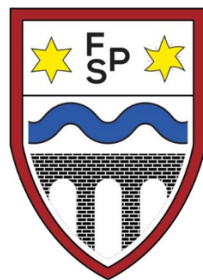




FENISCOWLES PRIMARY SCHOOL
'STRIVING FOR EXCELLENCE'



BEHAVIOUR POLICY

SEPTEMBER 2025

Written by Rob Andrew (September 2025)

Approved by Governing Body : November 2025

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1. Aims

This policy aims 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
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › 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

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [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 2025
- › [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](#)

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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude / respectful relationships
- Incorrect uniform
- **Serious misbehaviour** is defined as:
 - Repeated breaches of the school rules
 - Any form of bullying
 - Sexual violence or sexual assault (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying (Also see specific policy)

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against or resolve

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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

To prevent bullying within school, we:

1. Implement a comprehensive anti-bullying policy:
 - Develop a clear and well-defined policy that outlines the school's stance against bullying, consequences for such behaviour, and procedures for reporting incidents.
 - Ensure the policy is widely communicated to students, staff, and parents, and consistently enforced.
2. Promote a culture of respect and inclusivity:
 - Emphasise the importance of treating everyone with kindness, empathy, and respect, regardless of individual differences.
 - Encourage students to embrace diversity and celebrate each other's unique qualities.
 - Foster a sense of community and belonging within the school.
3. Provide anti-bullying education and awareness:
 - Incorporate anti-bullying lessons and activities into the curriculum, addressing topics such as empathy, conflict resolution, and bystander intervention.
 - Organise workshops, assemblies, or campaigns to raise awareness about the impact of bullying and promote positive behaviour.
4. Train staff on identifying and addressing bullying:
 - Equip teachers and staff with the knowledge and skills to recognise signs of bullying, intervene effectively, and support both victims and perpetrators.
 - Encourage open communication and reporting of bullying incidents.
5. Encourage peer support and mentoring programmes:
 - Establish peer mentoring or buddy systems, where older students serve as role models and support systems for younger students.
 - Promote student-led initiatives, such as anti-bullying campaigns, to empower students to take an active role in creating a positive school climate.
6. Foster positive relationships and social-emotional learning:
 - Implement programmes that teach students social-emotional skills, such as emotional intelligence, conflict resolution, and effective communication. (ELSA Trained staff)
 - Encourage positive peer interactions and relationship-building activities.
7. Involve parents and the community:
 - Engage parents in anti-bullying efforts by providing resources, workshops, or support groups.
 - Collaborate with community organisations, law enforcement, or mental health professionals to address bullying from a broader perspective.
8. Monitor and evaluate the effectiveness of anti-bullying efforts:
 - Regularly assess the school's anti-bullying strategies through surveys, data collection, and feedback from students, staff, and parents.
 - Continuously refine and improve the strategies based on the findings.

5. Roles and responsibilities

5.1 The governing board

The Governing Body is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the Governing Body.
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- › Ensuring that the data from the behaviour log (ARBOR) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently

- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly on ARBOR and liaising with parents accordingly.
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- › The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

6. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- 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 consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

The school will develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. Within school, this is aligned with becoming a 'Feniscowles Child'.

We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Teaching the curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year.

Through our implementation, we will:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Routines are made explicitly clear to children and are consistent across the school.

Adaptations

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

Curriculum Content

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year.

Children are expected to recall and understand our school values, specifically being taught how this relates to behaviour within school and wider conduct in life. This also extends to our agreed 'Politeness Promise'.

British Values should be referenced, but viewed through the lens of our school values.

We have identified routines that are taught to children and upheld by all members of the school community.

Endeavour	Integrity	Forgiveness	Respect	Inclusion	Safety
<p>'Opting out' is not acceptable</p> <p>Showing resilience and perseverance in difficult situations</p> <p>Hard work brings reward in life</p>	<p>Telling the truth at all times is important</p> <p>Doing the right thing at all times, even when an adult isn't watching</p> <p>Doing the right thing away from school</p> <p>Take personal responsibility for your actions</p>	<p>Making mistakes is part of being human.</p> <p>Everyone is valuable and worthy of love</p> <p>View people through 'forgiveness glasses'</p> <p>Forgiving is not saying what has happened is ok.</p> <p>Forgiving happens in your own time and should not be rushed.</p> <p>Forgiveness can be through actions, not just words'</p>	<p>Speak kindly and calmly to everyone in the school</p> <p>Disagree politely - refusal and answering back is unacceptable.</p> <p>Look after the school building and equipment</p> <p>UPHOLD OUR POLITENESS PROMISE</p> <p>Being physical is unacceptable</p> <p>Creating discontent leads to unhappiness and is unacceptable</p> <p>Wearing the correct uniform .</p> <p>Everyone's views should be respected</p>	<p>Value everyone as equals.</p> <p>Include people in games and activities.</p> <p>Including people sometimes takes effort and sacrifice</p> <p>All faiths should be respected</p> <p>All ethnicities are equally valued</p> <p>Boys and girls are equal</p> <p>Someone being left out should be challenged - stand up for what is right.</p> <p>Caring for and helping our friends is part of making a better world.</p>	<p>Know that physical aggression is not acceptable at any time.</p> <p>School routines help keep us safe.</p> <p>Understand what bullying is and how to report it.</p> <p>Know how to keep safe at all times and who to talk to if unsafe.</p> <p>Behave safely online and know how to see risks.</p> <p>Speak kindly to people online and report abuse.</p>
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance	



6.1 Mobile phones

Personal Mobiles - Pupils

We also recognise that mobile phones are part of everyday life for many children and that they can play an important role in helping pupils to feel safe and secure. However, we also recognise that they can prove a distraction in school and can provide a means of bullying or intimidating others.

It has therefore been agreed that:

- Pupils may be given permission to bring mobile phones into school if they are walking to or from school without parents (usually years 5/6 only).
- The phone must be handed in to the class teacher and will be returned at the end of the day
- The phone is left at the owner's own risk and school is not responsible for loss or damage
- Phones must not be taken on school trips/visits
- Children are not permitted to bring in any other communication devices, such as smart watches, that could be used to record sound or images, or send or receive messages.

Breaches of the above conditions could lead to the school confiscating the device and withdrawing permission for the child to bring their phone into school. If a device is confiscated it will be held in the school office and will need to be collected by a parent or carer.

Where mobile phones are used in or out of school to bully or intimidate others, then the Headteacher or Deputy Headteacher has the power to intervene 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site.' The DfE guidance allows us to search a pupil's phone if we have reason to believe the phone contains pornographic images, or if it is being/has been used to commit an offence or cause personal injury.

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate.

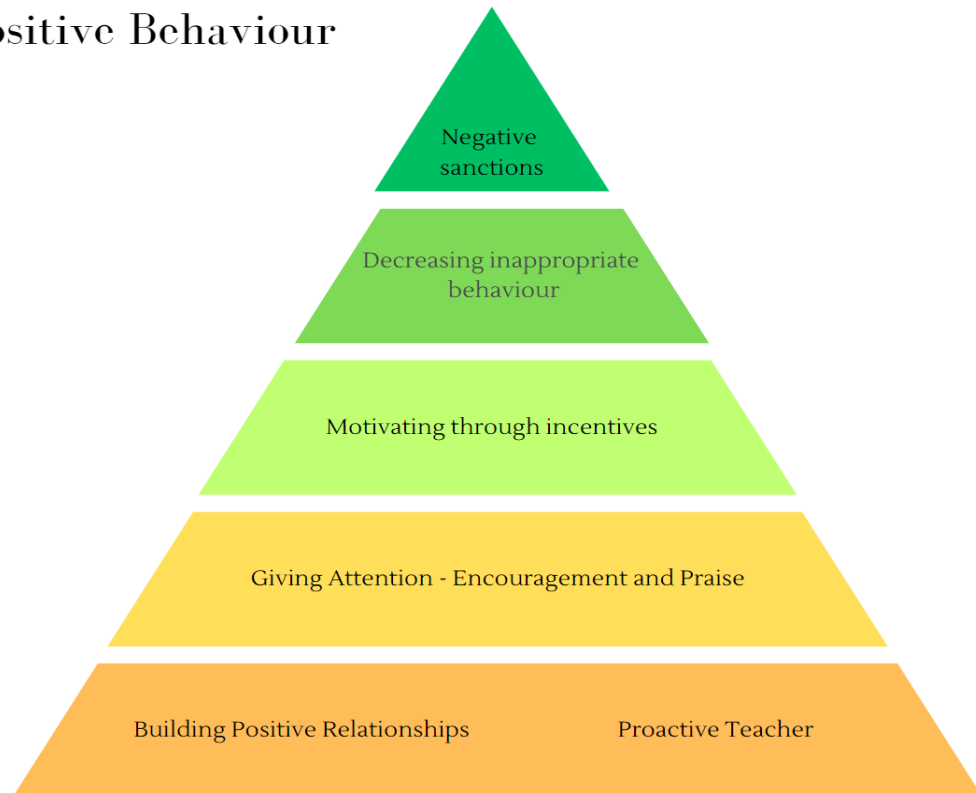
Such conduct includes, but is not limited to:

- Sexting
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

7. Responding to behaviour

Our approach to behaviour management is rooted in the research underpinning 'The Incredible Years' training.

Promoting Positive Behaviour



7.1 Classroom management

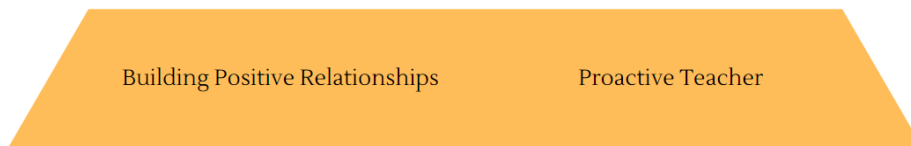
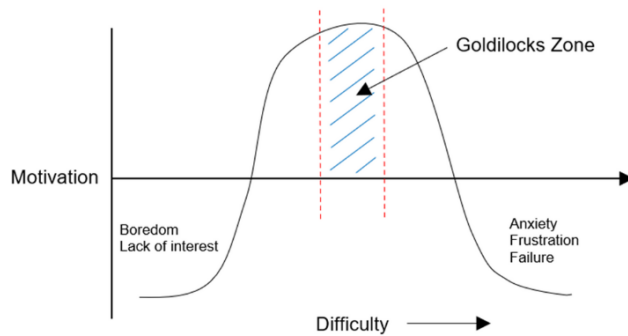
Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the key aspects of the behaviour curriculum relevant to the age of the children in their care.
- › Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons (Dynamic Door)
 - Establishing clear routines (Routines for Success)
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour through the school's rewards system
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Key Expectations of a 'Proactive Teacher' that come before all rewards and consequences

- Curriculum is appropriate matched to the children's needs (Goldilocks Zone)
- Lessons and associated resources are well organised and available.
- Lesson design considers engagement and interest. (Including multi-sensory)
- Lessons are swiftly moved along through highly effective teaching (pace of lessons)
- Pupils are actively engaged in a learning process.
- Routines are specifically taught and consistently implemented.
- School values are taught, recognised and celebrated.



7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

Individual Rewards

STAR OF THE DAY

STICKERS AND STAMPS

DOJO POINTS LINKED TO SCHOOL VALUES, RESULTING IN RAFFLE TICKETS FOR A WEEKLY DRAW.

RECOGNITION BOARD WITHIN CLASSROOM

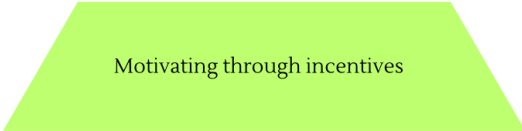
WEEKLY ACHIEVEMENT AWARD

WEEKLY 'FENISCOWLES CHILD AWARD'

Collective Rewards

'TOGETHER TIME' EACH WEEK LINKED TO A WEEKLY DOJO POINT TARGET (NEW FOR 2024)

NON UNIFORM DAYS / EXTRA PLAYTIME FOR HOUSE POINT (DOJO) WINNERS



Motivating through incentives

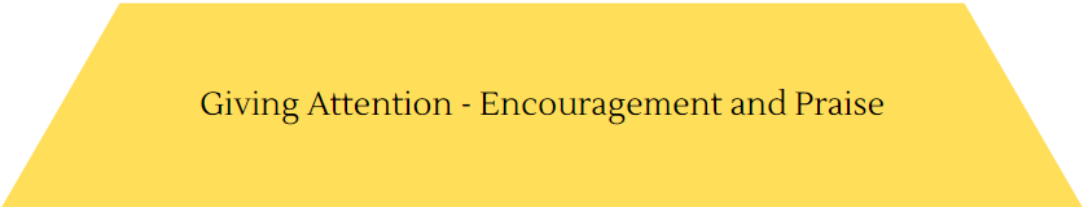
Behaviour Specific, Descriptive Praise

“Well done for putting your pencil down, I can see you are ready listen

Name and Fame

“Archie, you are a role model for how you approach your learning”

Phone Call / Email Home / Verbal Feedback to parents



Giving Attention - Encouragement and Praise

At Feniscowles Primary School, we believe that quiet consistency and excellent everyday conduct should be acknowledged and celebrated.

In addition to day-to-day encouragement, pupils who consistently demonstrate the values of a ‘Feniscowles Child’—and who do not receive any Tier 1, 2, or 3 behaviour incidents during the term—are recognised through a **termly Feniscowles Recognition Postcard**.

Criteria for postcard recognition:

- No recorded behaviour incidents (Tier 1–3) across the term
- Consistent demonstration of school values through daily conduct, effort, and kindness
- Regular engagement with learning and adherence to school routines

How it works:

- At the end of each term (Autumn, Spring, Summer), class teachers nominate children who meet the criteria.
- Pupils receive a Feniscowles Recognition Postcard sent home to acknowledge their consistent positive behaviour.
- While not personalised, the postcard is a public celebration of each child’s contribution to our school community.
- Children can receive **up to three postcards per year**, recognising sustained high standards across all three terms.

Why this matters:

This recognition encourages self-motivated, pro-social behaviour, rewards quiet effort and integrity, and reinforces the principle that **doing the right thing every day matters—even when no one is watching**.

The postcard is a visible and relational gesture of appreciation, celebrating those who model the values we want every child to develop as part of the Feniscowles ethos.

7.4 Responding to misbehaviour

Meaningful Choices

Tactical ignoring and after lesson follow up

7 Ways to Create Opportunities for Choice Making		
Category	Choices offered	Example
Within activity	Choice of materials used within an activity	In this colouring activity would you like to use crayons or markers?
Between activities	Choice among different activities	During free time would you like to colour or build lego?
Refusal	Choice to refuse participation in an activity	Would you like to do recording of the music class on the iPad?
Who	Choice of people to be included or excluded	Would you like to take this message to the office with John or Ben?
Where	Choice of location of an activity	Would you like to read in the reading corner or at your desk?
When	Choice of when an activity should occur	Would you like to get started on your journal writing now or in five minutes?
Terminate	Choice of when to end an activity	Would you like to keep writing for another five minutes or stop now?

Proximity Change

Eye Contact

Distraction

Timers

'Take Up Time'

Re-Direction

Reminders and Warnings

Prompting



When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The School uses a 'tiered' approach to classifying, managing, recording and reporting incidents.

Levels of Behaviour

Tier 1

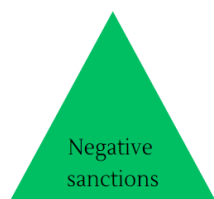
Low level, challenging behaviour dealt with by class teacher and any member of staff where the behaviour is outside the classroom using our standard model of interaction for correcting choices.

Tier 2

Concerning behaviour identified by class teacher or any member of staff where the behaviour is outside the classroom.

Tier 3

High level behaviour that is of significant concern.



Tier 1

Low level behaviour dealt with by class teacher and any member of staff where the behaviour is outside the classroom using our standard model of interaction for correcting choices.

Behaviour could include:

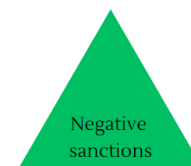
Talking whilst teacher is talking, not on task, shouting out, poor manners, not sharing, drawing on whiteboards rather than work related tasks, making rude noises, leaving people out, moving around the classroom without permission, walking into class inappropriately, copying other people's work, distracting others from their work, swinging on chairs, no PE kit, rolling eyes when having choices corrected, laughing at other people's answers, using equipment when should be listening, uniform breaches, running in corridor.

Management and Consequences

Reminder, Warning, Reflection time (5 or 10 minutes dependent upon required level of reflection and restorative conversation)

Recorded on Arbor and parents informed via template email.

Escalation
Threshold



Tier 2

Concerning behaviour identified by class teacher or any member of staff where the behaviour is outside the classroom.

Behaviours could include:

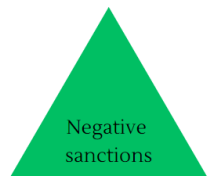
Throwing things in class, deliberately ignoring an adult, name calling, going in other peoples bags and trays, teasing other people when they don't like it, answering and adult back, being untruthful, stealing, turning back to the teacher when being spoken to, using phones in school, deceitful behaviour, disobeying an adult, inappropriate language, damaging the property of other children.

Management and Consequences

Lunchtime Detention of 30 minutes- Reflection Form Completed

Recorded on Arbor and parents informed via template email.

Escalation
Threshold



Tier 3

High level behaviour that is of significant concern.

Behaviours could include:

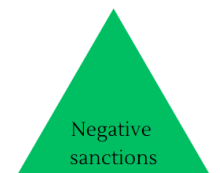
Spitting at someone, physical aggression, vandalism, touching other children in inappropriate places, threatening other children, leaving classroom or site without permission, swearing, having phones in lessons, proven bullying

Management and Consequences

X 2 30 minute Lunchtime Detentions

Recorded on Arbor and parents informed via template email and phone call from a senior leader (as appropriate to the behaviour).

Escalation
Threshold



Serious Concern and At Risk of Future Suspension

After 2 Tier 3 incidents, a formal 'improving behaviour meeting' will be held with parents.

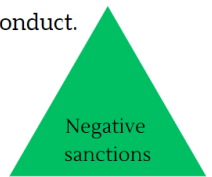
Class Report Card system implemented with clear targets for success. Rewards will be put in place for successful change in conduct. This will be reviewed at the end of each week by a member of the Senior Leadership Team. The report will run for two weeks. Feedback will be provided to parents.

Judgements will be made for each session, including lunchtimes:

1 Exceeding Expectations 2 Meeting Expectations 3 Below expectations 4 Significantly below expectation

If a child receives a '4' a consequence will be issued. This will either be removal from class to work away from their peers or a Tier 3 detention. Context will dictate this.

If a class report system does not improve behaviour and conduct, a **Headteacher Report Card** system will be implemented and reviewed daily by the Head or Deputy. This will be discussed with parents. At this stage a child will be deemed '**At risk of exclusion**' for persistent disruption. We believe this is a last resort, but should be seen as a final chance to alter conduct.



During allocated reflection time and detentions, alternative tasks may be issued if this supports a restorative process. E.g. If a child drops litter, they may be asked to litter pick.

7.5 Restorative Practice: Repairing Relationships and Rebuilding Trust

At Feniscowles Primary School, we believe that behaviour incidents offer valuable opportunities to teach, reflect and restore relationships. Our restorative approach is rooted in relational practice and trauma-informed principles, encouraging pupils to take responsibility for their actions and consider the impact on others.

Purpose of Restorative Practice

We use restorative processes to:

- Rebuild trust and connection following harm
- Encourage empathy and understanding
- Promote accountability without shame
- Support children to develop future-facing solutions
- A Tiered Restorative Approach

Restorative conversations are used across **Tier 1 and Tier 2** incidents and form part of our graduated response to behaviour.

Tier 1 – Low-Level Behaviour

- Pupils engage in a **verbal restorative reflection** with a staff member during **5–10 minutes of reflection time**.
- This conversation is informal but structured, supporting the child to:
 - Understand what happened
 - Recognise the impact on others
 - Decide what needs to be done to put things right
- Staff use age-appropriate language and follow a consistent structure to guide the conversation.

- No formal form is completed, but staff record the outcome on Arbor and notify parents via template communication.

Tier 2 – Concerning Behaviour

- Pupils complete a **Restorative Reflection Form** with an adult.
- This is a semi-structured process designed to deepen reflection and support emotional understanding.
- The form includes:
 - What happened and how they felt
 - Who was affected
 - How the situation can be repaired
 - What could be done differently next time
- The form is stored securely and outcomes recorded on Arbor. Parents are informed via email and may be invited to discuss the incident.

Restorative Questions Used Across Tiers

We use the following core restorative questions, adapted to the child’s age and communication needs:

1. What happened?
2. What were you thinking and feeling at the time?
3. Who has been affected and how?
4. What do you think needs to happen now?
5. What could you do differently next time?

Who Leads Restorative Conversations?

- Class teachers or support staff lead Tier 1 and most Tier 2 conversations.
- SLT may facilitate where harm is significant or patterns emerge.
- All adults use affective language and remain calm, respectful and non-judgemental.

Outcomes of Restorative Work

- Verbal or written apologies (where appropriate)
- Agreements about future behaviour
- Positive actions to restore trust (e.g., checking in with affected peers, helping tasks)
- Ongoing pastoral or adult support if needed

7.6 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.7 Searching and confiscation

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches 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.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- › The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- › In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- › It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- › Draws
- › Pockets
- › Bags and Coats

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- › Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- › What happened
- › What was found, if anything
- › What has been confiscated, if anything
- › What action the school has taken, including any consequences that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.8 Off-site misbehaviour

The expectations set out in this policy apply not only during the school day and on school premises, but also to pupils' behaviour outside of school when they are:

- Taking part in any school-organised or school-related activity (including residential visits or sporting events);
- Travelling to or from school;
- Wearing school uniform or in some other way identifiable as a pupil of Feniscowles Primary School;
- Involved in online activity that impacts on the safety and welfare of others in the school community.

Misbehaviour outside of school will be addressed in line with the same tiered behaviour system, taking into account the context, impact and the need for restorative or safeguarding responses.

Where an incident outside of school involves criminal activity, bullying, harassment, or poses a risk to the wellbeing of another pupil or member of staff, the school will work in partnership with parents, the local authority, and police as appropriate.

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.9 Online misbehaviour

At Feniscowles Primary School, pupils are expected to uphold the same standards of conduct online as they do in school. Online behaviour is a key part of safeguarding and wellbeing, and breaches can have serious implications for learning, safety and relationships.

Scope of Online Behaviour Expectations

Pupils must act respectfully, responsibly and safely when:

- Using school platforms such as Seesaw, Teams or Google Classroom;
- Communicating with staff or other pupils online;
- Participating in remote or hybrid learning sessions;
- Using messaging apps or group chats involving school peers;
- Sharing or creating content on social media, including images, videos, or AI-generated material;
- Posting or engaging in behaviour that could impact another pupil, member of staff, or the school's reputation.

Types of Online Misconduct

Online incidents may include:

- Cyberbullying, online name-calling, exclusion or harassment;
- Sharing of harmful content (e.g., memes, doctored images, AI deepfakes);
- Uploading or reposting inappropriate material;
- Recording or screen-capturing online lessons or peers without permission;
- Participating in online hoaxes or spreading misinformation.

Response and Consequences

Online misbehaviour is dealt with using the same tiered behaviour system as in-person behaviour. The school considers:

- The intent and impact of the online behaviour;
- The safety of the individuals involved;
- Whether the incident constitutes peer-on-peer abuse or requires a safeguarding response.

Staff are trained to respond in line with the guidance in **Keeping Children Safe in Education (2025)** and the school's Safeguarding and Online Safety policies.

Filtering, Monitoring and Parent Partnership

- The school maintains filtering and monitoring systems in line with DfE requirements.
- Concerns may be reported to external safeguarding agencies or the police if content is deemed harmful or unlawful.
- Parents and carers are encouraged to monitor their child's online activity and work in partnership with the school to ensure safe digital conduct.

7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or deputy headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.11 Zero-tolerance approach to 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.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

8. Serious consequences

8.1 Detention

Pupils can be issued with detentions during break or lunchtime as outlined in section 7.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the parallel class teacher for an agreed period of time or by an additional member of staff. Context will dictate this choice.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom and the incident will be categorised as a Tier 2 or Tier 3 incident.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning mentors
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on Arbor as part of an incident log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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 take its legal duties into account 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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

This could include, but not limited to :

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting consequences for pupils with SEND

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
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Pupil transition

10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint (Of appropriate to their role)
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by the headteacher and reported to the school governors.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the headteacher and allocated safeguarding / behaviour link governor.

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

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Attendance Policy

Appendix 1: written statement of behaviour principles

1. The Governors of Feniscowles Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all children to make the best possible progress in their learning and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
2. All children, staff and visitors have the right to feel safe at all times in school. We promote mutual respect between staff and children and between the children themselves.
3. Feniscowles Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as set out in the Equality Act, 2010). To this end the school must have clear and comprehensive anti-bullying procedures that are consistently applied and monitored for their effectiveness. These are set out in the Policy on Positive Behaviour and Discipline. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effectiveness.
4. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, children with Special Educational Needs and all vulnerable students should be set out in the Policy on Positive Behaviour and Discipline
5. The Policy on Positive Behaviour and Discipline should show due regard to the school's Safeguarding Policy.
6. Governors would like to see rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Policy on Positive Behaviour and Discipline and monitored for their effectiveness.
7. Consequences for unacceptable/poor behaviour should be known and understood and consistently applied by all staff. The full range of consequences should be clearly described in the Policy on Positive Behaviour and Discipline so that children, staff and parents can understand how and when these are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or fears that one may take place e.g. cyber-bullying; criminal harassment. Consequences should be monitored for their proper use and effective impact.
8. Governors will support any disciplinary action that is taken by the school against children who are found to have made malicious accusations against school staff and have the expectation that school staff will receive pastoral support if they are accused of misusing their powers.
9. Governors expect full details of appropriate and correct use of reasonable force and restraint to be detailed in the Policy on Positive Behaviour and Discipline and would expect at least two members of staff to be trained in the use of reasonable physical handling or intervention.
10. Governors expect the Headteacher to include in the Policy on Positive Behaviour and Discipline details of the school's power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to all non-criminal inappropriate behaviour and bullying that occurs anywhere off the school premises. The Governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and students know that consequences can be applied in these circumstances.

