Behaviour Policy

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1. Aims

The Partnership Trust's (TPT) ambition is to create high-standards of behaviour through a calm, safe, and supportive environment that ensures every pupil can learn.

At Farmborough Church Primary School, we are committed to creating a positive, safe, and inclusive learning environment where every pupil can thrive and reach their full potential.

This Behaviour Policy supports our ambition of high standards, with a shared responsibility for behaviour across our school community. It should ensure that the use of rewards and sanctions are consistent and proportionate and that pupils who require additional support with their behaviour (for any reason) receive timely and proactive support.

2. Our Trust and School Values

Working together, Valuing everyone, Learning for life

"I am with you… I will strengthen you and help you." Isaiah 41:10

At Farmborough Church Primary School, our Christian Values guide all that we do. These values are taught, modelled, and embedded into school life. They include:

- **Compassion**
- **Courage**
- **Forgiveness**
- **Friendship**
- **Generosity**
- **Justice**
- **Perseverance**
- **Respect**
- **Service**
- **Thankfulness**
- **Trust**
- **Truthfulness**

These values are central to our approach to behaviour and help develop our pupils into responsible, caring and successful individuals.

3. Framework

Our Trust is committed to ensuring that all schools operative behaviour systems that are legally compliant, fair, inclusive and rooted in current best practise. Our approach to behaviour, discipline and safeguarding is based upon the latest legislation and DfE guidance:

- Behaviour in Schools (DfE, 2024)
- Suspension and permanent exclusion (DfE 2024)
- Searching, Screening and Confiscation (DfE, 2022)
- Restrictive interventions, including use of reasonable force, in schools (DfE 2026)
- Equality Act (2010)
- Keeping Pupils Safe in Education (DfE 2025)
- SEND Code of Practice (2015)

4. Roles and Responsibilities

Trustees and Governors

- Monitor the effectiveness of this policy at the school through visits, school data and reports

Headteacher and Senior Leaders

- Ensure the policy is understood by all staff and implemented consistently
- Ensure behaviour incidents are recorded and reported as required to relevant others
- Ensure regular behaviour incident monitoring and analysis
- Ensure all Leaders model high expectations and effective practise and offer additional support to staff if required to implement this policy
- Ensure Senior Leaders, SENCOs or other staff promptly seek advice and support as and when required
- Work in partnership with parents and other professionals around individual pupils and behaviour

Staff Team

- Model the school's values and offer proactive support
- Recognise behaviour as communication
- Aim for calm and consistent adult behaviour
- Consistently apply the Behaviour Policy and any Individual Behaviour Plans (IBP)
- Understand the impact of their responses in situations
- Use fair and consistent vocabulary when describing a pupil's behaviour
- Use consistent language and non-verbal signals to support positive behaviour
- Use positive reinforcement to encourage desired behaviours
- Use de-escalation strategies and restorative conversations where needed
- Use co-regulation approaches when needed
- Record agreed behaviour incidents (see Section 12) or concerns using the agreed school systems (CPOMS)
- Seek support when required
- Engage with continuous professional development (including training, coaching and supervision) around meeting need and behaviour

Parents

- Support the school's Behaviour Policy
- Communicate with staff
- Work in partnership with school staff and other professionals to support their child's education

Pupils

Pupils are expected to:

- Be **ready** to learn
- Be **respectful** to all members of the school community
- Keep themselves and others **safe**
- Not bring any banned items onto site

Our Golden Rules:

As a Church School, we base our rules on Christian teaching. We take responsibility for our own actions, recognising that when we make mistakes, we can start again.

- We treat other people in a way that we would like to be treated.
- We help each and every person to feel welcome and included.
- We show respect by listening with our full attention.
- We do our very best.

Our Safety Rules:

- Walk quietly around the school.
- Hold doors open for others.
- Tuck chairs under desks.
- Put bags and coats on pegs.
- Play sensibly and considerately.
- Use play equipment for its purpose.
- Wash hands after going to the toilet and before eating food.
- Do not touch or consume berries, fruit, nuts or mushrooms that might be found in Forest School or other areas of the grounds.
- No mobile phones or smart devices (with cameras or the internet).

4. Our School's Approach to Behaviour

Our approach to behaviour is:

- **Proactive**: We teach and reinforce expected behaviours.
- **Positive**: We focus on recognising and rewarding the right behaviours.
- **Restorative**: We resolve issues respectfully and learn from mistakes.
- **Inclusive**: We support individual needs while maintaining expectations for all.

We adopt a trauma informed approach. This does not mean a move away from firm boundaries and appropriate sanctions. All pupils benefit from an approach where expectations and rules are made clear to them. A trauma informed approach does however mean that these boundaries are enforced taking into consideration the contextual situation of each pupil and their individual needs.

5. Behaviour Curriculum and School Routines

Through our Golden Rules, pupils are explicitly taught our high expectations for positive behaviour and why we have these and how they benefit each child and also the wider community. Our routines ensure a focus on these positive behaviours, including:

- Greet others politely
- Walking calmly and safely in corridors
- Using respectful vocabulary at all times
- Listening when others are speaking
- Lining up quietly and promptly
- Taking responsibility for their belongings and school equipment
- Gem Powers for positive attitudes to learning (see Appendix 10)
- Class Rules agreed each year in every class
- 'Ready to Learn' Behaviour Steps (see Appendix 11)

Visual prompts and posters are displayed in every classroom to reinforce these expectations.

See Example in Appendix 1

6. Recognition and Rewards

We celebrate and reward positive behaviour in various ways and recognise that individual pupils have different needs and require different responses. Examples include:

- First attention to best positive conduct
- Verbal praise and encouragement
- Visits to other (important adults) to share successes e.g. Headteacher Award
- Stickers and certificates
- House/ Class points
- Class rewards
- Special responsibilities (e.g. Sports Leaders or School Council)
- Gem Power Recognition Boards e.g. see Appendix 10
- Recognition in celebration assemblies
- Awards – Celebration Leaves, Handwriting, Doodle Maths, Always Award, Reading Rewards
- Messages or calls to parents
- Task and reward

Striking the right balance between rewarding pupils with consistently positive behaviours and those achieving improvements is important to achieve high-standards of behaviour.

7. Responses & Sanctions

Staff will see every incident as a potential 'teachable moment'. For most behaviour concerns, all adults will use the following responses (with reasonable adjustments if required), usually, but not always, in this order as the behaviour escalates:

Within a session:

a. Verbal warning: given by any adult explain clearly the misbehaviour (which may include the expectation of 'Do it Right; Do it Again'
b. Move the pupil to another area: within class / hall or playground / field
c. Time Away: the pupil is moved to another classroom or asked to go inside for a specific short period e.g. 10 minutes. Any missed learning to be 'given back' at the very next opportunity (break or lunch play). Parents are informed.
d. Sanction or a 'repair' activity (for example, writing a letter of apology or school-based community service).
e. Sent to Headteacher and a parent meeting arranged.

Some pupils have difficulty regulating their emotions. In these instances when pupils experience strong emotions, staff will support them by **co-regulating** (calm-sharing with a focus on security and trust). The aim is to address the emotions 'behind' behaviours rather than just correcting the behaviour. We co-regulate rather than expect pupils to control strong emotions alone.

All adults will use consistent responses, some examples are below:

Level of Behaviour	**Examples of Behaviours**	**Possible Responses**	**Tiers of Support** (see Section 9)
Low-Level	Calling out, ignoring instructions, distracting others	Warning, redirection, move pupil	Tier 1

Level of Behaviour	Examples of Behaviours	Possible Responses	Tiers of Support (see Section 9)
Escalating	Repeated low-level behaviours, unkind behaviours, refusal to work, minor damage, in-school absence, rudeness to adults	Time Away, restorative conversation, repair activity, **inform parent**, Individual Behaviour (IBP) and a parent meeting for repeated occurrences	Tier 2
Serious	Physical aggression, child-on-child abuse including bullying, racism or other discriminatory behaviours, harmful sexualised behaviour, serious defiance or repeated in-school absence	Leadership involvement, regular **parent meetings**, removal, suspension, off-site direction or safeguarding procedures	Tiers 3 or 4

Examples of Sanctions

1. Repaying lost learning time during playtimes (detention)
2. Repeating tasks until they meet the expected standard for the pupil
3. School-based community service (eg: litter-picking or supporting other pupils)
4. Repair activity (tidying up, letter of apology)
5. Loss of privileges (including: restricted access to playgrounds; extra-curricular activities; removal of leadership roles or representing school teams etc).
6. Behaviour report or monitoring chart
7. Not attending wraparound care
8. Removal (internal suspension)
9. Suspension for serious incidents

Staff will always consider the purpose of the sanction and consider the different needs of each pupil.

Restorative Conversations

We aim to use restorative or reflective conversations to help pupils learn from situations and to try to retain or restore positive relationships. Staff must consider the timings of these and the needs of each pupil.

The aim is:

a) help pupils to develop skills to identify solutions that repair harm or damage
b) ensure pupils understand the impact of their behaviour on themselves and others
c) help pupils to take responsibility for their actions and choices
d) ensure discussions or support about how to prevent /reduce repeated misbehaviour

We consider that some pupils (who have experienced trauma), have a self-image that can make it difficult to accept blame, make mistakes, accept praise or engage in restorative conversations and we adjust our approaches accordingly.

Removal (internal-suspension)

Removal is a sanction for disruptive, or repeated misbehaviour. A pupil completes their learning separately to their class - either in a different class or in a separate space from other pupils. This can last from one hour to a whole day. This could be extended under certain circumstances (ensuring a pupil feels safe whilst alleged bullying is being investigated). The pupil would be supervised and have all the required resources to learn. It includes having 'breaks' and lunch separately to their class / peers. Staff will consider any reasonable adjustments required for individual pupils based on their needs. Usually, a reintegration meeting involving a member of SLT, the class teacher and pupil

occurs before they pupil returns to class. A record of 'removals' will be kept on CPOMS by Senior Leaders. Parents are to be informed at the earliest opportunity. Frequent use of removal for an individual pupil will lead to Tier 3 support (see section 9), an Individual Behaviour Plan (IBP) and could lead to a suspension.

Reduced Timetables

It is a school's statutory duty to provide full time education for all pupils and it is unlawful for a school to impose a reduced or part-time timetable. However, in very exceptional circumstances there may be a need for a temporary reduced timetable to meet a pupil's individual needs. It may be appropriate if a pupil has been out of full-time education or excluded. In these circumstances a reduced timetable may be used as a short-term measure towards achieving full reintegration within a formal written agreement or plan such as an Individual Behaviour Plans (IBP).

Due regard and consideration must be given to potential safeguarding issues and the impact this might have on a pupil if considering a reduced timetable.

A reduced timetable should not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary and following discussions with other professionals involved. Any individual timetable or other agreement should have a time-limit (recommended maximum of 8 weeks) by which point the pupil is expected to attend full-time education, either at school or alternative provision. There should also be formal arrangements in place for at least fortnightly review of a reduced timetable with the pupil and their parents. In agreeing to a reduced timetable, a school has agreed to a pupil being absent from school for part of the week or day and must record this on BromCom using code C2. Schools must gain parental agreement ahead of any arrangement (See example on Appendix 2) and inform the School Improvement Partner (and Virtual School and Social Worker for certain pupils) (BANES Schools must also inform the Attendance & Welfare Support Service (via termly return).

9. Tiers of Support - Supporting Individual Needs (Tier 1- 3)

For a variety of reasons (often external to the pupil or school), a pupil may require support with regulating their emotions and/or behaviour. This can include pupils with SEN and/or a disability and those with social, emotional, or mental health needs (SEMH) – including those who have Adverse Childhood Experiences (ACEs), including trauma.

Behaviour can be viewed as communication, and behaviour can be a pupil's way of communicating unmet need. It is important that adults seek to understand a pupil's behaviour and gain advice or support when required.

ACEs, including trauma can impact on a pupil's behaviour in school – impacting on their ability to manage their emotions, interact socially, delay gratification, engage with school routines or expectations, or from forming trusting relationships.

Pupils who have experienced early trauma can present with classroom behaviours that look similar to those more often associated with Autism, ADHD or other medical conditions, but require different support strategies to succeed.

Tier 1: School Support

Initial support is led by the class teacher with support from colleagues with a focus on school-provided reasonable adjustments or interventions, these include:

• Ordinarily Available Provision
• Use of the 'Behaviour Analysis Grid to try to identify underlying need*
• Inclusive strategies using the Inclusion Toolkit
• Speech and Language Screeners
• Adaptive teaching
• Check with parents around: eyesight tests; hearing tests and key life events (see 10 specific ACES*)
• Reward Cards
• Additional individual support
• Forest School

(*See Appendices 3 & 4)

Tier 2: External Advice

We also engage with other wider-professionals to address specific challenges such as:

• Trauma related behaviours
• Difficulty with self-regulation or managing emotions
• Anger management skills
• Lack of resilience
• Social Conflict or bullying-type behaviours
• Difficulties with peer relationships and/or social skills
• Inappropriate Online behaviour

If Tier 1 support is unsuccessful, the SENCo will lead on:
a) starting the ADPR (Assess, Plan, Do, Review Process)
b) Seeking external advice from one or more of:
- Inclusion & SEND Service (BANES)
- Inclusion Panel (BANES)
- Student and Family Support Services (SAFS)
- Attendance and Welfare Support Services (AWSS)
- Early Help
- Thrive practitioners
- Mentoring
- Local BANES Inclusion Panel
- TPT School Improvement Partner
- Paediatricians
- Educational Psychologists
- Specialist Autism Support Services (SASS)
- Virtual School
- Black Families Education Support Group (BFESG)
- Stand Against Racism and Inequality (SARI)
- Traveller Education Services

If Tier 1 and 2 approaches are unsuccessful and concerns about a pupil's on-going behaviour continue (or the behaviour represents a sudden change for any pupil) external involvement should be sought:

Tier 3: External Involvement

External Involvement **(Tier 3)** can be sought from or via:

1. Inclusion & SEND Service (BANES)
2. Mental Health in School Support Team
3. CAHMS

4. Mentoring (for example Mentoring Plus)
5. Early Help referral
6. Social Care referral
7. Alternative Provision – support in school
8. Alternative Provision (out-reach)

Risk Assessments

Some behaviours (which if repeated could pose a risk to the safety of the pupil or others) may require a risk assessment (Appendix 5). If a pupil has an individual risk assessment this will include the school's approach to any off-site activities for the individual pupil.

10. Exclusions: Suspension and Permanent Exclusion

For more detailed information see the separate **Exclusions Policy**.

Decisions about suspension and permanent exclusions are based on individual circumstances. The purpose of a suspension is to enable a review or make a change to provision. The reasons below are Department of Education examples of the types of behaviours that may lead to a suspension or permanent exclusion:

- Persistent disruptive behaviour
- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Use, or threat of use, of an offensive weapon or banned item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Suspensions

If a suspension is necessary, the Headteacher will inform (all) parents that their child is to be suspended from the school for a fixed-period (for a maximum of 45 days in a single academic year).

If misbehaviour at lunchtime is problematic, despite support, the school may suspend a pupil from school during lunchtimes (this counts as a half-day suspension). This will not affect lessons. Parents will always be given 24 hours warning to enable them to make the necessary arrangements. If a pupil is entitled to free-school meals, meals will be offered.

All suspensions will ideally be followed up with a **reintegration meeting**. The purpose of this meeting is to support a successful return to school for the pupil. It provides an opportunity to discuss the reasons for the suspension, review any plans and agree on strategies to prevent further incidents. The meeting ideally involves the pupil, parents, and relevant school staff, ensuring that expectations for all are clearly communicated. (Appendix 6)

If a pupil is suspended on two or more occasions in a two-term period, both a review of any ADPR (Access, Plan, Do, Review) and advice from the Trust Inclusion Lead should be sought.

Permanent Exclusion

Permanent Exclusion is for 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 welfare of the pupils or staff in the school (see separate policy).

11. Preventative Measures

If individual support through Tiers 1-3 is unsuccessful and frequent suspensions occur, we explore other alternatives or 'preventative measures' prior to considering exclusion, as part of a Tier 4 review. These include:

Alternative Provision

Outreach support for pupils from high-quality alternative provision providers or short-term time-limited intervention away from school.

Off-Site Direction

Off-Site Direction is a temporary placement (full or part-time) to another school or alternative provision (to improve behaviour). This is an alternative to permanent exclusion. Off-Site direction (to another mainstream school) can be agreed at BANES Inclusion Panel (see BANES Direction Off-Site Protocol).

Managed Moves

A managed move is used to initiate a transfer of a pupil to another mainstream school permanently. A managed move should only occur when it is in the pupil's best interest. Managed moves are discussed and arranged via the BANES Inclusion Panel.

12. Tier 4: Review of Provision

If a pupil is at risk of permanent exclusion, a multi-agency review to reflect on strategies, support and provision for the pupil will occur.

This review of support involves an evaluation process, including completion of the reflective exclusion protocol (BANES) or check-list (Somerset), consultation with TPT Inclusion Lead, and discussion with the Manager of the Alternative Learning Team (BANES) or Exclusion Prevention Team (Somerset) to ensure all support available has been explored.

13. Child-on-Child Abuse

Child-on-Child abuse is targeted behaviour from a child (or group of children) towards another child and includes:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

Any potential child-on-child abuse will be dealt with robustly using this and the Anti-bullying policy. This may involve support from other agencies (including Early Help, Social Care, BFESG or SARI).

(*Note: The term 'child-on-child abuse' is used in this policy as it is the statutory terminology used in safeguarding guidance.)*

14. Recording Behaviour Incidents

Some escalating and all serious behaviour incidents are recorded promptly and accurately by the relevant staff on our CPOMS system.

A CPOMS record should be kept for these incidents:

- Alleged or potential bullying-behaviours (including child-on-child abuse)
- Repeated or emerging patterns of behaviour
- All escalating behaviours
- Incident involving parent involvement (phone calls or meetings)
- All serious incidents
- Seclusion
- Removal

Any discriminatory behaviour will also be reported to BANES via RID (Report Incidents of Discrimination) The reporting tool also offers suggestions of where appropriate support can be sought.

These records help track patterns, inform support or interventions, and ensure consistency in response. All records are stored securely and maintained in line with the UK General Data Protection Regulation (GDPR), ensuring that personal data is handled lawfully, fairly, and transparently. Access to these records is restricted to authorised staff only.

Serious Incidents

All serious incidents are recorded on CPOMS. Serious Incidents in our Trust are:

1. A pupil's behaviour has resulted in another pupil or adult being physically hurt
2. Persistent refusal to comply with the reasonable instructions of an adult
3. Any instances of bullying or child-on-child abuse
4. Physical fighting between pupils
5. Repeated breaches of the school rules
6. Sexual assault, which is any sexual behaviour that causes humiliation, pain, fear or intimidation
7. Threatening language or behaviour towards others
8. Any incident involving serious damage to property
9. Theft
10. Any incident where the emergency services has had to attend the school
11. Any discriminatory behaviour
12. Possession of prohibited items
13. Leaving the school site without permission
14. Any other incident serious enough to substantially disturb the smooth running of the school
15. Serious misuse of technology
16. Any incident that puts the reputation of the school in jeopardy
17. All incidents leading to a suspension/exclusion

(See Appendix 7 and 8 for advice on recording using the correct categories on CPOMS and serious incidents).

15. Pupil Transition

To support pupils to understand the behaviour approaches, rules and routines, reminding and reinforcing these forms part of our transition arrangements. Some pupils (including those with SEN) may benefit from enhanced transition arrangements which may include:

- Additional visits to pre-schools, new classes or new schools (junior, secondary, middle or specialist)
- Provision of social stories (or additional photos or information) prior to transitions
- Additional meetings between parent, other professionals and school staff
- See BANES transition documents (OAP)

16. Pupils with SEND

We take all reasonable steps to avoid disadvantaging pupils with SEND (Equality Act 2010).

Examples include:

- Reasonable adjustments to ordinarily-available provision (OAP) as recommended by the SENCo or other relevant school engaged professionals
- Modified instructions
- Tailored uniform requirements
- Staff training for specific needs (e.g. Neuro-diversity or Trauma-informed)
- Provision included in My Plans or EHCPs

If a pupil with an EHCP is at risk of frequent suspensions or at risk of a permanent exclusion, or in agreement with parents for other reasons linked to provision, the school will promptly liaise with the Local Authority SEND team (and any other relevant professionals) to organise an emergency (BANES) or early review (Somerset).

17. Restrictive Interventions (including seclusion)

For more detailed information see the separate **Restrictive Interventions Policy**.

Any use of seclusion

18. Banned Items and Confiscation

All staff are able to confiscate items from a pupil that are banned, age inappropriate or items that can potentially cause offence or harm.

Banned items include:

1. Inappropriate clothing (for example style or offensive wording)
2. Weapons
3. Alcohol
4. Illegal drugs
5. Stolen goods
6. Tobacco or vaping products
7. Fireworks
8. Pornographic material
9. Any item used to cause harm or disruption
10. Electronic devices including mobile phones, items with internet access or cameras

Parents will be informed and the items must be collected by an adult from the Headteacher's office.

For Further information visit the government webpage

19. Behaviour Outside School

Behaviour outside of school (e.g. online or in the community) that negatively impacts the school community may result in school involvement and sanctions. This includes:

- Taking part in any school organised or school-related activity
- Travelling to and from school
- Wearing the school uniform or in any other way identifiable as a pupil of the school
- That poses a risk to another pupil
- Adversely affects the reputation of the school

20. Staff Training and Support

The Trust, Local Authority Inclusion & SEND Service or Specialist Autism Advice Service (SASS) offer the following training:

- De-escalation and positive handling (e.g. Proact-Script-UK)
- Restorative approaches
- Trauma-informed and relational practice
- Understanding SEND-related behaviours
- Understanding Autism

Training requirements and the training offer is reviewed regularly.

Early Career Teachers (ECTs) will be given additional support and training to enable them to successfully manage pupil's behaviour in school.

Staff and pupils are offered time and space to debrief after serious incidents. Staff should complete a Debrief Form (Appendix 9). Consideration should be given to TPT's Stress and Mental Well-being Policy and the support available to all staff.

21. Working with Parents

We aim to work in close partnership to promote consistent expectations and offer support to pupils alongside parents. This may include:

- Informal discussions
- Regular meetings
- Individual Behaviour Plan (IBP)
- External referrals for support for families

For some pupils requiring Tier 2-3 support, parents will be invited to agree a plan to harness the partnership between school and home (including consistent expectations, rewards and sanctions). Individual Behaviour Plans (IBP) are part of ordinarily-available provision (OAP) and a short-term intervention. The plan will be regularly reviewed and will be ceased when sufficient progress has been made.

22. Additional Information

This policy should be read in conjunction with the following School/ Trust policies:

- Exclusions
- Restrictive Interventions and the use of reasonable force
- Anti-Bullying
- Positive Handling
- Safeguarding
- Stress and Well-being

This policy complies with our funding agreement and Articles of Association.

23. Additional Guidance

Malicious Allegations

All allegations are taken seriously and investigated. Malicious allegations against pupils or staff may lead to appropriate consequences and support for all involved. See Safeguarding and Child Protection Policy

24. Appendices

- Appendix 1: Example Behaviour poster (Ready, Respectful, Safe)
- Appendix 2: Reduced Timetable agreement
- Appendix 3: The Behaviour Analysis Grid
- Appendix 4: Key Life Events (10 specific Adverse Childhood Experiences)
- Appendix 5: Risk Assessment Template
- Appendix 6: Reintegration Meeting Script
- Appendix 7: How to record incidents on CPOMS
- Appendix 8: Serious Incident Log
- Appendix 9: Staff debrief form
- Appendix 10: Gem Powers
- Appendix 11: Ready to Learn Behaviour Steps