by Full Governing Body: February 2025

Reviewed Annually.

Appendix 1: Written statement of behaviour principles

Governor's Statement of Behaviour Principles

The Education and Inspections Act 2006, DFE document Behaviour and Discipline in Schools: guide for Governing Bodies (September 2015) and Behaviour in Schools Advice for headteachers and school staff February 2024 requires the governing body to make and frequently review a written statement of general behavioural principles to guide the headteacher in determining measures to promote good behaviour.

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body) and the Equality Act 2010.

The purpose of this statement is to provide guidance for the headteacher in drawing up the Behaviour, Relationship and Belonging Policy so that it reflects the shared aspirations and beliefs of governors, staff, parents and carers for the children in the school, as well as taking full account of law and guidance on behaviour matters. Staff should be confident that they have the governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of staff to follow the school's behaviour, relationship and belonging Policy which has been developed, taking account of these principles.

The Behaviour Relationship and Belonging Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Our Behaviour Principles

Reflect our school values, our commitment to the United Nations Convention on the Rights of the Child and our curriculum drivers.

- At Fairview Community Primary School every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- Fairview is an inclusive school. All pupils, staff and visitors should be free from discrimination, harassment, victimisation of any sort.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
- Children should be encouraged and supported to be accountable for their actions and the potential impact on themselves and others
- Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible. All consequences should be applied fairly and consistently.
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
- The school will work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- Exclusion from school is a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority.
- The governing board also emphasises that violence or threatening behaviour will not be tolerated under any circumstance

Appendix 2.

Health and Safety Risk Assessment – *Student with challenging behaviours (SEMH needs)*

Academy / School		Student Name	
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Site		Location	
Subject of Assessment	Providing support for child with special educational needs who display challenging behaviour which is considered serious enough to warrant a specific student behaviour risk assessment.		
Assessed by		Date	Review date
Details of student behaviour			Persons Affected <i>(Who may be harmed)</i>
			Teaching Assistant who works most closely with the child; Pupil that the TA supports; Other pupils and staff

Hazards and Risks		Existing Control Measures	Risk Level <i>(Very High, High, Medium, Low)</i>	Further Actions <i>✓/X (If ✓ See Actions)</i>
1.	Physical aggression towards other students	<ul style="list-style-type: none"> ☐ Student staff ratios are suitable including a TA who prevents harm to other children ☐ The student is removed from the general school population during playtimes to prevent a reoccurrence of physical aggression towards others 		
2.	Physical aggression towards staff	<ul style="list-style-type: none"> ☐ The TA is experienced and receives regular training and updates in core skills including behaviour management, restraint techniques, emergency procedures etc. 		

3.	Student disrupts class activities including throwing furniture	<p>☐ The student is supervised on a one to one basis The student is removed from the class if required</p> <p>☐ The student's parents have been consulted to implement a suitable care plan</p>		
4.	Student prevents other students from leaving the classroom	<p>☐ Suitable supervision and assistance is in place to prevent this from being an issue</p>		
5.	Student activates the fire alarm resulting in regular whole school evacuation	<p>☐ The fire alarm call points is specific areas have been protected by a local alarm system to prevent whole school activation (a local "Screech" alarm sounds when the protective cover is lifted</p> <p>☐ Staff are trained to react to the local alarm to prevent the student from fully operating the system</p> <p>☐ The student is supervised on a one to one basis where practical to prevent such issues</p> <p>☐ Staff are trained to fully evacuate the buildings if the full alarm is activated, even if they believe there has been a malicious activation</p>		

ACTION PLAN		
(Additional Control Measures Required/Recommended Actions)		
Hazards and Risks		Recommended Actions

Appendix 3. Behaviour steps detailed chart.

Behaviour steps .

At Fairview Primary School we expect that you follow our school values. And you show respect, responsibility, kindness, perseverance, collaboration and honesty.

If your behaviour hurts or disrupts others you will.

1

Step 1. You will receive a reminder about what you should be doing. This means that the behaviour you are showing is not acceptable. This is a chance for you to change your behaviour.

2

Step 2. You will receive a warning. This means your behaviour isn't acceptable and you haven't made a change. The adult will make sure you understand your task and the expectations.

3

Step 3. You will be moved from an activity or to another place in your classroom. You have chosen not to change your behaviour and will miss 5 minutes of break or lunch. Your teacher will inform your parents at the end of the day.

4

Step 4. You will be moved to a partner classroom for 10 minutes. You will need to complete your work and will miss 10 minutes from break or lunch. Your parents will be phoned.

5

Step 5. I will spend a lesson away from my class with an assistant Head Teacher. I will need to lose my break or lunchtime and my parents will be phoned. I will need to finish any work at home.

6

Step 6. I will be sent to the HT's office and my parents will be called. I will need to stay there to calm down and any work I don't finish I will take home.

Appendix 4. Behaviour steps chart.

Behaviour steps .

At Fairview Primary School we expect that you follow our school values. And you show respect, responsibility, kindness, perseverance, collaboration and honesty.

If your behaviour hurts or disrupts others you will.

Step 6 HT office

Step 5 Time out with an AHT

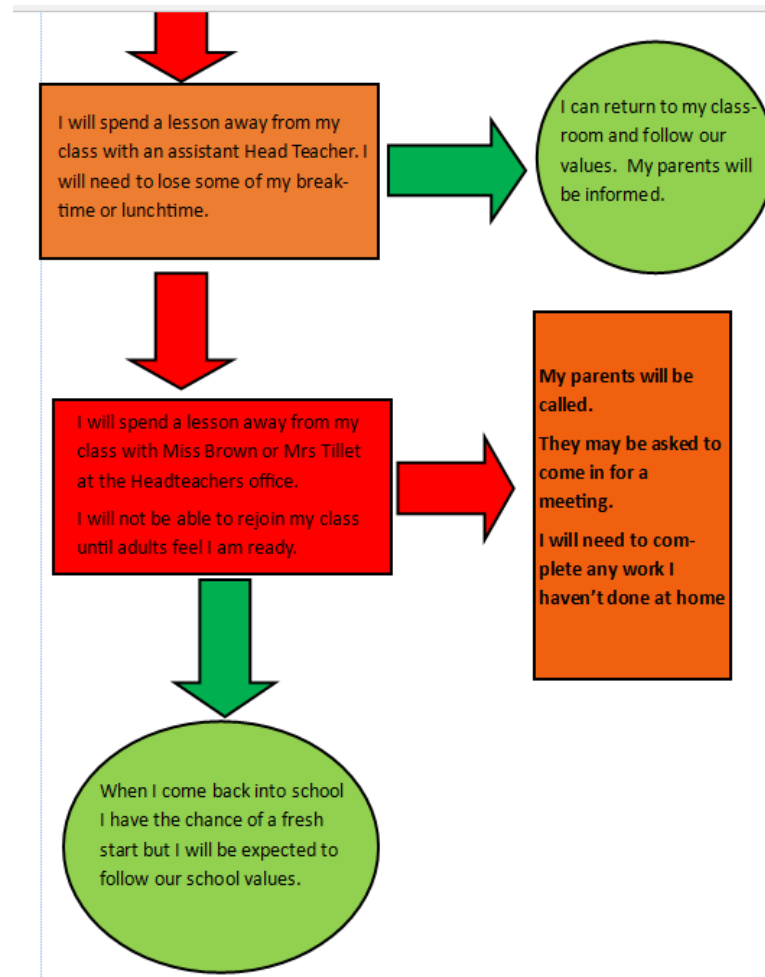
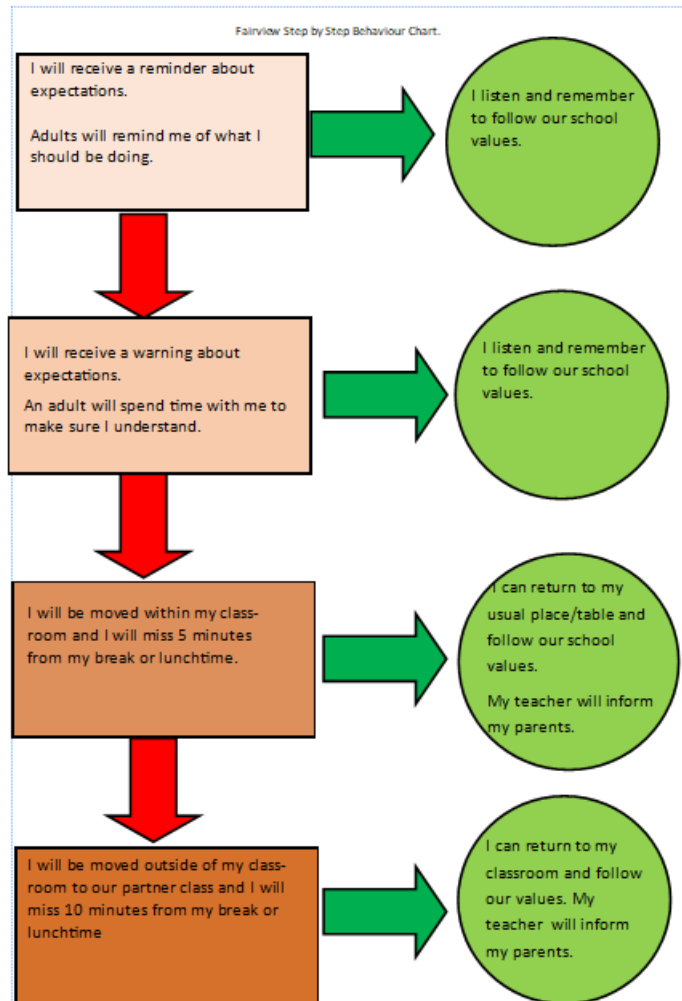
Step 4 Move to a partner Class

Step 3 Move within my classroom

Step 2 Warning

Step 1 Reminder

Appendix 5. Behaviour flow chart.



Appendix 6

Award of house points. House points are awarded singularly but they should be awarded consistently by all adults across the school to recognise positive behaviour.

Below are some examples of behaviours which merit an award of a house point. This list is not exhaustive and there may be additional reasons where pupils have gone above and beyond and should be recognised.

Completing a piece of work to an exceptional standard	Completing home learning to a high standard
Demonstrating a school value	Reading regularly at home
Demonstrating courteous and polite manners	Competing in a sports event representing the school
Behaving with the highest conduct	Helping a teacher or a peer
Answering a question within class	Setting a good example or being a role model for others
Pushing themselves in their learning	