Fairfields Primary School

Behaviour Policy

September 2026 – September 2027

Aims and Purpose

Here at Fairfields Primary School, the happiness, wellbeing and kindness of our children is at the heart of everything we do. Everyone at Fairfields should be free to be themselves, feel seen, feel safe and feel like they belong. We understand that if children feel happy, safe and have a sense of belonging, they make progress in their learning. All staff, parents and carers, children, governors and visitors are expected to maintain the highest standards of positive behaviour, accept that they are accountable for their actions and conduct and encourage others to have that shared understanding. When we work together, everyone can achieve and succeed, love learning and feel belonging within our Fairfields' Family. We can achieve together, step by step!

Our aims are:

- To provide a safe, inclusive, happy and nurturing environment to form the foundations for successful and purposeful learning to take place;
- Provide clear guidance and expectations for all stakeholders, of what behaviour is expected to look like;
- Stay visibly calm at all times, and stay consistent in the approaches across the school, including with language used to praise and remind;
- Understand that there are no 'bad' children, just 'bad choices';
- Have belief in all children, especially those who have experienced trauma and have high expectations for all;
- For all adults to take responsibility for managing behaviour and ensure that incidents are followed up, and restorative conversations have taken place, when required and in a timely manner;
- Involve families of our children in the development and celebration of positive behaviour, as well as collaborating when standards of behaviour have not been met.

To achieve this, all members of our Fairfields Family must adhere to the simple rules of being: '**Ready, Respectful, Safe'.**

Fairfields Primary School : Ready, Respectful and Safe

A clear structure will have the most positive impact on behaviour. This positive behavour policy sets out the rules, routines and visible consistencies that all members of our community, must follow. Fairfields Primary School has three simple rules: **Ready, Respectful and Safe,** which can be applied to anybody, in a variety of situations, are easy to remember, and are taught explicitly.

Our three rules are based on the work of educator Paul Dix and his book, '*When the Adults Change, Everything Changes'*. Dix writes, **'Visible consistency with visible kindness** allows exceptional behaviour to flourish.' This is fully in tune with our school ethos and values of being *humble, courageous, respectful, inclusive, independent, inquisitive* and overall, being *kind*.

Each class will make a class charter at the start of the year, agreeing on what these rules mean in their class to them. This approach promotes accountability for their actions and a shared vision of the

behaviours expected by the children at Fairfields Primary School.

Below are some examples (not exhaustive) of what children being '*ready, respectful and safe*' might look like within our school:

Ready	Respectful	Safe
Coming to school with a positive attitude Wear full school uniform Sitting facing the speaker, listening carefully Following instructions promptly Keeping hands and feet in own space Using equipment purposefully and appropriately Having a fully charged iPad, ready for learning Putting in 100% effort and performing to our best ability.	Being polite to everyone, and listen to all members of the school community Taking turns to speak and listen to others' contributions Respecting the right of others to learn, their opinions, personality, privacy and property Consider how your actions impact others Taking care of the school and its equipment/resources Playing co-operatively and sharing Valuing each others' work and contributions Telling the truth and listening to other people's perspectives Accepting a solution or consequence Seeing an apology as a signal someone has learnt and reflected on their behaviour and wants to repair the situation.	Using kind words that make others feel safe Gentle hands, gentle feet Keeping the classroom environment tidy and purposeful Moving sensibly and quietly around the school site, always on the right-hand side Following adult instructions Seek support/guidance from an appropriate adult, as needed Using equipment as intended Reporting any damage noticed around the school Taking responsibility for their own behaviour and planning how to repair when things have gone wrong.

**Fairfields Primary School recognises that adjustments may be required for children with additional needs, where appropriate and reasonable, to ensure all children can meet the behavioural expectations*.

Expectations of adults

All Fairfields school, adults strive to know every child **extremely well** and **relentlessly develop positive relationships** and **mutual respect**. This extends to all the children and adults in the school community, including our families. This requires deliberate engagement with children and their families to ensure they feel valued, cared for and have a sense of belonging within the school community. It enables adults to follow up on negative behaviour with genuine care, through positive relationships. It is important that families work closely together with our school staff and senior leaders; reinforcing the same messages and showing the same respect for our rules and expectations.

Positive behaviours will be communicated to the parents and carers of our children. This could include progress and achievements academically, socially and positive behaviour, particularly when a child has demonstrated our school values impressively. This may be through a quick chat at the classroom door, a phone call, or written note or email. Any member of staff can, and should, be part of this.

The staff at Fairfields want all children to do well, and understand that children want adults to be consistent and fair, show kindness at all times, showing unconditional care and compassion. If a child has not been able to maintain positive behaviours, adults understand that each lesson or transition, is a fresh start.

What children can expect of staff - 'Everyone, everywhere!'

Relationships are central and essential. Positive behaviour must be recognised sincerely and consistently. Our aim is that children are praised publicly and, as much as possible, reminded in private.

Every member of staff, trainee or visitor at Fairfields Primary School is expected to **deliberately** and **persistently** notice children doing the right thing, and praise them for it. This applies to the Head of School, the site manager, the kitchen team, the administrators, the teachers, the trainee teachers and the support staff… **everyone**. This applies in the classroom, the lunch hall, corridors, the playground and away from the school site on trips and residentials... **everywhere**.

Adults in school have the responsibility to regulate their own emotions, our body language and our tone of voice. Nothing is gained by being verbally aggressive, or showing children a lack of control. Reactions to negative behaviour should be done so in a calm way, and given discreetly where possible to protect the dignity of the child and the adult. In order to ensure a consistent approach in what could be a challenging situation, we use behaviour scripts - consistent prompts which focus on redirecting the behaviour and keeping words to a purposeful minimum.

There must always be certainty that any member of staff will follow up on negative behaviour themselves with full support from their class team and senior leaders.

Our Expectations	Visible consistencies, visible kindness	Excellence recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. **Greeting and welcoming the children** into a calm, school and classroom. Gate, classroom door or playground - we will be on time and welcoming. 2. **First attention going to children doing the right thing** 3. **Picking up** on children who are not yet ready, respectful and/or safe… **following through** to support them to change this. 4. **Accompanying children** at transition points. Expecting, praising and modelling the way in which we move around the school at all times! 5. **Praising in public, reminding in private,** as far as possible. 6. **Consistent language** and **behaviour scripts**. 7. **Deliberate attention and interest to build relationships**. If eating lunch with the children or playing with them outside, talking, listening and taking an interest.	1. Non-verbal, verbal or written praise 2. Recognition through house points 3. Praise to parent or carer at pick-up 4. Phone call/message /note home 5. Show work to another adult 6. Bees Knees or Head Teachers Awards assemblies 7. Visit to SLT and Head of School for recognition and celebration of the individual

Our Positive Behaviour Curriculum

Positive behvaiours are explicitly taught and embedded across a wide range of curriculum subjects. This approach is designed to develop emotional literacy, underpin welling and encourage a positive mindset towards learning behaviours. Through our PSHE curriculum we aim to teach children strategies to support wellbeing and happiness but also to teach the expected behaviours, respect and empathy in order to learn and function in society and our community. This aspect of the curriculum includes:

- understanding children's own identities and how they fit within the class, school and global community each year and for every class. We will create our class charter, encompassing pupil voice and our 'ready, respectful, safe' approach;
- anti-bullying (cyber and homophobic bullying included) and understanding of this;
- how to contribute positively to society;
- drug and alcohol education, self-esteem / confidence, wellbeing and aspects of healthy lifestyle choices;
- understanding friendship, family and other relationships, conflict resolution and communication skills;
- coping positively with change;
- use strategies to regulate emotions;

- to respect other people, their rights, property, beliefs and feelings… to respect difference;
- to be assertive, express their views and feelings and be constructive - but always be respectful and to resolve disagreements peacefully;
- to understand what 'being inclusive' means and looks like. **More can be found in our PHSE curriculum document on our website.*

Stepped boundaries and approaches to encourage positive behaviour

At Fairfields Primary School, we use a system of stepped boundaries to ensure a consistent approach to negative behaviour and behaviour we do not expect to see. **We believe it is not the severity of the sanction, it's the restorative follow up that is important**. Throughout the stepped boundaries, adults will remain calm and use the behaviour scripts which redirect behaviour to be positive, ready, respectful and safe to learn. The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour, not the child, is essential. Adults will try to avoid describing the child's behaviour to another adult in front of the child, wherever possible. Other adults will support quietly and calmly if necessary, for example, offering a seat at another table for the child.

The stepped boundary system is cumulative within a lesson/session but, it is important that everyone also has a fresh start each session. It is always the aim that a child will make good choices and have a successful lesson or play time. When this happens, it will be recognised and praised – in public.

If a child is given time out or reaches the repair and restore stage (see table below), this must be recorded on CPOMs and parents should be informed at the end of the school day, if not before. As far as possible this will be communicated to parents discreetly. Conversations will be factual and will discuss a time out or repair that took place. If a child is repeatedly reaching the reminder step, even if behaviour is subsequently improved for a short time, teachers will discuss this pattern of behaviour with parents and carers, to work together to support the child.

Stepped Boundaries	
Steps	**Example**
1. Gentle reminder This is gentle encouragement and may be non-verbal.	First and foremost, children should be praised when making the right choices, which will in turn encourage others to adopt this behaviour too. If a child needs more than this, non-verbal cues, such as standing next to a child, pausing mid-sentence or placing a hand on the table are all examples of a gentle reminder to encourage positive behaviour. It may also be a verbal reminder. For example, 'Let's see eyes on me and ready to learn.'
2. Formal reminder This is a short, polite reminder of the rules.	'**I notice** that you're talking when I'm talking. This is a **reminder** that we need to be ready and respectful. Please listen and stop talking. Thank you.' This may be directed to the class, a group of children or an individual.

3. Warning This is a discreet **30 second intervention (max)** to make a positive choice.	'I notice you have chosen to keep talking and not to do your work. This is a **warning**.' Do you remember that yesterday you were completely focused on your learning? That is what I need to see today. If you choose to break the rules by [insert timeframe], you will need a time out, then stay with me for 2 minutes after the lesson.''
4. Time out This is time out, in the moment, followed by 2-5 minutes of missed play or free time with the adult.	At this point the child will be told to take time out to stop, think, and reflect on how they can improve their behaviour and make better choices. They may be asked to move to another area at this point to allow this to happen. This will always be followed by 2-5 minutes (dependent on the child's age) with the adult after the lesson, to have a mini-restorative conversation and to provide time to finish work or tidy up etc. This might be 2- 5 minutes of missed play, 2-5 minutes accompanying an adult to break duty, or 2-5 minutes towards the end of the day. 'I have noticed you have chosen to _____ . You are breaking the school rule of being ready, respectful and safe. You are choosing to have time out, please move to the shared area for reflection. I will come and check in on you in a few minutes. (After the time out) Thank you. After the lesson, you will need to stay with me for X minutes to talk and repair.'
5. Repair and Restore This is a short **restorative conversation** during playtime (or other suitable time) followed by a **consequence** given to repair the situation.	If a child continues with negative behaviour following a time out, a short **restorative conversation of about 5 minutes** (see script below) with a **consequence of about 10 minutes will be** given to repair the situation. A 'repair task' or 'consequence' should be agreed/reached with the child at the end of the restorative conversation, such as tidying the classroom, making an apology or withdrawal from a preferred activity. This consequence will be as logical/natural as possible e.g. withdrawal from football if that was when negative behaviour occurred; tidying up a mess made by the child and must be appropriate to the behaviour that has been displayed. A repair task might involve work that must be completed at home (Year 2 upwards) to repair lost learning. This should be returned first thing in the morning. Parents and carers will be informed that there are expectations which are not being met, and the child should understand the natural consequence. If a child refuses to engage with the repair talk or to agree to a consequence they will miss the remainder of that playtime. It may be appropriate for the adult to say they will follow up with this talk later that day or the next day.

The Restorative Approach

Fairfields Primary School has a restorative approach to behaviour management. Restorative practice at Fairfields Primary School means having extremely high expectations of behaviour, always picking up on behaviour which does not meet these high expectations, and teaching how behaviour can be changed and relationships restored. When a child does not behave in a way that means they are ready, respectful and/or safe, this will always be followed up on, and consequences or 'impositions' will sometimes follow, even if these do not occur in public.

What are the principles of the restorative approach?

- Importance of developing and maintaining positive relationships
- Taking responsibility for one's own actions and their impact on others
- Respect for the views and feelings of others
- Fairness
- Repairing and resolving situations where something has gone wrong
- Learning how choices could be more positive in future

The skills being nurtured in this approach are emotional expression and literacy, self-reflection, problem solving, listening, empathy and self-control.

Restorative conversations are never held when the child is emotionally dysregulated. Dysregulation may look like a child who is very angry, violent, running away or shut down and refusing to move or speak.

At Fairfields Primary School, we aim to pre-empt and help regulate children before they get to this point. However, if a child does become dysregulated, we give them the time and space to safely calm down, secure in the knowledge we will ***always*** have a restorative conversation to follow-up from this. This may mean that a child seems to be calmly playing with construction equipment or colouring in, having just had an incident of very negative behaviour.

At Fairfields Primary School, adults agree that this is part of the self-regulation process and that restorative conversations and consequences will always follow when the child is calm.

Key questions in restorative conversations

Between two and five questions (dependent upon a child's age and stage of development) is usually enough to have a productive restorative conversation. Our teaching team choose from these questions to best fit the situation.

What happened?

- What were you thinking at the time (and how were you feeling)?
- What have you thought since?
- How did this make people feel?

Who has been affected?

- How have they been affected?

What should we do to put things right?

- How can we do things differently in future?

Consequences

Most children will never need more than a reminder or warning but for some, further consequences must be employed.

Consequences that are unfair, inconsistent or really unpleasant tend to be counterproductive and are not in keeping with our policy. They should always aim to repair the damage caused and should never be merely time-wasting. (e.g. letters to apologise rather than copying lines, pay-back time to catch up with missed work rather than 'missed playtime'). The severity of the consequence should always be kept to a minimum; its certainty is what's important.

What happens if a child is dysregulated?

Dysregulation = a state of high emotion such as anger or sadness. This may cause behaviours such as shouting, running away or violence (to self, others or the learning environment) or conversely, 'shutting down' and refusing to speak or move.

We always try to be pre-emptive of children reaching this point and we look for 'triggers' and 'signs' that a child may not be managing at a moment in time. Positive Handling Plans (PHP's) that are co-constructed with the SENCO record individual children's triggers and signs, as well as what helps to regulate them.

If a child is dysregulated, **our first priority will always be to keep all children and adults safe.** School staff may need to ask a child to move or positively handle a child in order to move them to a safe, calm space. We do not isolate or seclude children, but we do withdraw dysregulated children to support them in calming down. When needed, a member of SLT will assist with this. However, a number of our staff are trained to de-escalate such situations and are supported to do so.

All staff are expected to remain calm and professional, and do their best to stay with the child, following through the process calmly and then ultimately use the restorative approach. However, sometimes the adult with the dysregulated child is not the best person to remain with them. It may be that they need to teach the rest of the class, or that the child is particularly angry with them. Senior Leaders will support members of staff to manage particularly challenging behaviour. At our school we always ask, who is the best person for this moment? The best person to sit with a child quietly may not be the most senior person. Members of staff will ask, 'help needed?' or say 'help available' and work together until the situation is calm.

Research suggests that the average time for a child to self- or co-regulate again is 40 minutes, however some children can take longer and for others this could be much shorter. It is only when a child is regulated, that restorative conversations and next steps can be established. It is essential that we communicate that we want to work together with the child and their parents and carers, so we will then explain what has happened to parents and carers in the same, polite, calm manner, if they haven't already sat in with the child during this conversation.

Serious negative behaviour

There is some behaviour which by-passes stepped boundaries because it is significantly more serious. This behaviour will be managed with no warnings or stepped boundaries, and senior leaders should be informed straight away.

This behaviour includes:

- bullying/racism/sexism/homophobia or discriminatory language or action against other protected characteristics*
- swearing or obscene language
- physical violence or intention to physically harm
- vandalism (school property or that of other children) / stealing
- throwing objects with the intention of hurting others or damaging property
- serious challenge to authority of any member of staff/arguing with a member of staff/verbal
- abuse to staff
- refusing to follow instructions when the stepped boundary system has been followed. For example, refusing to have time-out or go with a member of staff to have a repair talk.

If an incident of serious negative behaviour occurs – a member of the SLT will be called upon to attend the scene and provide support to all staff in attendance.

The following scripts (or age-appropriate variations) can be followed when a serious incident occurs – use the phases:

- *'I need you to come with me, so we can resolve this for you.'* Provide options of alternative environments if required.

- If any witnessed behaviours continue to escalate, and the situation deteriorates, staff need to acknowledge this – "*I understand that you are finding this challenging; we are going to take you to a safe place*."

- If required, the child should then be guided and moved to the agreed environment within the school.

- The adult/s attending to the incident of serious negative behaviour should only use these scripts and not deviate or engage in any other conversation at this point until the behaviour has subsided, and the child has returned to an emotionally stable state.

- After the child has become emotionally regulated, it is expected that staff then have the 'restore and repair' conversation. This should be with the adult who was involved with the initial incident (the primary behaviour).

- This should only take when she is clearly regulated and, in a place/state to do so.

The restore questions to ask are:

1. What happened?
2. How did you feel?
3. What made you feel that way?
4. How do you feel now?
5. How did this make others feel?
6. What can we do to repair the situation?

- An agreed repair consequence should then be agreed upon and enacted before the end of the same day.

**Protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.*

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

Suspensions and Exclusions

Suspensions and Exclusions are very serious and we hope to avoid them by home and school working together in all the ways outlined in this policy. On rare occasions the Head of School may decide that a formal process should be activated to withdraw a child from:

- imminent and specific school activities or trips (internal suspension)
- the school temporarily (a suspension)
- the school permanently (an exclusion)

The decision to suspend or exclude a child is at the discretion of the Head of School. We aim to include children in every school activity, to make all reasonable adjustments to do so. However, on rare occasions, the Head of School may judge a child's pattern of behaviour to be unsafe during specific school activities such as team sports or residential trips, or for parts of the school day, such as lunchtimes. We would make this judgement in the weeks and days preceding it, always supporting and expecting behaviour improvement, and communicating with parents and carers.

The Headteacher reserves the right to decide on an **internal suspension**, when we withdraw a child from a school activity or trip, if we feel the risk to the child and others is too great at that time. We may also decide to withdraw a child from a school activity following one very severe incident of poor behaviour, aiming for such decisions to be proportionate and logical. We will explain the reasons for an internal suspension to parents and carers, and the child where and when appropriate.

The purposes of a suspension are:

- to signal to all involved an ultimate boundary/limit to behaviour that can be accepted;
- to signal to all involved the severity of the incident;
- to signal that the child's current behaviour puts them at risk of exclusion;

- to give everyone involved time to think, reflect and gain perspective on what happened;
- to give the school time to improve their plan of support for the child; and
- to act as a 'reset' so that we can work together to improve behaviour afterwards.

Suspensions will usually only take place when there is frequent serious negative behaviour which is not improving as a result of the strategies set out in this policy, and/or when the learning, wellbeing and/or safety of others is seriously hindered. Very occasionally, a behaviour incident may be serious enough to warrant an immediate suspension or exclusion in and of itself. Some examples of this are:

- Physical assault against another child or an adult
- Verbal abuse or threatening behaviour against another child or an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender
- Abuse relating to disability
- An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

At the time of a suspension, the children and parents and carers will be informed verbally and in writing. The reasons for the exclusion will be explained, provision for the child's education will be arranged starting the next school day, and the parents, carers and child will be invited to a **reintegration meeting**, where criteria will be set down between the Head of School, parent/carer and children in order that they can return to school successfully.

Permanent exclusions are a last resort, and the school will endeavor to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of the decision-making progress, balanced with the duty of care to other children and members of staff.

Any type of exclusion is made known to our Governors (we will inform the Chair of Governors prior to a possible exclusion) and it is recorded in the child's file, which goes on to secondary school. Before and during the process of exclusion, support and advice from IFtL, Milton Keynes Local Authority and / or Behaviour Support Team may be sought. Parents have the right to appeal against an exclusion.

Careful consideration (dependent upon any mitigating factors or individual additional needs of the child) will be taken into account when ultimately coming to any decisions based upon permanent exclusions.

Anti-bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This might be repeatedly hurting someone or calling them names, or leaving a child out and isolating them repeatedly. **It may be prejudice-based** - for example, **racist** or **homophobic** - which is not tolerated at Fairfields Primary School.

A useful acronym for children is:
STOP! Bullying is when something is **S**everal **T**imes **O**n **P**urpose

Preventing and tackling bullying is part of our work to support pupils' social and emotional development. Our monitoring indicates that incidents of bullying are rare at Fairfields Primary School. However, an anti-bullying message and explicit teaching of what bullying is and how to prevent it are essential. Children are taught the difference between friendship issues, unkind behaviour and bullying. They are taught how to speak up if they see bullying, and how to challenge bullying behaviour. We always emphasise 'bullying behaviour' rather than labelling children as 'bullies' because we want children to know they can change for the better.

We understand the devastating and lasting effect being bullied can have on children and we will deal with all incidents equally seriously, quickly and effectively. If bullying has taken place outside of school, we will work just as decisively with families. We are vigilant of bullying at all times of the school day, but we also need to work with children and families if bullying is going unnoticed. This enables us to deal with it quickly and thoroughly. It is very important that parents and carers listen to their child and contact the school as soon as possible to resolve and prevent bullying. Parents and carers should not speak directly to other parents or children about bullying. Further advice for parents can be found at the end of this policy.

Cyber-bullying is bullying through the use of communication technology like mobile phones, text messages, e-mails, online game platforms or websites. This can take many forms, for example:

- Sending threatening or abusive text messages or emails, personally or anonymously.
- Making insulting comments about someone on a website, social networking site, game message or blog.
- Making or sharing derogatory or embarrassing photos or videos of someone via mobile phone or email.

Like other types of bullying, it is essential that parents and carers work closely with us, alerting us to any instances of cyber-bullying. We can work together to find out what happened, deal with the incident thoroughly, and prevent it from happening again.

The ways in which the school prevents and deals with cyber-bullying are outlined in our online safety policy.

Managing behaviour incidents at playtime and lunchtime

Children can become dysregulated at playtimes and lunchtimes, when the social skills and self-regulation needed to play team games, for example, are too difficult. Just as in lessons, all adults are expected to pre-empt dysregulation and carry out stepped boundaries (gentle reminder, formal reminder, warning, time-out, repair and restore). If there is behaviour which is more serious and by-passes stepped boundaries at playtime or lunchtime the following script is used:

- STOP
- I CAN HELP YOU
- LET'S GO (to a calmer space/inside)

Adults will adopt open body language, stand at a respectful distance from the child and remain calm. In some instances adults may be required to use positive intervention techniques to keep children safe. The child can then be guided to a place where they will be able to calm down. If a child refuses these instructions, other members of staff can be called upon to come to assist, including senior leaders, using the phrase 'help needed'.

The aim and priority will be to keep the child and others safe, and to de-escalate the behaviour positively. Time should then be given to calm down and regulate before expecting the child to have a restorative conversation to explain what happened. Adults will not jump to conclusions about what was happening and will follow the restorative approach in this policy.

Beyond the School Gate

The school is committed to ensuring our children act as positive ambassadors for themselves and for airfields Primary School and, crucially, **the same behaviour expectations for children on the school premises apply to off-site behaviour.**

Our policy covers any negative behaviour when children are: taking part in a school-organised or school-related activity, travelling to or from school, wearing school uniform, in some way identifiable as a children from our school, posing a threat to another children or member of the public, or likely to adversely affect the school's reputation.
We therefore expect the following:

- Positive behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which fosters good relationships with other children, staff, volunteers or members of the public, and which does not threaten their health, safety or welfare

The Head of School reserves the right to notify the police if these expectations are seriously breached. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Children who need extra support to be ready, respectful and safe

Our whole school approach to positive behaviour and wellbeing is designed to create a calm, caring culture which enables children with SEND to learn, succeed and feel they belong. Fairfields Primary School is an inclusive school and we are all the richer for our diverse children.

Different children find different aspects of school a challenge. Some children will need adaptations of what 'Ready, Respectful and Safe' looks like. For example, a child may not be able to maintain eye-contact, but could show they are ready by having a fully charged and open iPad – indicating that they are ready for learning . Others approaches could include alternative rewards, timetables or provision to reinforce positive behaviour and self- regulation. A child can also receive support from our Pastoral Team, who may detail signs and triggers of negative behaviour, and suggest strategies that help the child to succeed.

Examples of adjustments we make at our school for children who do not consistently meet our behaviour expectations or whose additional needs impact on their capacity to meet age-expected positive behaviours, range from training staff in understanding autism, developing trauma informed practice, making seating plans, changing line-orders to planning movement/sensory breaks, to name a few. Our Pastoral Team and Mental Health Lead also support children throughout the school with their wellbeing and emotional regulation. Some children may receive additional support at the beginning or end of the day ; at playtimes and lunchtimes; having a partially alternative timetable in place or have mentoring time during school hours.

We use a graduated approach to assess, plan, deliver and then review the impact of the support being provided, and work with families using our 'best endeavours' (Children and Families Act 2014) to:

- meet the needs of those with SEND (Children and Families Act 2014);
- take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by our behaviour policy or practices (Equality Act 2010);
- secure the provision set out in Education, Health and Care plans; and
- enable all children to progress from their bespoke starting points academically, socially, emotionally and behaviourally.

Restorative conversations to repair serious negative behaviour

Restorative conversations can be conducted by any member of school staff, but wherever possible by the adult who was there at the time of the incident. However, senior leaders and class teachers must be informed of what has happened and can support with restorative conversations and consequence setting.

Although there will always be a structure for the child to explain their behaviour (if they are able to do so) the main points of a restorative conversation will be outlining the facts of the behaviour, how it breaks our rules, and the consequence as a result of this. Senior Leaders will consider which consequence is proportionate and best suited to the situation. Examples of consequences for serious behaviour incidents may be:

- Not being on the playground at the same time as other children for x days/playtimes until trust has been rebuilt and the child can display that they can be ready, respectful and safe.
- Working outside the classroom/ in another supervised room for a set time until trust has been rebuilt and the child can display that they can be ready, respectful and safe.
- Being withdrawn from x within school or being suspended from school for a fixed time while until trust has been rebuilt and the child can display that they can be ready, respectful and safe.
- Exclusion as outlined below in the appropriate section.

Dependent upon the severity of the incident, it could be appropriate that more than one of these consequences is implemented – to support the child in reflecting upon the behaviours that have been displayed. These decisions will be discussed with parents and carers.

Adults will always be clear, calm and polite, and will emphasise that even though this behaviour is unacceptable, we still care about the child, and we want to help them to be ready, respectful and safe.

During this conversation, it may be that the adult notices the child becoming dysregulated again, so they may end the conversation at any point but must follow up later, sometimes with parents and carers present. Children may be unhappy with the consequence or argue with the adult, but the adults will reassure the child that we want to help them to progress with their behaviour and remind them of our value of kindness.

Positive Handling Interventions

Fairfields School will adhere to the permitted actions in line with government guidelines on the restraint of children. The Education Act 1996 forbids corporal punishment but permits staff to use 'reasonable force' to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school.

KCSIE 2026 states -

'There are circumstances when it may be appropriate for staff in schools and colleges to use reasonable force to safeguard pupils. 'Reasonable force' refers to the use of physical contact or intervention to prevent pupils from harming themselves, others, or causing serious disruption. This can include guiding a child to safety, intervening in a physical altercation, or restraining a pupil to prevent injury or damage. The term 'reasonable' means using no more force than is necessary in the circumstances. Reasonable force can include passive physical intervention, such as standing between pupils or blocking a path, as well as active physical contact, such as escorting a child by the arm.
Staff should be familiar with their setting's behaviour policy and any associated guidance on the use of reasonable force. All incidents involving the use of force should be recorded and reported in line with school procedures and considered in the wider context of safeguarding.'

The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.

When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties 46 under the Equality Act 2010 (see paragraphs 84-91), for example in relation to making reasonable adjustments and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.

In line with KCSIE 2026, Fairfields Primary School recognise the importance of planning and implementing positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, and effective adaptations and personalized approaches to meet varied needs can help to reduce the occurrence of challenging behaviour and the need to

use reasonable force.

The use of reasonable force is an absolute last resort. All the strategies set out in this policy are used to try to prevent a situation where reasonable force or positive intervention is needed. However, the safety of the child, other children and adults are the top priority.

All members of school staff have a legal right to use reasonable force. This applies to any member of staff at the school. It can also apply to people whom the Head of School has temporarily put in charge of children such as unpaid volunteers or parents accompanying students on a school organised visit.

We have dedicated members of our teaching team and senior leadership team who are trained to safely use **positive interventions**. Members of staff with this training have developed expertise to de-escalate situations, pre-empt negative behaviour incidents, guide and escort children away from situations that are becoming unsafe or breaching the school's rules, or to use positive handling techniques.

Positive handling means making physical contact with the child in order to safeguard them. Positive handling is rarely used, is as gentle as possible and follows the rule of using no more force than needed in the circumstances.

In the unlikely event of a serious breach of behaviour the school can use reasonable force:

- when behaviour severely disrupts the learning of others and the child has refused to leave the classroom;
- to prevent a children from attacking a member of staff or another children, or to stop a fight in the playground; or
- when a children is at risk of harming themselves through physical outbursts.
-

The school will record all attempts to restrain a child in the *Bound and Numbered Book* which is kept secure by the safeguarding leaders. If the school has restrained a child, then the parent will be informed at the earliest possible opportunity. CPOM will also have a scanned copy of this record attached to the child's profile.

The school cannot and will never use force as a punishment – it is always unlawful to use force as a punishment.

At least 95% of managing negative behaviour does not require physical contact, in a small minority of cases it will be safest for everyone, including the child concerned, to use positive handling. In an even smaller minority of cases, reasonable force will be used in order to safeguard the child and others.

Searching, Screening and Confiscation advice for Schools

Under common law, school staff can search pupils with their consent for any item. If a member of staff suspects that a pupil has a banned item in their possession (weapons, alcohol, drugs, stolen items, fireworks, tobacco or pornographic images) a pupil can be searched in the presence of another member of staff without removing any item of clothing, without the pupil's consent but the parent/ carer must be informed. Any searches will be conducted by a member of staff who is the same sex as the pupil being searched.

Within Fairfields Primary School, we believe in the approach and ethos outlined within the Ofsted document,

'Positive environments where children can flourish.' We promote our staff working positively and confidently with children and that we must find the least intrusive way possible to support, empower and keep children safe. Building relationships of trust and understanding, understanding triggers and finding solutions and where incidents do occur, defusing and de-escalating the situation and/ or distracting the child wherever possible are key.

Fairfields Primary School comply to the searching, screening and confiscation DfE advice for schools. This reflects the response to the treatment of Child Q in December 2020. If the police attend an incident at school that requires searching, the role of school staff is to always retain a duty of care for the pupils and advocate for their wellbeing. An assessment will be made of the balance between the potential mental and physical wellbeing of the child, and the risk of not recovering the suspected item.

Our staff will be aware and knowledgeable about all other appropriate and less invasive approaches have been exhausted before involving the police. If a search does take place, schools should do everything "reasonably possible" to inform parents ahead of the search and must inform them after a search take places. At least two other people must be present with the child throughout the search, one of which must be an appropriate adult. Schools will always focus on the wellbeing of the pupil during and after any search, whether an item is found or not.

This should involve relevant staff, such as the Designated Safeguarding Lead. IFtL executive team will be informed should a police search be required within any IFtL school.

Reporting and recording negative behaviour

The language we use to describe negative behaviour must be **to the point and factual**, including actions taken and consequences wherever possible. This is consistent when verbally describing behaviour to colleagues who need to know about an incident, to parents and carers, and in our CPOMs logs (Child Protection Online Monitoring).

- **We do not use emotionally-loaded or judgmental words** (children's behaviour is never described as 'disgusting' or 'terrible').
- **We are specific, not vague** (we don't use words like 'attacked', and instead we say exactly what happened e.g. 'the child pinched _____ on the arm.').
- We also **do not humiliate or shame children**, families or school adults when describing behaviour.
- We are **factual, fair and respectful** at all times and use the 'TED' (Tell, Explain, Describe) questioning approach to allow the child's voice to be heard.

At Fairfields Primary School, we use a secure system called CPOMs to record any concerns relating to any child. These can range from playground injuries, to safeguarding concerns, and they include any behaviour concerns or incidents. Whichever adult is present when an incident occurs and/or is the main adult managing the behaviour, has responsibility to record what happened on CPOMs as soon as is practical, unless another teacher or member of the senior leadership team says that they have enough information to do so. These logs allow us to see behaviour patterns and to record concerns in a factual and accurate way so that additional support can be targeted appropriately.

What about the others who are affected by the behaviour?

Once the children involved in the incident are safe and calm, **children and adults who have been negatively impacted** in this behaviour will be **reassured**, l**istened to** and **cared for as a priority**. It is of the utmost importance that they should feel safe and happy at school. They should be informed that this behaviour is not acceptable at our school and that there will be fair consequences for the child who impacted them. Their parents and carers will always be told what happened at the earliest available opportunity.

Governors

It is the responsibility of the Governing Body to monitor exclusions and instances of bullying, racism, sexism and sexual harassment (see part 5 of Keeping Children Safe in Education), homophobia and other discriminatory behaviour against protected characteristics. They will also ensure that this policy is administered fairly and consistently. The co-headteachers will report to the Governing Body and meet with the safeguarding link governor on a half-termly basis, and this policy is revised on an annual basis.

The Governing Body and Pupils, Parents and Community Committee is responsible for reviewing and approving the written statement of behaviour principles; reviewing this behaviour policy in conjunction with the headteachers; monitoring the policy's effectiveness; and holding the headteachers to account for its implementation.

There is a Governing Body exclusion panel to review permanent exclusions and the Governing Body has a duty to consider parents' representations about a suspension or permanent exclusion. The requirements on a governing board to consider the reinstatement of a suspended or permanently excluded pupil depend upon a number of factors, laid out on p.38 of the DfE statutory guidance on suspensions and exclusions.

What do we expect from families, parents and carers?

We place great importance on good communication with families, having 'open doors' and being approachable to celebrate or share concerns together. We share our school email address (enquires@fairfieldsprimary.co.uk) to enable parents and carers to contact us if they are not able to call in person; we expect that this high level of access and trust is never abused. To work together in the best interest for each child, we have clear expectations of families, parents and carers.

How can parents and carers be ready, respectful and safe?

This is not an exhaustive list, but outlines the main ways that parents and carers can follow and support our behaviour policy, help their children to have positive behaviour, and therefore put their children in the best position to learn and thrive.

Ready

Parents and carers should:

- get their children to school on time
- make sure children have enough sleep and are well-rested
- ensure their children eat breakfast and drink enough water
- check their children have their named water bottles (clean and with fresh water) and are dressed appropriately for the weather
- have their book bag (if applicable) - reading with and to their child at home is crucial!
- read the newsletters and talk to their children about what's happening at school
- have had time to play, talk and relax at home.

- ensure their child's iPad is fully charged for the day ahead
- ensure their child maintains an acceptable level of school attendance – further details can be found in our schools attendance policy on the website.

Respectful

Parents and carers should:

- assume that their children are constantly learning from them, so behave in a patient, respectful manner to everyone in our community, being positive behaviour role models.
- speak positively and respectfully about school, staff and other children when at home, and be respectful to them at school.
- speak privately with the class teacher if they have any concerns or if they are unhappy with something related to their child's time at school.
- trust their child, listen to their child… and know that they have one unique perspective which may be emotionally amplified, particularly at the end of a long day. Children may just need parents and carers to listen. School staff always want to know if children are unhappy about something at school, and they can often add to this information, providing the 'bigger picture' they have of the whole class and school.
- react calmly and proportionately if your child raises a problem they have at school. This teaches them how to behave when things are difficult. Ask how they think you can solve the problem themselves, with you and/or with school adults.
- think about the impact on school staff before emailing, particularly late at night or over weekends. It is usually best to arrange a meeting or phone call.
- remember what we all have in common: that we care about your child and want to see them enjoy and succeed at school.

Safe

Parents and carers should:

- make sure their children are safe coming to school, for example, when riding a bike or crossing roads
- promoting wearing a helmet where appropriate). Children in Nursery, Reception and KS1 must always be dropped off and collected from classrooms. Children who attend B&A Club should also be escorted to the school gate (unless agreed otherwise)
- make sure their children follow our expectations when they are with you in school or on a trip.
- ensure their children have the right PE kit and swimming kit (Y5) to do sport safely.
- ensure children's shoes enable running, jumping and climbing on the playground – sensible appropriate footwear.
- ensure they keep their children safe on the internet and mobile devices, seeking help and advice from school if needed.
- monitor screen time, try to avoid screens in bedrooms and safeguard against violence or scary/upsetting scenes on screen.
- talk to school adults if they are concerned about their child's safety in any way, so we can work together.

This policy fully adheres to the IFTL Behaviour Policy and all of it's contents and legislation. A copy of which can be found upon our website.

Approval: Behaviour Policy 26-27 This policy was ratified by the Governors Date: September 2026 Signed: Penelope Beesley-Evans	Next Review on or before: September 2027 *This policy will be reviewed annually and approved by the Governors at on an annual basis.*