



## FAIRFORD CHURCH OF ENGLAND PRIMARY SCHOOL

Isaiah 49:16 'I have written your name on the palms of my hands'.

Actively learning together in a safe, happy environment shaped by the certainty that each individual is loved and known by God.

# Fairford C of E Primary School



## Positive Relationship and Behaviour Policy

Reviewed by Curriculum and Standards Committee: June 2024  
Date of next review: June 2026

**Our school vision is:**

***Isaiah 49:16 'I have written your name on the palms of my hands'.***

**Actively learning together in a safe, happy environment shaped by the certainty that each individual is known and loved by God.**

***At Fairford Primary School we have chosen those values that best reflect our thoughts as a school and community:***

***Perseverance***

***Friendship***

***Respect***

***Forgiveness***

***Trust***

***Thankfulness***

## Rationale:

*“Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others.” Paul Dix (2017)*

### 1. INTRODUCTION AND LEGAL FRAMEWORK:

**1.1.** Our policy is underpinned by the 54 Articles of the [United Nations Convention on the Rights of the Child](#), which came into UK law in 1992, and in particular, Article 28 which states that “discipline in schools must respect children’s dignity and their rights”, and which covers all aspects of a child’s life, explaining “how adults and governments must work together to make sure all children can enjoy their rights.”

**1.2.** The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.

**1.3.** As an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

**1.4.** [The Teachers’ Standards](#) make clear the expectation for all *teachers* to “manage behaviour effectively to ensure a good and safe learning environment.” Teachers must “have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.” They must “manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.” (Standard 7).

**1.5.** The law says: The head teacher must set out measures in the behaviour policy which aim to: promote good behaviour and respect, prevent bullying, ensure pupils complete assigned work, regulate the conduct of pupils.

Appendix A:	Rights and Responsibilities and the Law
Appendix B:	PACE definition
Appendix C:	Rules, Rewards and consequences
Appendix D:	Positive Handling Plan (PHP) ABC Log High Needs Behaviour Log
Appendix E:	Child friendly behaviour policy

### 2. RIGHTS AND RESPONSIBILITIES:

The rights and responsibilities of all members of the school community in ensuring an orderly climate for learning.

- School
- Pupils
- Parents/carers (See appendix A)

### 3. ETHOS:

*“Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine for the route to exceptional behaviour...lies in the behaviour of every adult and their ability to create a culture of certainty.” (Dix, 2017)*

At Fairford C of E Primary School, we are committed to providing an attachment and trauma informed environment where all children can feel safe. Children who are securely attached have higher self-esteem and empathy and can deal with stress more effectively so they are resilient to change. For all our children we offer compassion and co-operative learning with a caring and supportive adult. For all behaviour every child and adult will receive: calmness, connection, curiosity and co-operation to enable compassionate learning and the building of empathy and esteem for themselves and others rather than merely deterring anti-social behaviour. As a church school, our Christian Values of respect, friendship, trust, thankfulness, perseverance and forgiveness are embedded in our school curriculum for learning and behaviour.

### 4. WHOLE SCHOOL PRACTICE AND EXPECTATIONS:

During our OFSTED in 2019 the inspectors felt our children see our school ‘as a safe place and they behaved exceptionally well in class and around school’. This is important to us so that they all have the opportunity to reach their full potential emotionally and academically.

We have developed our school expectations based on the Paul Dix ‘5 Pillars of Pivotal Practice’, Trauma Informed Schools, UK research and practices and DFE guidance on Mental Health and Behaviour in Schools. What we sometimes see as a failure to behave properly is actually a failure to communicate properly. Every adult in our school is encouraged to look beyond behaviour and to be curious about children’s needs. We recognise that children need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions. It is important that all adults working in our school understand the needs of all our children and families and that we provide our children with emotional available adults and a safe place to learn and grow.

Our school rules are Ready, Respectful and Safe. This allows everyone to work successfully, safely and enjoyably. Rules are displayed in the classroom. Good behaviour is taught explicitly, rewarded and used as good examples for other children – Praised in Public. Poor behaviour is dealt with calmly and quietly - Reprimanded in Private. Consequences are referred to as outcomes. There can be one of two outcomes. A natural outcome which is something they have already lost as a result of their behaviour, for example a snapped pencil, an upset with a peer. A logical outcome is used when a natural outcome is not appropriate, for example when a child is disrupting the lesson and not following the school rules and then the process in Appendix B is used. When behaviour might be a result of vulnerability or other needs then a graduated response is used.

#### **4.1. Five Pillars of Pivotal Practice (Paul Dix):**

##### **i. Calm and consistent behaviour:**

- There is a no shouting policy in school. On the rare occasions that this happens, it will only be when there is a need to alert a child who may be at risk.
- All adults in school use PACE (Playfulness, Acceptance, Curiosity and Empathy). PACE focuses on the whole child, not simply the behaviour. It helps children to be more secure with the adults and reflect upon themselves, their thoughts, feelings and behaviour and building the skills that are so necessary for maintaining a successful and satisfying life.
- Classrooms are tidy and free from chaos. Resources are clearly labelled to support independent learning.
- Staff do not **join in** to express their feelings or comment to a child when the situation **has been dealt with**; this is ‘naming and faming’ the behaviour and gives the wrong attention to a situation / behaviour.

- Many of our children struggle to name their physiological and emotional state; therefore, staff use language that teaches emotional literacy. This is known as ‘affect labelling’; for example,
  - 
  - -full                    “You’ve had enough to eat you are full now.”
  - -hot                     “Your face is red, take your jumper off you are hot.”
  - -angry                 “You must be so angry to scream like that.”
  - -sad                     “That must make you so sad.”
- Staff use empathetic phrases that reroute the power play also known as fogging, such as
  - I understand that...
  - I noticed that...
  - I imagine that...
- When a child misbehaves in a learning group or in the classroom, the member of staff with the child has the responsibility to ensure outcomes (consequences) are put into place. This is important to develop the adult child relationship, restore, and repair if needed. It may be that this happens later when the child is regulated. **(See table 1).**
- When a child escalates their behaviour, staff take them back to the original behaviour before dealing with the escalating behaviour.
- Behaviour needs to be managed consistently and appropriately to support all learners and staff **(see table 2).**
- A check-in strategy is used when a child has needed supported regulation time.

**Table 1: Outcomes at classroom / playground level (staff)**

<b>Steps</b>	<b>Actions:</b>
Reminder	A reminder of the 3 simple rules (ready, respectful, safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
Caution	A clear verbal caution delivered privately, where possible, making a pupil aware of their behaviour and clearly outlining the outcome (consequence) if they continue. Use the school scripted conversation and refer to a previous good example of behaviour.
Last chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to a previous good example of behaviour. At this step ask the pupil to stay behind for 2 minutes.
Time in	This is when a pupil may need to regulate. This can be sitting in a different part of the classroom, in a buddy class or supported by the pastoral team/SLT.
Repair	This may be a quick chat at break / lunch or a more formal meeting.

**Table 2: Managing Behaviours**

	Classroom level	Pastoral Team	Pastoral Manager / HT
<b>Behaviour</b>	Child day dreaming, looking around, talking ( non-disruptive) Talking, distracting others, slow to complete work, arguing with peers, calling out Rudeness to staff Throwing small equipment Continual talking Refusal to follow instructions Disruption to learning	Swearing directly at an adult Leaving the classroom Refusal to come in from playground Deliberate violence towards a child in the classroom Racist incidents Upturning furniture	Physical violence towards staff and children Leaving the school grounds Climbing on school property
<b>Actions / possible actions</b>	Follow Outcomes in Table 1	Scripted or Restorative conversation and reminder Second time out parents will be called Time in with Pastoral team for AM or PM Targeted Support (see table 4) Letter / phone call home Meeting with parents/ carers A behaviour record in place	Intensive support (see table 5) Internal exclusion Fixed term exclusion Lunchtime exclusion Meeting with parents/ carers A behaviour record in place

**Table 3: Expectation and staff behaviours**

Behaviours	Expectations	Consistent Staff Actions
<b>Entering the building</b> ▪ In the morning ▪ After playtime	<ul style="list-style-type: none"> <li>Children should walk into classroom quietly.</li> <li>Respond to adults’ morning greetings.</li> <li>Bags and coats to be hung up on pegs or chairs.</li> <li>Additional belongings to be put away.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to greet at classroom door giving morning welcome.</li> <li>Adult collecting from playtime give instruction on playground e.g. sit on carpet /chair, before entering school.</li> <li>Adults check uniform.</li> </ul>
<b>Morning Registration</b>	<ul style="list-style-type: none"> <li>Calmly and quietly carry out morningtasks / learning / interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Activities are ready for children to complete.</li> <li>TAs are in class ready for 0825.</li> <li>Support children with early morning tasks and behaviour.</li> </ul>
<b>In lessons</b>	<ul style="list-style-type: none"> <li>When sitting on a chair all 4 legs need to be on the floor.</li> <li>Quiet working voices to be used.</li> <li>Listen when an adult/child is talking – looking in their direction.</li> <li>Hands up and wait patiently.</li> <li>Remain on task and use your learner skills to get unstuck.</li> </ul>	<ul style="list-style-type: none"> <li>Be clear about expectations during the lesson (working independently /in pairs / in a group)</li> <li>Ensure children’s attention is on you when speaking.</li> <li>Raise an arm to manage noise levels / use proximity praise to gain attention / count down from 5.</li> <li>TAs to be used effectively for support.</li> <li>Challenge work and presentation if not good enough.</li> </ul>
<b>Going into/leaving assembly</b>	<ul style="list-style-type: none"> <li>Children should be escorted to the hall by their class teacher/TA.</li> <li>Children should walk in silence.</li> <li>Enter hall and remain standing in line until told to sit down in silence by teacher/TA.</li> <li>Children should walk in single file.</li> </ul>	<ul style="list-style-type: none"> <li>Children to be reminded about walking silently down the corridor before leaving the classroom.</li> <li>Adults from each Phase to remain in hall for duration of assembly - follow Table 2 for managing behaviours.</li> </ul>
<b>Coming in for lunch</b>	Children should: <ul style="list-style-type: none"> <li>Enter the building quietly.</li> <li>Wash their hands.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to raise a Year group card to show children it’s their turn for lunch.</li> <li>Staff to raise an arm to show children voices should stop.</li> <li>Staff to wait in silence until line is ready to move – if needed children should be reminded to be silent – use proximity praise.</li> </ul>
<b>Lining up for lunch and in the dinner hall.</b>	Children should: <ul style="list-style-type: none"> <li>Line up in corridor, some quiet chat is allowed.</li> <li>Take their coats off when sitting down to eat their dinners.</li> <li>Put their hands up if they want a drink or to ask a member of staff for something, for example if they want to move on to pudding or to leave the hall.</li> </ul>	<ul style="list-style-type: none"> <li>Any child moving out of line should be reminded to stay in line.</li> <li>Any child who does not comply with reminder to stay in line should be moved to the back of the line.</li> <li>Staff to raise an arm to manage noise levels when too loud.</li> <li>Staff on duty managing pupils into dining hall should ensure consistency of expectations.</li> <li>Staff should only challenge children in a quiet professional manner (no shouting).</li> <li>Children should not be called to the hall until there are only a maximum of 5 children left in the line in the hall.</li> </ul>

<b>Collecting equipment in at lunchtime</b>	<ul style="list-style-type: none"> <li>When the whistle blows children stand still and wait.</li> <li>Walk to store and pass to member of staff to put away.</li> </ul>	<ul style="list-style-type: none"> <li>Designated adult to blow whistle before the end of each play session.</li> <li>Designated adult to supervise equipment stored away in order.</li> </ul>
<b>Returning to the building from Playtime (am or pm)</b>	<ul style="list-style-type: none"> <li>1 x whistle blow children to stop and stand still.</li> <li>2<sup>nd</sup> whistle blow children to listen to instruction and walk to their line.</li> <li>Children are expected to wait in their line quietly.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers must be outside on time to collect their class to ensure prompt start of the lesson.</li> <li>All staff to ensure consistency of routines at all playtimes e.g. children must stand still at 1<sup>st</sup> whistle.</li> <li>Use arm up to request silence in line if needed.</li> <li>Staff to remind children of expectations when coming in to school</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>Children should not be allowed to go to the toilets during lesson time where possible.</li> <li>If the toilet is needed during lesson time children should not be allowed to go in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>Adults to remind children to use the toilet at playtimes</li> <li>When children enter the building adults should remind children to use the toilet properly, flush the toilet, wash hands, and return onto the playground.</li> </ul>
<b>Cloakrooms</b>	<ul style="list-style-type: none"> <li>Coats are hung up at the start of the day and after every break time.</li> <li>Bags are hung up on pegs.</li> </ul>	<ul style="list-style-type: none"> <li>TA to be allocated duty to check cloakrooms at start of day/break.</li> <li>Staff should remind children that there should be nothing on the floor.</li> <li>Children to be challenged and returned to hang up any coats/belongings that have not been hung up.</li> </ul>
<b>End of day routine</b>	<ul style="list-style-type: none"> <li>Children collect coats and bags quietly and come back to chairs / places.</li> <li>Collectively say end of day prayer.</li> </ul>	<ul style="list-style-type: none"> <li>Send children for coats and book bags a group at a time.</li> <li>Remind children about behaviour in cloakrooms.</li> <li>Use additional adults effectively to ensure standards of behaviour are met in the cloakrooms.</li> </ul>

**ii. First Attention for Best Conduct:**

There is overwhelming evidence that the praise of good behaviour is about ten times as effective as the punishment of bad behaviour. Our emphasis is always on the recognition of positive achievements.

The following list is not exhaustive; staff use their creativity to constantly change and offer rewards that are meaningful.

**Table 4: Rewards**

Daily	Less frequently (weekly/monthly)	Over and Above
<ul style="list-style-type: none"> <li>* Class Merits linked specifically to the rules (see appendix B)</li> <li>* Recognition Board</li> <li>* Praise – be specific, name the child, name the ‘behaviour’</li> </ul>	<ul style="list-style-type: none"> <li>* Contact with parents – positive note home.</li> <li>* Sent to other classes/HT to show good work.</li> <li>* Shining Stars</li> <li>* Free time</li> </ul>	<ul style="list-style-type: none"> <li>* Presentations of achievements shared during celebration assembly.</li> <li>* Positive notes home or phone calls home from a senior leader.</li> <li>* Hot Chocolate Friday with the Headteacher at points throughout the year.</li> <li>* Being identified for a place in the Shining Stars Book.</li> </ul>

**ii. Relentless Routines:**

- The school day starts with a soft start to the day where all children come into school 5 minutes before the start of the school day and are given time to settle before registration. All staff meet and greet the children in the morning. There are senior leaders on the playground and for the first few minutes of the day, teaching staff stand just inside the classroom door greeting the children as they enter.
- All classes have visual timetables up in the classroom; these are used appropriately for the needs of each class. Some children have their own visual timetables or a Now and Next board.
- Playtime and lunchtime routines for the end of break:  
When the whistle is blown children stand still and wait.  
On the second whistle the children walk to their teacher and form a line.  
The teacher will wait for silence, then lead the line into class.
- The use of the school rules and outcomes (consequences) are consistent. The school rules are Ready, Respectful, Safe; these are displayed in the classroom and around school.

- As much as possible, the daily timetable is consistent across the school.
- Expectations are the same in all classes including expectations of uniform. Support is offered where appropriate.
- Supportive outcomes are followed consistently (see appendix C).
- If a child has to leave the classroom due to challenging behaviour the class teacher follows up to restore and repair the relationship and reflect on the behaviour.

### iii. Scripted Interventions:

The school rules are simple and clear. When a child is seen not following a rule a child is reminded specifically about the rule they have broken and a link to what the child is doing is made explicit. A simple script is followed in a non-judgemental way.

I noticed that..., the rule is ....., Yesterday/last week you followed that rule well by..., Now I want to see..., Thanks for listening.

### iv. Restorative Conversations:

When there is a need for a more focused behaviour intervention then a restorative conversation is carried out. It is important that this conversation is held with the adult involved or supported by an adult if it is between children, so that there is a strong connection made. 'The behaviour of the adult lies at the heart of it all' Paul Dix.

Restorative conversations are used over lunchtime. Children have 'Time-in' in the R&R Room (Regulate and Repair).

- What happened?
- What were you thinking at the time?
- How do you think this made people feel?
- What should you do to put things right?
- How can we do things differently in the future?

With younger children or children that struggle with this we focus on:

- Who else has been affected?
- What can we do to make things right?

An apology should not necessarily be the outcome of the conversation. 'A forced apology doesn't teach humility, it simply underlines obedience' (Paul Dix) and isn't helpful in the long run.

Although actions have outcomes (consequences), children are not always acting out of choice. Sometimes they are engaging in survival behaviour and it is an unconscious process.

## 4.2 TIME IN:

To support the mental health of a child who is deregulated, school opt for a policy for **TIME IN** with a key emotionally regulated adult. This allows a child who is in crisis to co or self-regulate enough to be able to discuss how they have behaved or what has happened to them. During this time a staff member may try 'mental state talk' (talking to the child about what's bothering them and reflecting on their mental state), to use empathic responses, soothing (emotional regulation) or containment (this may be with their own feelings or emotions or through clear boundaries or spaces).

The school will always act lawfully, reasonably and proportionately in all cases. Any separate room or area will only be used when it is in the best interests of the child and other pupils. Any use of restriction which prevents a child from leaving a room of their own free will, will only be used in exceptional circumstances, and if it reduces the risk presented by the child to themselves and others. The senior leader involved will decide how long a pupil should be kept in a separate place, and for the staff member in charge to determine what pupils may and may not do during the time they are there. We will ensure that a pupil is withdrawn no longer than is necessary and



that the time spent there is used as constructively as possible. We will allow pupils time to eat or use the toilet. We will ensure the health and safety of pupils and staff, and any requirements in relation to safeguarding and pupil / staff welfare. A record is kept, monitored and evaluated of the pupils and the time spent away from their group, to show progression by the individual and that correct use is being made of this support. The child will be expected to complete any work which has been missed.

### 4.3 TRANSITION:

In order to protect our children from potential crisis points we plan transitions carefully. This includes transitions during the school day for breaks and assemblies; a planned change of a teacher during the day; moving up before the end of the school year to settle into the new environment and with their new teacher and transition days when moving schools.

### 4.4 SUPPORT:

As a school, we work closely with our families to provide the best support for all our children. We ensure that senior leaders are visible and available in the mornings and after school; we have a strong Pastoral Team and we support and refer on to outside agencies if needed. Working with parents will help us identify any triggers that may be significant in a child’s life and plan for the child’s individual needs.

The table below shows the strategies the school uses to support all our children’s relationship and behaviour needs. All children are offered the universal support, some children may also need targeted support and a few children may need additional intensive support. Early Intervention is important for us and we use the strategies: prevention, identification, early support, and access to specialist support as outlined in the Mental Health and Behaviour 2018 DFE publication.

**Table 5: Support**

UNIVERSAL	TARGETED SUPPORT	INTENSIVE
Safety Cues in all aspects of school life: - Soft start to the day for all. After break and after dinner - Meet and Greet just inside the classroom - Staff who are warm, empathic, playful and curious (PACE) - Interaction with children that ensures social engagement - No shouting practice across school (unless a child is in danger)	Staff adjust expectations around recently identified vulnerable children to correspond with their developmental capabilities and experiences of traumatic/emotional stress.	An emotional available adult is allocated for daily contact.
Children, staff and parents sign the home-school agreement.		
Staff relationships are strong and interactively repair occasions when they may have become defensive.	Staff work with parents through a home-school diary if required.	Staff work with parents and other agencies, if appropriate, through regular meetings.
Scripted interventions Restorative conversation	Restorative conversation	Restorative conversation
Provide stress regulation strategies during the day, particularly during transitions eg: Mindfulness music, breathing and peer massage.	‘Time-in’ with an adult to regulate.	‘Time-in’ with a key adult to regulate.
PSHE and Intervention groups within the classroom	Small Targeted groups – including nurture provision provided by the Pastoral Team	Targeted Support – including Nurture, Play therapy etc
Identify behaviour needs	Nurture support	EP Assessment
	Individual Behaviour Plan and targets are in place.	(Nurture Support Plan) is completed with LA support.
	Positive Handling Plan is in place and reviewed regularly.	Positive Handling Plan is in place and reviewed regularly

	Risk Assessment completed by SLT and class teachers and agreed.	Risk Assessment completed by the Local Authority Officer
	Support with referrals to paediatric support.	Referrals to Occupational Therapist, SALT etc

## 5. SUPPORTIVE HOLDING:

Bernard Allen writes about children not being born with the capacity to care for themselves and the need for adults to protect them in a supportive and nurturing way. School staff considering supportive holding do so based on a rationale of action as if it were their own child. Supportive holding can be the opportunity for the child to realise they are not alone in their emotional pain. It is a developmentally appropriate and necessary response to a child behaving in ways that are unsafe or are in emotional distress.

### Use of Reasonable Force to control or restrain pupils

- All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008). Staff will be updated of any changes made by the government relating to the Use of Reasonable Force.
- Staff will only physically intervene to reasonably control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person including their own, or from causing disorder; for example, teachers will physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so they may be physically removed. The level of physical interventions/restraint will always reflect the level of behaviour they are intended to prevent i.e. always proportionate to circumstances.
- The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Reasonable Force. Under no circumstances will physical force or restraint be used as a form of punishment.
- See Appendix D – Positive Handling Plan and Record

## 6. SCHOOL'S POWER TO DISCIPLINE BEYOND THE SCHOOL GATE.

(School's expectations for positive behaviour off school site including use of media.)

At Fairford C of E Primary School we strive to develop our children into responsible citizens. Furthermore, it is important to protect the reputation of the school and as such we have the same high expectations for behaviour beyond the school gate as we have in school. All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school will be dealt with using the same sanctions as if the behaviour had occurred in school. Behaviour off the school site as well as behaviour on the school site may result in exclusion from the school either for a fixed period or, in some cases, permanent exclusion. See paragraph 7 (Exclusion) for more information about exclusions.

School may manage any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

## 7. EXCLUSION

Exclusion of a child would only be considered as a last resort after other strategies have failed, or if allowing a child to remain in school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. There are two types of exclusion: fixed term which is a temporary exclusion and permanent exclusion. When exclusion of a pupil is being considered the school may take into account, as well as behaviour at school, the child's behaviour off the school site as described in paragraph 6 (School's Power to Discipline Beyond the School Gate).

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this. In all cases a school must balance the interests of the pupils against the mental and physical health of the whole school community.

If the Headteacher excludes a child, they must inform parents/carers immediately giving them the reasons for the exclusion. At this time, the Headteacher will make it clear to the Parents/Carers that they can, if they wish, appeal against the decision to the governing body. The school will inform the Parents/Carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, about any fixed-term exclusions beyond five days [10 lunchtimes] in any one term and should the exclusion mean the pupil will miss a public examination.

The governing body has a discipline committee, which is made up of up to 3 members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, the circumstances in which the child was excluded and any representation by parents and the LA is considered.

## **8. DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF**

Key points

Whilst all allegations of abuse **must** be taken seriously, the quick resolution of that allegation will be a clear priority to the benefit of all concerned (see the school's Safeguarding and Child Protection Policy and Allegations of Abuse against Staff Policy).

## **9. WORKING WITH OUTSIDE AGENCIES:**

It is always the school's intention to ensure that all children receive the best support that can be provided. There may be times where expert options may be needed to support a child to improve their social, emotional and behavioural skills.

Examples of agencies the school uses are:

- CAMHs (Child and Adolescent Mental Health Services)
- Speech and Language referral
- Occupational Therapy
- Counsellors
- Educational Psychologist
- Early Help
- Advisory Teaching Service
- School Nurse
- Hearing Impaired Support Team

## **10. TRAINING AND RESOURCES:**

The school will manage behaviour support, resources and training for all staff including lunchtime supervision

staff. This will be through in-house training, staff meetings and support from outside agencies. This is to ensure that all staff, including new staff, are kept up to date with current and relevant school policies and that strategies used are consistent with school policies.

**This policy should be read in conjunction with the following policies**

Teaching and Learning  
Anti-bullying,  
E-safety,  
Attendance,  
SEND

and takes account of race, religion, culture, SEN, disability and other vulnerable pupils (see appendix A) See Equality Act 2010.

The Policy has been written in conjunction with staff, governors and the School Communication Team. It has been made available on the school website for parents to read and comment on.

The school community is involved in the development of this policy. All members of the school staff have been consulted as this is a legal requirement. Copies of this policy are available for all parents and pupils to look at whenever they so wish. They are always consulted when reviewing this through parental/pupil questionnaires.

The Headteacher and the other school leaders will monitor the effectiveness of this policy regularly and if necessary make recommendations for further improvements.

**Monitoring and Review**

*The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.*

*The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.*

**Signed:** \_\_\_\_\_ Headteacher      Date: \_\_\_\_\_

**Signed:** \_\_\_\_\_ Chair of Governors      Date: \_\_\_\_\_

# Appendix A

## Rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning [See National Strategies guidance]

For ease of reference, the expectations are set down below in the form of a summary chart with the “rights” and “responsibilities” of schools, pupils and parents/carers in two columns. It should be emphasised that these are moral, rather than legal, rights and responsibilities (though a number of them link to particular aspects of the law) and also that they are only intended as illustrative examples and not as a prescriptive list. Schools will determine their own values and expectations of behaviour in the light of their individual characteristics, community and any local school partnership arrangements.

“Rights” and “responsibilities” are often two sides of the same coin. For example, while a school has the right to enforce its own behaviour policy, this could also be regarded as a responsibility. The chart below is only an approximate mapping.

<b>SCHOOLS</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To make clear the school’s statutory power to discipline pupils and that pupils and parents will need to respect this.</li> <li>• To enforce their school behaviour policy – including rules and disciplinary measures.               <ul style="list-style-type: none"> <li>• To expect pupils and parents’ cooperation in maintaining an orderly climate for learning.</li> </ul> </li> <li>• To expect pupils to respect the rights of other pupils and adults in the school.</li> <li>• Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</li> <li>• To ask parents to sign a Home School Agreement when their child joins the school</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure the whole school community is consulted about the principles of the school behaviour policy.</li> <li>• To establish and communicate clearly measures to ensure good order, respect and discipline.</li> <li>• To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.</li> <li>• To ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.</li> <li>• To ensure teachers’ roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.</li> <li>• To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</li> <li>• To support, praise and as appropriate reward pupils’ good behaviour.</li> <li>• To apply outcomes fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.</li> <li>• To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.</li> <li>• To ensure staff model good behaviour and never denigrate pupils or colleagues.</li> <li>• To promote positive behaviour through active development of pupils’ social, emotional and behavioural skills.</li> <li>• To keep parents informed of their child’s behaviour – positive as well as negative, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.</li> <li>• To work with other agencies to promote community cohesion and safety.</li> </ul>

<b>PUPILS</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To contribute to the development of the school behaviour policy, with every pupil involved in the consultation process.</li> <li>• To be taught in environments that are safe, conducive to learning and free from disruption.</li> <li>• To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</li> <li>• To appeal to the head teacher /governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</li> </ul>	<ul style="list-style-type: none"> <li>• To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</li> <li>• To act as positive ambassadors for the school when off school premises.</li> <li>• Not to bring inappropriate or unlawful items to school.</li> <li>• To show respect to school staff, fellow pupils, school property and the school environment.</li> <li>• Never to denigrate, harm or bully other pupils or staff.</li> <li>• To cooperate with and abide by any arrangements put in place to support their behaviour.</li> <li>• To sign and adhere to the terms set out in the Home School Agreement.</li> </ul>

<b>PARENTS/CARERS</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To contribute to the development of the school behaviour policy.</li> <li>• To be kept informed about their child's progress, including issues relating to their behaviour.</li> <li>• To expect their children to be safe, secure and respected in school.</li> <li>• To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary.</li> <li>• To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</li> <li>• To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel.</li> </ul>	<ul style="list-style-type: none"> <li>• To respect the school's behaviour policy and the disciplinary authority of school staff.</li> <li>• To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.</li> <li>• To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.</li> <li>• To ensure school staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm.</li> <li>• To be prepared to work with the school to support their child's positive behaviour.</li> <li>• To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.</li> <li>• To adhere to the terms of any bespoke support plan relating to their child's behaviour.</li> <li>• To sign and adhere to the terms set out in the Home School Agreement.</li> </ul>

## **What the law says**

Disabled pupils are those who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This broad definition encompasses an estimated 7% of the child population and includes hidden disabilities such as dyslexia, autism and speech and language impairments; sensory and physical impairments; and medical conditions such as diabetes, epilepsy or disfigurement. Some pupils with more complex behavioural, emotional or social difficulties (BESD) may also fall under the definition of disabled. The definition of disability includes conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's and other mental health disorders. Such disorders do not have to have been officially diagnosed in order for a pupil to be classified as disabled: the impairment simply needs to exist.

## **Taking account of race, religion and culture**

### **Key Points**

- Schools must avoid discriminating against particular racial groups in the application of their behaviour policies.
- Schools must monitor and assess the impact of their behaviour policy on pupils, staff and parents of different racial groups.
- Schools should ensure staff are well informed about cultural differences in behaviour and their implications.
- Schools should support newly arrived pupils in understanding and following the behaviour policy.
- Schools should take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.

## **Taking account of SEN, disability and the circumstances of other vulnerable pupils**

### **Key Points**

- Schools must make reasonable adjustments in the application of their behaviour policy to disabled pupils.
- Schools must make special educational provision for pupils whose behaviour-related learning difficulties call for it to be made.
- Schools should be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.
- Schools should identify at-risk pupils in advance.
- Schools should plan proactively how the school's disciplinary framework should be applied for each of these pupils.
- Schools should ensure that all those in contact with the pupil know what has been agreed.
- Schools should make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- Schools should ensure that all staff are aware of appropriate referral procedures.

# APPENDIX B:

PACE (<https://ddpnetwork.org>)

## Playfulness, acceptance, curiosity and empathy.

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore.

With PACE, a child can start to look at himself and let others start to see him, or get closer emotionally. He/she can start to trust.



<http://nibblesandbubbles.co.uk/resources/pace-poster/>

### Playfulness

This is about creating an atmosphere of lightness and interest when you communicate. It means learning how to use a light tone with your voice, like you might use when storytelling, rather than an irritated or lecturing tone. It's about having fun, and expressing a sense of joy.

### Acceptance

Unconditional acceptance is at the core of the child's sense of safety.

### Curiosity

Curiosity, without judgment, is how we help children become aware of their inner life, reflect upon the reasons for their behaviour, and then communicate it to their parents or therapist. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand.

### Empathy

Empathy lets the child feel *the adult's* compassion for her. Being empathic means the adult actively showing the child that the child's inner life is important to the adult and he or she wants to be with the child in her hard times.

### The impact of communication using the principles of PACE

PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with the adults and reflect upon themselves, their thoughts, feelings and behaviour, building the skills that are so necessary for maintaining a successful and satisfying life. The child discovers that they are doing the best that they can, and are not *bad* or *lazy* or *selfish*. Problems diminish as the need for them reduces.



# Ready



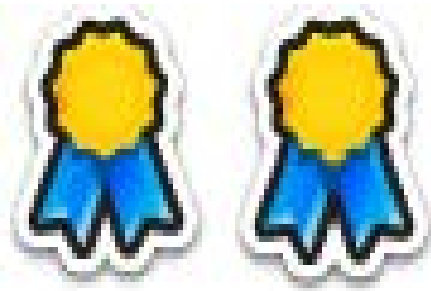
# Respectful



# Safe



# REWARDS



**Good to be Gold**

(Lunchtime award)



I am **READY** to learn



I am **RESPECTFUL** to others and property



I use my **Thinking Moves**



I have done something

**OVER AND ABOVE**



I follow **God's way**

# OUTCOMES:

## CLASSROOM / PLAYGROUND



### 1. Reminder:

You will be reminded about your behaviour and the rule you need to follow.



### 2. Caution:

You will be reminded of the rule you have not followed if your behaviour continues and encouraged to change your behaviour – You will be asked to ‘Think carefully about your next step’. You will be reminded about previous good behaviour you have shown.



### 3. Last Chance:

This is your last chance to make the right choice. You will be reminded about previous good behaviour you have shown. You will need to stay behind for 2 minutes.



### 4. Time in:

Your teacher in charge will decide if you are to:

- miss the next playtime or part of the next playtime.
- go to a Buddy Class with work provided by your class teacher. Any work missed must be completed with the teacher in charge on the same day or sent home.
- Restorative conversation to take place.



### 5. Pastoral/Nurture Team Informed:

You will be asked to reflect on your behaviour and the impact that it has had on others around you. You will be reminded of the choices you need to make, in addition you will be expected to complete the work that has been missed back in class.



### 6. Contact Home:

We will speak to your grown-ups and explain how your behaviour is affecting those around you and your learning. We will talk about how we can help you make the right choices and then put actions in place to do that. We will speak to you about what we have discussed and how you can help yourself to improve.

# APPENDIX D

*Isaiah: 49:16 'I have written your name on the palms of my hands'.*

*Actively learning together in a safe, happy environment shaped by the certainty that each individual is loved and known by God.*

## POSITIVE HANDLING PLAN:

Name:

Class:

Date:

Review:

### ENVIRONMENT:

Classroom:

Playground:

### TRIGGERS:

### RISK ASSESSMENT – BEHAVIOURS:

(Absconding/aggression/putting themselves at risk)

### PHYSICAL INTERVENTION:

### PREVENTION and MANAGEMENT CONTROLS:

#### PROTECT:

Changes to any timetables; reasonable adjustments to classroom/ space; activities needed to support when anxious or when overwhelmed; emotional available adult; changes to any routines diversion or distraction techniques

#### REGULATE:

Timetabled time (5-10 min slots) within the structure of day; Self-regulations/ de-escalation strategies; de-escalation.

#### RELATE:

Have specific identified adults working with the child; Consider reasonable changes to the curriculum to focus on attachment play; de-escalation

#### REFLECT:

Strategies to use with the child at times of deregulation to reflect on behaviours; post incident support.

### SIGNED:

Teacher:

Date:

Child:

Date:

Parent:

Date:



# FAIRFORD C of E PRIMARY SCHOOL ABC LOG

(Individual record to be completed by all staff who were involved)

Pupil Name:	Day:	Date:
Observed by (staff name):	Location:	Time:
<p><b>Antecedents</b></p> <ol style="list-style-type: none"> <li>Where the child was, and exactly what were they doing at the time?</li> <li>Was anyone else around, or had anyone just left?</li> <li>Had a request been made of the child?</li> <li>Had the child asked for, or did they want something to eat or drink?</li> <li>Had the child asked for, or did they want a specific object or activity?</li> <li>Had an activity just ended, or been cancelled?</li> <li>Where you were and what were you doing?</li> <li>How did the child's mood appear, e.g. happy, sad, angry, withdrawn or distressed?</li> <li>Did the child seem to be communicating anything through their behaviour, e.g. I don't want...; I want...?</li> </ol>		
<p><b>Behaviour</b></p> <p>Provide a step-by-step description of exactly what the child did, e.g. he ran out of the living room, stood in the kitchen doorway and punched his head with his right hand for approximately 1 minute.</p> <p>Please tick as appropriate</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Escape / avoidance</li> <li><input type="checkbox"/> Gaining attention</li> <li><input type="checkbox"/> Expression of anger</li> <li><input type="checkbox"/> Frustration</li> <li><input type="checkbox"/> Vengeance</li> <li><input type="checkbox"/> Seeking of power/control</li> <li><input type="checkbox"/> Intimidation</li> <li><input type="checkbox"/> Sensory stimulation</li> <li><input type="checkbox"/> Relief of fear / anxiety</li> <li><input type="checkbox"/> Other</li> </ul>		
<p><b>Consequence</b></p> <ol style="list-style-type: none"> <li>Exactly how did you respond to the behaviour? Give a step by-step description. Include any Team Teach techniques used.</li> <li>How did the child respond to your reaction to the behaviour?</li> <li>Was there anyone else around who responded to, or showed a reaction to the behaviour?</li> <li>Did the child's behaviour result in them gaining anything they did not have before the behaviour was exhibited, e.g. attention from somebody (positive or negative); an object, food or drink; or escape from an activity or situation?</li> <li>What was the overall outcome from the behaviour?</li> </ol>		

**PLEASE PASS TO SLT/MLT LEAD IMMEDIATELY FOR ACTIONING**

# Fairford C of E Primary School



**HIGH NEEDS BEHAVIOUR LOG:**

**DATE:**

<b>Pupil Name:</b>		<b>Year Group:</b>	
<b>SEND NEED:</b>			

**INCIDENT TYPE:**

Verbal abuse

Physical abuse towards staff

Physical abuse towards other children

Throwing equipment / furniture

Persistent disruptive behaviour


**OUTCOME OF INCIDENT:**

**Supporting a young person following a physical intervention:  
Details of restorative conversation –**

**Planning for the future –**

**Staff debrief supported by:**

**INFORMATION RECORDED ON:**

<b>My Concern</b>	<b>DATE</b>

Signed .....

# APPENDIX E



## Fairford C of E Primary School

Isaiah: 49:16 'I have written your name on the palms of my hands'.

### Child Friendly Behaviour Policy

Date of Policy: Spring 2022

Review

Date:

Member of Staff

Responsible:

Headteacher

#### Aim of the policy:

This policy aims to raise awareness of what is expected from all pupils who attend FPS.

#### What should our school be like?

- Children report that they want our school to be a fun place to learn.
- They think that respect is important and everyone should be understanding of each other, always being polite and kind
- Children think school should be a safe place with no bullying
- School should be inclusive and everyone should be treated fairly
- Grown-ups should be respectful to children and give good advice and support

#### Why do we need this policy and why is it important to us?

- It reminds everyone to follow the same rules so everything is consistent
- If people don't follow rules lessons are interrupted and we cannot learn
- Rules keep us safe and allow us to learn
- Policies remind us about what is expected from everyone
- High expectations teach us how to become successful adults
- This policy shows pupils have a voice





## Our school rules

Ready	<ul style="list-style-type: none"><li>• Wear correct and smart uniform</li><li>• Attend school every day on time</li><li>• Have the correct equipment</li><li>• Show you want to do your best</li><li>• Be ready to listen and learn</li></ul>
Respectful	<ul style="list-style-type: none"><li>• Always follow instructions</li><li>• Listen carefully when your teacher is talking</li><li>• Speak politely to adults and your friends</li><li>• Use good manners to other adults in school</li><li>• Keep the school tidy</li><li>• Treat school equipment properly</li></ul>
Safe	<ul style="list-style-type: none"><li>• Walk in single file in corridors</li><li>• Promote equality and fairness</li><li>• Be a positive role model</li><li>• Keep your hands and feet to yourself</li><li>• Think before you go online</li></ul>





# Making the right choice

## If you are making good choices, you may receive:

- A well done from an adult
- Learning rewards
- Attendance rewards
- Stickers
- Positive notes of praise to your grown-ups for Over and Above behaviour and attitude



## If you are not making good choices:



- You may have to complete unfinished work during playtime
- You may be moved to another seat in class
- You may spend time in another class
- You may have to spend time in Time to Think
- You may be asked to hold a grown-up's hand over playtime
- You may be asked to spend time in the cool down room
- You may have to speak to the Headteacher
- We may contact your parents and ask them to come into school