



# Fremington Primary School

## Promoting Positive Behaviour Policy

**Date Adopted:** September 2023  
**Author/owner:** School Community Board  
**Anticipated Review:** November 2025

## Aims of the guidance

This policy sets out our expectations for the behaviour of children attending Fremington Primary School. It acknowledges that we don't always get things right but that relationships can be restored and repaired. Our behavioural policy is rooted in evidence-based research – we take a relational approach and take pride in the work we do to educate children and teach them positive behaviours.

At Fremington Primary School, we value:

- **Kindness** We are respectful, tolerant and inclusive. We treat others as we would like to be treated.
- **Resilience.** We push ourselves to have a go, take risks and build resilience. We have the ambition to reach our goals and don't give up when things get tough.
- **Curiosity.** We have a sense of wonder about the world and know that our creativity, curiosity and hard work will pay off.

## Legislation and statutory requirements

This guidance is based on advice from the Department of Education (DfE) on:

- [Behaviour in Schools](#) Feb 2024
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Use of reasonable force in schools](#)

It is also based on:

- [Guidance for Developing Relational Practice and Policy, Devon County Council](#)
- The [special educational needs and disability \(SEND\) code of practice](#).
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

It should be read in conjunction with the following school policies:

- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy

## Roles and Responsibilities

### The Head Teacher is responsible for:

The Head Teacher is responsible for the monitoring and implementation of this policy and of the behaviour procedures of the school.

The Head Teacher will ensure that the school environment encourages positive behaviour, that staff deal effectively with poor behaviour, and will monitor how staff implement this guidance to ensure recognition and sanctions are applied consistently.

## The Senior Mental Health Lead, Equality Lead and SENDCo are jointly responsible for:

- Overseeing the whole school approach to mental health.
- Overseeing the whole school approach to equality, diversity and inclusion.
- Ensuring this policy is effective at supporting pupils with mental health needs.
- Ensuring that no pupil is disadvantaged due to recognised protected characteristics, including SEND.

## Staff

Staff are responsible for:

- Modelling our ethos value of kindness.
- Demonstrating a commitment to building positive relationships with children underpinned by an understanding of relational practice.
- Managing behaviour effectively to ensure a good and safe learning environment in line with standard 7 of the Teaching Standards.
- Implementing the behaviour guidance consistently.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Supporting each other when dealing with challenging behaviour.
- Recording behaviour incidents on CPOMS.

Senior leaders, Additional Needs Lead Practitioners and PIPS trained staff will work alongside staff to support the management of challenging behaviour.

## Parents

Parents are expected to:

- Demonstrate positivity and respect when communicating with school.
- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Support the school to implement the behaviour guidance including where sanctions or individual behaviour support plans are in place.

## Pupil Code of Conduct

Our School values are kindness, curiosity and resilience.

We embed our values through a strong sense of community where everyone is respected, feels safe and is understood as an individual. We communicate positively and with kindness, celebrating successes and enjoying learning together.

At Fremington Primary School pupils are expected to conduct themselves in way that means children can:

- **Be prepared for the 21st Century**
- **Be next-stage ready**
- **Be aspirational**

The simple school rules define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do. Pupils are expected to follow the school rules which are as follows:

Our school rules sit under the umbrella of:

- Ready
- Respectful
- Safe

 <b>Fremington School Behaviour Rules:</b>		 Ready	 Respect	 Safe
	<p><b>We are kind</b></p> <p style="color: red; font-size: small;">We do not hit, kick or hurt people with our body or words We do not exclude people who are different to us</p>			
	<p><b>We keep ourselves safe</b></p> <p style="color: red; font-size: small;">We do not leave our learning space without permission</p>			
	<p><b>We listen and follow instructions</b></p> <p style="color: red; font-size: small;">We do not disrupt lessons</p>			
	<p><b>We move calmly within school</b></p> <p style="color: red; font-size: small;">We do not run or shout in our school</p>			
	<p><b>We are respectful of our school</b></p> <p style="color: red; font-size: small;">We do not damage property</p>			

### Positive behaviour will be recognised through:

- verbal praise;
- learning power certificates;
- classroom recognition boards for learning behaviours focusing on specific behaviours (the learning power points culminate towards rewards);
- feedback to parents-in person, via email, by phone or positive postcards;
- referring the pupil to a senior member of staff.

### Unacceptable Behaviour

If a child is demonstrating behaviour that does not follow the school rules, a member of staff will intervene using an appropriate strategy.

Sanctions may be imposed for unacceptable behaviour when the pupil is:

- taking part in any school-organised / school-related activity
- travelling to or from school
- wearing school uniform
- is identifiable as a pupil at the school

Children may also be subject to sanctions whether or not the above apply when:

- there may be repercussions for the orderly running of the school

- a threat is posed to another pupil or member of the public eg online bullying
- the reputation of the school could be adversely affected

### Sanctions-low level behaviour

- Reminder of the rules e.g. remember our rule about ready/respectful/safe. It may be appropriate to ask for the correct behaviour, e.g. walk
- Warning-delivered privately where possible 'Think carefully about your next step'; 'Make a good choice'
- Scripted intervention (see below)
- Calming time/reset (5 mins) - space within the classroom/or partner class (or another space as directed by the teacher) - use a timer if appropriate so children can visualise the time. Children being asked to go into another class should be supported to avoid shame eg 'Child x just needs some time/space'. 'Teacher should indicate a space and offer non-verbal cues to show the child is welcome and will be supported.' After 5 minutes, the adult should welcome the child back. When appropriate, a restorative conversation should take place.
- EYFS-time in with an adult-sitting together with a timer.
- Referral to SLT if no change on return
- Repair and restore

### The Scripted Intervention

It may be necessary to have a short interaction which should be structured using the following language using a calm and respectful tone at the child's level. This language is designed to recognise, be aware of and respond to the child's needs through attuning and validation.

- ❖ I've noticed you are ..... (name behaviour e.g. having trouble getting started, not in the right place, fiddling with equipment)
- ❖ That is breaking our rule about being ...(ready/respectful/safe)
- ❖ A reminder of positive behaviour
- ❖ That is the behaviour I need to see today
- ❖ Thank you for listening.

When appropriate, the adult can step back to allow the child to change the behaviour to avoid a confrontation. An opportunity should be looked for to praise the child for demonstrating their changed behaviour.

Some children may require further intervention through extended time with an adult away from the classroom to regulate or have individual behaviour support plans which should be followed.

### Reporting to Parents

Any sanctions should be reported to parents in an appropriate way e.g at the end of the school day in person or by phone.

### In the case of repeated or prolonged incidents the following strategies may be used:

- Trusted or key adult taking time 1-1 with the child to understand what has caused the behaviour and the steps needed to return to learning
- Supervised breaktime/lunchtime spent with an adult
- Referral to senior leadership team to discuss behaviour and reset expectations with follow up planned for later in the day/week as appropriate
- Introduction or review of the Relational Support Plan to check the effectiveness of strategies
- If behaviour is shown that could endanger the child or others or cause serious damage to school property, a Passive Intervention and Prevention Strategy (PIPS) trained member of staff will be called to support. Other children may need to be moved to safety. In the event of a child being in immediate danger to themselves or others, any member of staff is permitted to intervene.

### Passive Intervention and Prevention Strategy

- On occasions a child may become a danger to themselves or others and PIPS methods may need to be used where reasonable, proportionate and necessary. (For further details on PIPS please refer to USE OF REASONABLE FORCE POLICY / SAFE TOUCH.) Staff involved in using any PIPS method must record their actions on CPOMS, inform the SLT and parents/carers on the same day.)

### The Restorative Conversation

- Following a behaviour incident, once the child is regulated, there should be a restorative conversation to encourage a child to think through their behaviour, the consequences of it (for themselves and others), and what they can do to make it better.
- Where another child has been impacted by the behaviour, the adult needs to facilitate the restorative conversation. The following structure should be used:



### Repeated behaviour incidents

- If behaviour incidents escalate or are displayed repeatedly, the class teacher should make contact with the parent/carer to discuss and ascertain if there are any likely causes for this.
- SLT monitor CPOMS for behaviour incidents and will discuss any necessary further actions with relevant staff involved with supporting the child.
- Senior leaders will discuss cases causing serious concern and support staff involved with supporting the child and meeting with parents as needed.

## **Bullying**

Bullying is defined as the repetitive, intentional harming of one 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

Refer to FPS Anti-Bullying Policy

## **Additional support**

The senior leadership team will work with the families of children that require more intensive support to meet the aims of the school. This may include formulating an Individual Relational Support Plan or involving outside agencies such as the Educational Psychology team or the Tarka Learning Partnership Inclusion Leader.

## **Serious Incidents**

On rare occasions, due to a serious incident, a suspension from school may need to be put in place. The Head Teacher will then inform the parents, Devon County Council (form link) and Tarka Learning Partnership as part of the monitoring process.

The Head Teacher, in consultation with the Tarka Learning Partnership Inclusion Leader, has the right to/will permanently exclude in extreme cases of persistent disruptive behaviour or a single serious incident that could endanger the safety of other members of the school community.

## **Appendix 1: EEF Improving Behaviour in Schools Summary of Recommendations**

This policy is underpinned by the Education Endowment Foundation Guidance report: Improving Behaviour in Schools, June 2019.

# IMPROVING BEHAVIOUR IN SCHOOLS

## Summary of recommendations

Proactive				Reactive
<p><b>1</b></p> <p>Know and understand your pupils and their influences</p>  <ul style="list-style-type: none"> <li>• Pupil behaviour has multiple influences, some of which teachers can manage directly</li> <li>• Understanding a pupil's context will inform effective responses to misbehaviour</li> <li>• Every pupil should have a supportive relationship with a member of school staff</li> </ul>	<p><b>2</b></p> <p>Teach learning behaviours alongside managing misbehaviour</p>  <ul style="list-style-type: none"> <li>• Teaching learning behaviours will reduce the need to manage misbehaviour</li> <li>• Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning</li> <li>• Teachers should encourage pupils to be self-reflective of their own behaviours</li> </ul>	<p><b>3</b></p> <p>Use classroom management strategies to support good classroom behaviour</p>  <ul style="list-style-type: none"> <li>• Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression</li> <li>• Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time</li> <li>• Reward systems can be effective when part of a broader classroom management strategy</li> </ul>	<p><b>4</b></p> <p>Use simple approaches as part of your regular routine</p>  <ul style="list-style-type: none"> <li>• Some strategies that don't require complex pedagogical changes have been shown to be promising</li> <li>• Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour</li> <li>• School leaders should ensure the school behaviour policy is clear and consistently applied</li> </ul>	<p><b>5</b></p> <p>Use targeted approaches to meet the needs of individuals in your school</p>  <ul style="list-style-type: none"> <li>• Universal behaviour systems are unlikely to meet the needs of all your students</li> <li>• For pupils with more challenging behaviour, the approach should be adapted to individual needs</li> <li>• Teachers should be trained in specific strategies if supporting pupils with high behaviour needs</li> </ul>
Implementation				
<p><b>6</b></p> <p>Consistency is key</p> 		<ul style="list-style-type: none"> <li>• Consistency and coherence at a whole-school level are paramount</li> <li>• Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches</li> <li>• However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level</li> </ul>		



# The Relational Approach



Appendix 3: The Restorative Conversation Guidance (Finnis 2021)

### Bubble One:



### Bubble Two:



### Bubble Three:



Appendix 4: Fremington Primary School Behaviour Flow Chart

