The Federation of St. Giles and St. John

Behaviour Policy

Date policy adopted/reviewed:	June 2026
Next review date:	May 2029

This policy links to the Child Protection Policy, the Exclusion Policy and the Child-on-Child Abuse Policy. At Farlow and Kinlet C. of E. Primary Schools, our behaviour policy is rooted in our Christian vision of

Love to learn: Learn to love.

Guided by our core values of compassion, perseverance, and respect, we seek to create a calm, safe and inclusive environment where every child is known, valued and able to flourish as a unique child of God.

We believe that good behaviour is learned, supported through strong relationships, clear expectations and consistent, compassionate responses. Forgiveness, reconciliation and restoration are central to how we respond when things go wrong.

This policy reflects the Church of England's commitment to dignity, respect and justice for all. It also reflects our commitment to raising the profile of protected characteristics and British values as we educate children in their relationships; in showing respect; in understanding the world they are growing up in; in understanding equality and diversity and in their own personal and social development.

Legislative and statutory framework

This policy complies with, and should be read in conjunction with, the following statutory requirements and guidance:

- Behaviour in schools: Advice for Headteachers and School Staff (DfE, February 2024)
- Keeping Children Safe in Education 2025
- Education and Inspections Act 2006
- Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils
- Special Educational Needs and Disability Code of Practice (2015)
- Use of Reasonable Force in Schools (DfE guidance)
- Searching, Screening and Confiscation (DfE guidance)
- Suspension and Permanent Exclusion (DfE guidance)

Roles and Responsibilities

Governors

- Approve and review the Behaviour policy.
- Ensure the policy reflects the schools' Christian vision and statutory duties.

Headteacher

- Implement the policy consistently across the schools.
- Ensure staff are trained and supported.
- Monitor behaviour, suspensions and exclusions

Staff

- Model positive, respectful behaviour at all times.
- Apply the policy fairly and consistently.
- Take account of individual needs, including SEND and safeguarding concerns.

Pupils

- Follow school expectations.

- Treat others with kindness, honesty and respect.
- Take responsibility for their behaviour.

Parents and Carers

- Support the schools' behaviour expectations.
- Work in partnership with staff to support positive behaviour.

Aims

- To promote a positive, orderly and respectful learning environment
- To support children to develop self-regulation, responsibility and empathy
- To ensure behaviour systems are fair, inclusive and consistently applied
- To meet the needs of all children, including those with special educational needs and/or disabilities
- To fulfil all statutory duties relating to behaviour, safeguarding and equality
- To foster strong partnerships with parents and carers
- For children to demonstrate calm and safe behaviour.
- For children to show respect towards other people and property.
- For children to develop a sense of responsibility for themselves, for others, for their surroundings and the wider environment.
- For children to demonstrate mutual respect towards one another and towards all members of the school community and the wider community.
- To promote a culture of forgiveness and reconciliation.
- Harassment of any kind is not tolerated and will always be addressed promptly, proportionately, and in line with safeguarding procedures.
- All children should be treated equally, and the behaviour policy applies to all children regardless of their race, gender or disability.

To Achieve our Aims

Strategies to promote good behaviour within the class

- We encourage good behaviour by emphasizing positive things. Children who behave well and produce good work are acknowledged.
- Each class has a clearly defined set of rules which have been agreed by all children and staff.
- Work set should be interesting, stimulating and well differentiated; tasks must be appropriate and clearly explained, ensuring that every child understands what he/she is doing.
- Expectations of behaviour should be clearly and regularly explained to the children.
- Equipment should be well organised and clearly labelled to facilitate ease of access.
- Attention should be given to room organisation to ensure children can see the board and to the makeup of groups-who sits by whom etc.
- Teachers should be constantly vigilant and intervene early to prevent behaviour that does not meet expectations.
- High quality work must be expected; work below standard should be re-done or modified.
- Systems should be in place to ensure children know what to do next or while waiting for a teacher.
- Interesting displays should be made to provide a stimulating environment and show children their work is valued.
- Sufficient time should be given for children to finish work.

- Praise should be given for good work.
- Use positive, specific praise to promote good behaviour.
- Address behaviour privately and respectfully. Speak to children individually in a calm supportive way.

Aims to promote good behaviour when moving around school

Children are expected to:

- Line up and walk quietly.
- Move without physical contact with others.
- Walk quietly; knock before being asked to enter the staff room or office; enter the classroom in silence; be polite.
- Be considerate, quiet and shut doors quietly.

Strategies to promote good behaviour when moving around school

- Expectation should be clearly defined.
- There should be appropriate and active supervision.
- Remind children about behaviour expected (especially before they leave/as they come into a room.)
- The transition should be practised again with appropriate support until expectations are met.
- Expected behaviour should be modelled by all staff

Aims to promote good behaviour in the playground

- Children should treat each other and the adults on duty with care and respect.
- Children should treat equipment with care.
- Children should ask permission to go inside to the toilet.

Strategies to promote good behaviour in the playground

- Children should stop what they are doing when the whistle blows. Then when instructed they should walk quietly into line.
- At the end of playtime children should walk quietly into school.
- Children should be provided with equipment (balls, ropes etc.)
- Supervisors should encourage games both using equipment and playing traditional playground chanting games.
- Give opportunities for quiet.
- Ensure equal opportunities.
- Encourage children to join in and play together.
- Supervisor should get equipment out, monitors to put away.
- Supervisors must ensure they have a good vantage point and should patrol the play area.
- Staff should ensure all children are out of the classroom and supervisor should check classrooms and toilets at least once per session.
- Teachers must supervise children who stay in.

Aims to promote good behaviour in wet playtimes

Children are expected to:

- Remain in their own classroom.
- Sit-either on a chair or on the floor.

- Not move around unreasonably once they have chosen an activity.
- Tidy up (3 minutes given at playtime, 5 minutes at lunchtime.)
- Be prepared for next lesson and be ready to learn i.e. sit calmly and safely.

Strategies to promote good behaviour in wet playtimes.

- "Wet playtime games" should be available.
- Teachers will decide which toys should be made available.
- Supervisors should stay with children at break time. Lunchtime supervisors cover classes at lunchtime.

Aims to promote good behaviour during lunch

Children are expected to:

- Be polite and respectful to each other and to all staff (use please and thank you).
- Stay in their places at the tables until they are asked to line up to get their lunch.
- Eat sensibly- the correct use of knives and forks should be encouraged.
- Eat up reasonably.

Strategies to promote good behaviour during lunch

- Ensure children talk quietly and only to children at their own table.
- Ensure children line up sensibly and wait their turn to be served.
- Ensure children walk at all times.
- Promote and model good manners at all times.
- Ensure that children stay in their places and wait for the supervisor's instructions before going outside.

Aims to promote good behaviour during school visits

Children are expected to:

- Get on and off the bus in an orderly manner.
- Stay in their seat during the journey.
- Be polite and respectful to members of the public
- Be responsible for their own and the school's equipment

Strategies to promote good behaviour on outside visits

- Remind children that they represent the school.
- Ensure helpers know which children they have charge of and what they are expected to do.
- Establish clear rules for behaviour on the bus.

Aims to promote good behaviour in the cloakroom

Children are expected to:

- Keep the floor clear.
- Pick up anyone's coat or bag that has fallen out of a locker.
- Take care of their own property

Strategies to promote good behaviour in the cloakroom

- Check the cloakrooms when children are there to ensure calm, safe behaviour.

- Ensure children go into class or outside (as appropriate) as soon as they have put their belongings into their lockers.

Aims to promote good behaviour at the end of the day

Children are expected to:

- Collect their belongings quickly and sensibly.
- Walk back into their classroom to wait until asked to line up.
- Line up in a quiet, orderly fashion.

Strategies to promote good behaviour at the end of the day

- Ensure that the classrooms are left tidy so that the cleaner can work efficiently.
- Children should fetch their belongings when asked to do so by their teacher. They should then stand in their designated places until they are asked to line up.
- Children are taken out by the class teacher or teaching assistant.
- Staff supervise children getting on to the buses.

Behaviour Outside School and Online Behaviour

The schools' behaviour policy applies to behaviour that occurs outside the school premises, including online behaviour, where there is a clear link to the school, where the behaviour could negatively affect pupils or staff, bring the school into disrepute, or pose a safeguarding risk. This includes (but is not limited to) bullying, cyberbullying, harassment, discriminatory behaviour, inappropriate online communication, or misuse of social media. Behaviour incidents that occur outside of school will be addressed in line with this policy and relevant safeguarding procedures and may result in school sanctions where appropriate. Safeguarding concerns will always take priority, and schools will work in partnership with parents, carers and external agencies as necessary to promote pupils' safety, wellbeing and positive behaviour both online and in the wider community.

Sanctions

We aim to encourage good behaviour by emphasizing positive things. We shall reward good work or good behaviour by:

- Verbal praise and encouragement.
- Recognition of effort, kindness and improvement.
- Showing good work (to other staff, another class, a friend etc.)
- Holding "sharing assemblies" when children show their work to the whole school.
- Holding evenings in school where children can share their good work with staff, children, parents and governors.

Behaviour that does not meet expectations is addressed calmly, proportionately and consistently and responses may include:

- A reminder of expectations
- Reflective time or restorative conversation
- Loss of privileges (not basic needs)
- Diversion
- Supervised time for reflection in a safe, appropriate location.
- Involving the headteacher
- Communication with parents/carers
- A behaviour checklist may be set up with the child, parents, teacher, and head teacher.

- Staff will liaise on a regular basis with parents to discuss progress towards targets set.

Restorative approaches are used wherever possible to repair relationships and to support learning.

Pupils with Special Educational Needs and/or Disabilities (SEND)

The schools recognise their legal duty to make reasonable adjustments to behaviour practices for children with SEND.
This includes:

- Considering whether behaviour is linked to SEND needs.
- Adapting expectations, sanctions or support where reasonable.
- Implementing personalised behaviour plans where needed.

Failure to make reasonable adjustments may constitute discrimination under the Equality Act (2010). This duty applies throughout the behaviour and sanction process, including decisions to exclude children.

Serious incidents, Safeguarding and Child-on-child abuse

All serious incidents, including bullying, discriminatory behaviour, and child-on-child abuse, are managed in line with:

- Keeping children safe in education 2025 (KCSIE)
- The safeguarding and anti-bullying policies
- Safeguarding concerns always take priority over behaviour sanctions

Suspension and Permanent Exclusion

Suspension or permanent exclusion is only used as a last resort, in line with DfE guidance. Before any exclusion, the schools will:

- Consider all relevant circumstances
- Assess support and reasonable adjustments
- Ensure decisions are lawful, fair and proportionate.

The decision to exclude a child is the responsibility of the headteacher.

- Children who have been identified as having behaviour problems will have a specific Individual Education Plan (IEP) for behaviour outlining targets which they are working towards.
- Regular meetings will be set up to discuss progress towards these targets and to discuss strategies to promote positive behaviour. Parents should be involved and individuals from other agencies may also attend the meeting should it be deemed appropriate.
- All children are held to high expectations, with reasonable adjustments and appropriate support for children with ASD. However, the sanctions imposed will take account of the child's developmental stage, their communication needs and their ability to regulate their emotions.
- Strategies for behaviour management of children with ASD will be discussed and implemented by the SENCo and class teacher.
- Children with SEN are protected from discrimination by the equality act.

Use of restrictive interventions, including reasonable force

Our schools follow the Department for Education guidance Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026)

Principles

The schools are committed to:

- Minimising the use of restrictive interventions wherever possible
- Promoting prevention, early intervention and de-escalation
- Ensuring the dignity, safety and wellbeing of pupils and staff

Restrictive interventions are used only as a last resort and never as a punishment.

When reasonable force may be used

All members of staff have a legal power to use reasonable force only where it is necessary to:

- Prevent a pupil from injuring themselves or others
- Prevent the commission of a criminal offence
- Prevent serious damage to property
- Maintain good order and discipline where other strategies have failed

Any force used must be:

- Lawful
- Proportionate
- Time-limited
- The minimum necessary to reduce risk

Prohibited practices

Staff must not use force:

- As a punishment or to enforce compliance
- In a way that restricts breathing or circulation
- By applying pressure to the neck, head, chest or abdomen
- By intentionally forcing a pupil to the floor unless unavoidable for safety

These practices present a significant risk of physical and psychological harm and are not permitted.

Pupils with SEND

The school recognises that pupils with Special Educational Needs and/or Disabilities (SEND) may display behaviours related to distress, unmet needs, or communication difficulties.

In line with statutory guidance:

- Reasonable adjustments will be made to reduce the likelihood of restrictive interventions
- Individual risk assessments and behaviour support plans will be used where appropriate
- Staff will consider known triggers, environmental factors and de-escalation strategies

This approach aligns with duties under the Equality Act 2010.

Recording and Reporting

All significant incidents involving the use of reasonable force must be recorded.
Records will include:

- The name of the pupil(s) and staff involved
- The date, time and location of the incident

- The reason for using force
- The type and duration of force used
- Any injuries or follow-up actions
- Whether the pupil has SEND

Parents/carers will be informed as soon as practicable, ideally on the same day, unless doing so would place the child at risk.

Governing bodies will review data on the use of restrictive interventions to ensure patterns are identified and practice is continually improved.

Post incident support

Following any use of restrictive intervention:

- A restorative discussion will take place with the pupil
- Support will be provided to staff and pupils involved
- Behaviour support strategies or risk assessments will be reviewed and updated where necessary.

Following use of physical intervention, there will be a restorative discussion with any staff and pupils.

Evaluation and monitoring

- Circle time and assemblies will be used to explain our expectations to the children and to get feedback from them.

Jurisdiction

To be effective this policy must be consistently and firmly applied. All ancillary staff and parent helpers will be instructed in this policy and will have the same responsibility and jurisdiction as the teaching staff in carrying it out.

- If parents have concerns about behaviour in school, they should raise their concerns with the class teacher or headteacher in the first instance.
- Should parents still have concerns they should be raised with the Chair of Governors.
- If concerns persist, they should be raised with the Pupil Discipline Committee.

Success criteria

- All adults consistently and constantly apply the behaviour policy.
- There are frequent, visible instances of good behaviour.
- Children demonstrate positive, respectful behaviour that supports their learning. They are supported to make positive behaviour choices.
- Children respect other people and property.
- Children develop a sense of responsibility for themselves, for others, for their surroundings and the wider environment.
- All staff are trained to recognise and act upon all reports and concerns, including those outside school and/or online.

Resources

- Let’s mediate by Hilary Stacey and Pat Robinson.

Appendix 1

Positive handling procedures:

Positive handling is much more than the use of reasonable force. It is a strategy employed as a means by which to deal proactively with challenging behaviours and so ensure that restrictive physical interventions are used as a last resort and only when absolutely necessary.

Where it is found that a young person's behaviour presents a foreseeable risk and that restrictive physical interventions are necessary, then a Behaviour Support Plan (including positive handling) will be drawn up.

Strategies used as part of positive handling include:

- De-escalation, diffusion and distraction activities
- Reassurance
- Calm talking/communication
- Help script for pupil
- Clear, firm, verbal instructions to offer or direct options, which may include:
    - Supervised time out of the situation
    - Loss of privileges related directly to the behaviour.

Behaviour management strategies are discussed with parents and children (if appropriate) and an indication of the positive handling techniques (prompts, guides and escorts) that may be used. Risk assessments are completed against each child when physical restraint may be needed in the context of the identified target behaviour (s) and environments in which they occur.