Behaviour Policy- 2026

Farsley Farfield Primary School

Farfield children are supported to be Ready (to learn), Respectful and Kind. School rules stem from this motto.

We want our children to learn about their own behaviour and the behaviour of others. They are encouraged to talk about issues and listen to others' points of view as well as share their own. We want children to understand the consequences of actions, both positive and negative, so that they are able to make the right choices and feel positive about it.

Aims

The Governors and staff believe and aim to:

- Create a happy atmosphere in the school
- Praise and reward children for positive behaviour choices and for maintaining high standards
- Produce few yet clear rules, which are clearly understood and accepted by all
- Encourage self-discipline from the earliest possible age
- Prevent poor behaviour choices rather than devising sanctions for use after the event
- Involve parents at an early stage
- Give appropriate consequences in response to actions
- Develop positive expectations through the '**Learning Hive**'
- Provide additional support to help children understand and maintain good behaviour choices

School Ethos

The school ethos is central to establishing and maintaining high standards of behaviour. It is based on the quality of relationships between staff, children, parents and governors. Adults should respect children and their ideas, and then children will learn from these positive relationships and role models. Where clear expectations are co-operatively agreed upon and followed, the communal sense of purpose is a source of strength. Children know what is expected of them and are encouraged to see school as a positive '**Learning Hive**'.

School Expectations

The '**Learning Hive**' pulls together key aspects of a child's personal development in our school.



Our **school motto** applies to all members of the school community in every part of the day. Not everything forbidden must be governed by a rule, and rules cannot cover everything. But our core set of values create a skeleton for good conduct and show how to become part of our **'Learning Hive**'.

FARSLEY FARFIELD SCHOOL MOTTO

READY

We show we are **READY** to learn and show a positive attitude to our learning.



RESPECTFUL

We act and speak in a polite and **RESPECTFUL** way towards all members of the school community.



KIND

We use **KIND** words and actions. We are **KIND** to others and to ourselves.



Behaviour of Adults

Our children have told us what they want from adults in school. The most common responses were:

Fair Kind Respectful Fun Clear Brave

All adults have a duty of care to maintain good order and to safeguard children's health and safety. It is the adults who determine the environment in which good relationships can flourish. At the centre is mutual respect between adults and children.

We expect every adult to:

1. Meet and greet positively and in a personal way at the start of the day and after breaks and lunchtimes.

2. Refer to the **school motto, learning hive and rules**.

3. Model positive behaviours and build relationships.

4. Plan learning that engages, challenges and meets the needs of all children.

5. Use a **visible recognition** mechanism throughout the day (eg, 'Dojo points')

6. Be **calm** and give 'take up time' when correcting poor choices.

7. Follow up, retain ownership and engage in reflective dialogue with children wherever possible.

8. Never ignore or walk past children who are making poor behaviour choices.

Leaders

Leaders are not expected to deal with behaviour incidents in isolation. Rather, they are to work with colleagues to support, guide, model and show a unified consistency to the children.

We expect every leader to:

- Take time to **welcome** children and families
- Be a visible presence around the site, especially at transition times (e.g. break times)
- **Celebrate** adults and children whose effort goes **over and above** expectations
- Regularly share good practice
- **Support** staff in managing children with more complex or entrenched negative behaviours
- Use behaviour data (recorded on CPOMS) to target and assess school-wide behaviour policy and practice
- Regularly review the effectiveness of provision

Recognition and rewards

We have a positive approach to behaviour management. Children must develop an intrinsic reward system as this provides them with the motivation to continue making good choices throughout their lives. Children are rewarded in a way that is meaningful to them, considering their age and needs. As with sanctions, rewards graduate in the level of praise given and children should always be clear about why they are receiving recognition.

We recognise and reward learners who go '**over and above'** our standards. Adults understand that the use of praise in developing a positive atmosphere in the school cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

"Intrinsic rewards to good behaviour (better learning, the value of the subject in itself) should be prioritised in order to avoid 'reward fatigue' where students become desensitised to benefits. External indicators of intrinsic success can be powerful motivators, and reinforce existing norms, for example, prize ceremonies, used judiciously." *(Tom Bennett Independent Review of Behaviour in Schools.*

Additional Rewards

Where possible, we help children to value learning and kindness for their own sake and avoid diminishing this through extrinsic rewards. However, we recognise that, if given in a specific and sincere way, rewards can encourage sustained behaviour change and can be a central component of habit formation. Adults think carefully about the use of rewards, recognising that children feel rewarded through different means. The rewards that most humans value above others are pride, responsibility, community, being valued, and feeling successful. Exfamples of additional rewards are:

- Being chosen to lead the line (or other responsibilities)
- First to go out at play time/ lunchtime
- Dojo points and / or stickers

- Opportunity to share positive news with another adult who is key for the child
- Name on a recognition board to advertise good learning behaviours.
- Share good news with parents at the end of the day. If parents do not collect, this can be done by telephone or email. Some children may have an online report card shared with the adults in the family

Dojo Points

Children earn '**Dojo Points**' when they meet or exceed the standard of behaviour expected in school. All adults can give out Dojo points to recognise and reward positive behaviours but they are never given as a bribe (e.g. "if you finish this work, you can have a Dojo point."). To ensure consistency, adults can give out up to 3 points at a time and they are never taken away from children for poor behaviour choices. The specific use of Dojo points differs slightly in each phase:

Nursery- Dojo points are not given initially in Nursery. Stickers are given to instantly recognise and reward positive behaviour choices. In term 3 of Nursery, dojo points are introduced.

Reception- When a child's name goes onto the recognition board, the child earns a Dojo point. At the end of the week, the child with the most Dojo points becomes the class Dojo champion and claims a small prize.

Key Stage One and Two- Adults use dojos as an instant reward for positive behaviour choices and other learning behaviours linked to our school rules and learning hive. At the end of the week, the child with the most Dojo points becomes the class Dojo champion and earns a certificate.

Lunchtime Rewards

It is important that behaviour expectations are reinforced at lunchtime. There are a number of outdoor activities available to the children which help to promote positive behaviour.
The expectation for positive lunchtime behaviour is also reinforced through rewards such as:

- specific verbal praise;
- Dojo points;
- mentions to teaching staff and senior leaders.

Unless an incident happens right at the end of lunch, lunchtime issues should only very rarely come to the class teacher. Wherever possible, lunchtime issues will be dealt with immediately by the staff on duty. Sanctions during lunchtimes can include short time out or, in more extreme circumstances, being 'sent in'.

Special Mention Assembly

Our Special Mention Assembly is on a Friday afternoon. Children are chosen for a Special Mention certificate for having gone **'over and above'** to demonstrate one area of our Learning Hive during the week.



Managing Behaviour

For the vast majority of our children, a gentle reminder is all that is needed. Managing poor behaviour choices should always be done with care and consideration, taking individual needs into account where necessary.

Adults praise the behaviour they want to see and always give **'first attention to the best conduct'**. All children must be given **'take up time'** in between steps.

Managing and modifying poor behaviour choices

Children are held responsible for their behaviour. Adults will address behaviour (where possible without delegating) and will use the steps below for dealing with poor choices.

❶ Check In/Reminder

This is part of Quality First Teaching and as such can be repeated whenever staff observe a concern. Adults aim to maximise teaching time and minimise disruption by using the least invasive tactic possible to correct poor behaviour.

During a reminder, the expected behaviour and reason for it would be named.

This step should not be confrontational (body language and facial expressions should be open/ neutral/ positive). This step may help identify if a child has difficulty in accessing the lesson or is feeling anxious/ upset in any way. Many of our children experience feelings that they cannot name/ understand or link to a cause- they just feel it in the moment.
Adults listen to what the child says and responds, checking in after a few minutes and then at intervals. Adults then continue to be observant. Sometimes check-ins are enough. Sometimes the child may just need to be left for a while.

❷ Warning

For some children being given a warning publicly is shaming and they may become defensive or withdrawn; to others it can have status. A private note of a warning may be made by adults if needed but **a warning is not usually displayed publicly**.

The child or children receiving a warning should be told on a 1:1 basis if possible (records of warnings are not usually displayed publicly) and be given a reason. e.g. *'I need to give you a warning because when you are shouting out, it is so hard for children to hear '*.

Depending on the child and the severity of the behaviour, it may be appropriate to repeat a warning.

Adults use strategies to support the child in de-escalating e.g., moving a child away from a situation, reflecting on a previous experience where they have overcome difficulties or a reminder of next activity once this is complete. Does the child know what is causing the behaviour? How can you help?

❸ Sanction/ Consequence

"The severity of the sanction is less important than the certainty of the sanction. It is very easy to use consequences to get back at students, rather than allow the consequences to 'teach' the student that all behaviour has consequences." Bill Rogers

If poor behaviour choices persist, then a sanction will be put in place. While sanctions follow a graduated response. Adults in school must use clear judgement about when a behaviour warrants going straight to stage 3 e.g. if a child has been physically aggressive.

In general, consequences work better when they are:

- **Quick**: The consequence comes as soon after the behaviour as possible and last for as little time as possible in its delivery.

- **Incremental**: Catching behaviour early and allocating smaller consequences lets children learn from mistakes at manageable costs.
- **Consistent**: They should be predictable. Consistency will also help children to understand where the limits are so that they can self-monitor.
- **As private as possible**: Privacy supports the maintenance of positive relationships. This also helps to diffuse incidents quickly. Names of individual children receiving a sanction are not usually displayed publicly.
- **Free of emotion**: Anger only focuses attention on the person giving the consequence vs the behaviour causing it.

When delivering a consequence, adults in school:

- **Tag the behaviour:** Name the child, identify the behaviour and list the consequence.
- **Use a 'bounce back' statement:** use a statement that shows children that success is still within their grasp.
- **Maintain the pace:** describe what the child should be doing (as opposed to what they are not doing) and use the least amount of verbiage possible.
- **Get back on track:** the goal is to get in, get out, and move on with the learning.

Sanctions may include:

- **Finish work at playtimes**- (KS1 am/ pm, KS2 am). This should be overseen by classroom staff or, if they are on playground duty, parallel classroom staff
- **Miss part of a playtime/ all of play time**
- **Finish work/ miss part or all of lunch time**
- **Directed to time out (or 'Thinking Time' with younger children)** - Child may take work into the parallel or another class. In EYFS, this may be time with an adult or time out of the classroom with a member of staff

❹Restore/ Repair

Restorative practice aims to develop community and manage conflict by repairing harm and building relationships. Not every incident will need a full restorative conversation. However, we aim to work in a restorative way when addressing poor behaviour by working **with** children. We often use the 3Es (Engage, Explain, Expect) to frame our conversations.

Full restorative conversations are typically led by a member of SLT or the pastoral team. However, the child's teacher or TA will be made aware of the outcomes at an appropriate time.

During restorative conversations, children may be in a heightened state of anxiety. Adults must think carefully about where the meeting takes place, use neutral body language and a non-judgemental tone of voice. It is often more productive for the adult or child to sit alongside each other and engage in a collaborative activity e.g. playing with Lego or doing a jigsaw.

In restorative conversations, adults use Appendix 4 as a guide.

Behaviour incident recording

All staff have a responsibility to record behaviour incidents on CPOMS where it is deemed that this is required. If a sanction has been given then the incident will be recorded but staff may also feel that incidents at a lower level are also worth reporting (especially if there is a pattern of poor behaviour choices). It is important that records are completed accurately. All incidents should provide a clear and factual report of the events.
Staff have a duty to ensure that incidents are recorded in a timely manner (ideally before leaving school at the end of that day). Staff must ensure that the key trait of the behaviour is accurately logged under the relevant options in CPOMS and ensure that they log any action taken e.g. parent contacted.

Adults who do not have access to CPOMS (such as agency staff) can make a written record of an incident, which should be completed as soon as possible and handed, in person, to a member of staff, as soon as if possible.

SEND Support Plans

If a child needs more individualised support with behaviour, they will be identified on our school SEND register and have a SEND Support Plan in place, which identifies the support and provision given.

A child with a SSP for behaviour may require a Positive Behaviour Support Plan (PBSP) as part of an Individual Pupil Risk Assessment (IPRA). A PBSP and IPRA would be needed if the child regularly puts themselves, others or property at risk of harm or damage and would detail how adults will intervene in these instances. It may also be needed if a child was regularly compromising the good order or discipline of the school e.g. refusing to leave the classroom when directed. These documents will be kept on the inside of the cupboard in each classroom so that all staff can access them easily.

Bullying

Bullying is a subjective and highly emotive experience, which makes it difficult to define. We consider bullying to be:

- Repetitive, wilful or persistent
- Intentionally harmful, carried out by an individual or a group
- An imbalance of power leaving the victim feeling defenceless

At Farsley Farfield Primary School we will not tolerate any form of bullying. This includes:

- Homophobic bullying
- Racist bullying
- Transgender bullying
- On-line bullying
- Gender bullying

The school's anti-bullying policy sets out measures the school takes to include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.

Harmful Sexual Behaviour

Keeping Children Safe in Education - *"HSB can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children towards a single child or towards another group of children. HSB exists on a continuum and may escalate into sexual harassment or sexual violence, it can occur online or face-to-face (both physically and verbally) and is never acceptable."*

All staff working with children are advised to maintain an attitude of 'it could happen here. This is especially important when considering child-on-child abuse.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

Responses to sexual harassment and violence may include:

- Educating further on what constitutes sexual harassment and why remarks, comments, 'jokes' or taunting etc are unacceptable and providing pastoral support
- Sanctions in line with behaviour policy such as missing break times
- Providing apologies to the victim if appropriate
- Involving parents for support if to be dealt with internally
- Separating the victim and alleged perpetrator while investigation is underway and possibly beyond to minimise their proximity to each other
- Risk assessments carried out
- Referral for further support through early help if not reporting to children's social care or the police

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

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

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

Use of Reasonable Force

Staff at Farsley Farfield are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. Should this occasion arise, children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the use of reasonable force with children. Records are kept and parents or carers are informed in writing (including the time, date, location, a brief account of the incident, the degree of force used, and any injuries sustained).

Exclusions/Suspensions

In instances of very serious behaviours, the Headteacher may exclude a child for a given period of time or permanently. Individual exclusions will be reported to the chair of governors and local authority immediately and reported on a termly basis to the full governing board. The headteacher will notify a pupil's social worker and/or VSH without delay if the child has a social worker or is looked-after. In the rare case of a permanent exclusion, the Headteacher will follow LA guidelines which are outlined in a separate policy.

Policy Review Date: September 2027

Appendix 1 (one-page behaviour guide)

FARSLEY FARFIELD BEHAVIOUR

A guide for adults to encouraging positive behaviour at Farsley Farfield Primary School

SCHOOL RULES



Ready

Respectful

Safe

CURRENT FOCUS

Moving through school SAFELY.

"Well done (name). That's super safe walking!"

"You need to show me safe walking. Thank you"

"Just try your safe walking again. Thank you."

PHRASES ADULTS USE

"Thank you."

"Great choice!"

"I like the way you..."

"You need to..."



"Do you remember yesterday/last week when you...(refer to previous positive). That's the (name) we need to see."

ENCOURAGING GOOD CHOICES (PIP=Praise In Public)

ADULT BEHAVIOUR	BUILDING RELATIONSHIPS	RECOGNITION (over and above)
Calm	Meet and greet	First attention best conduct
Clear	5-to-1 +ive to -ive	Phone call home
Consistent	Get to know interests	Special Mention
	Get to know families	Dojos

SANCTIONS (RIP=Reprimand In Private)

CHECK IN	WARNING	SANCTION	REPAIR
Open and positive body language	One to one	Cause+ desired behaviour-+ Bounce back'	What happened?
Identify the difficulty	Explanation	*"You're calling out, we'll discuss this after the lesson. Make the last ten minutes a success"*	What were you thinking?
Listen and respond	Reminder of expectations		Who was affected?
			How can we put it right?

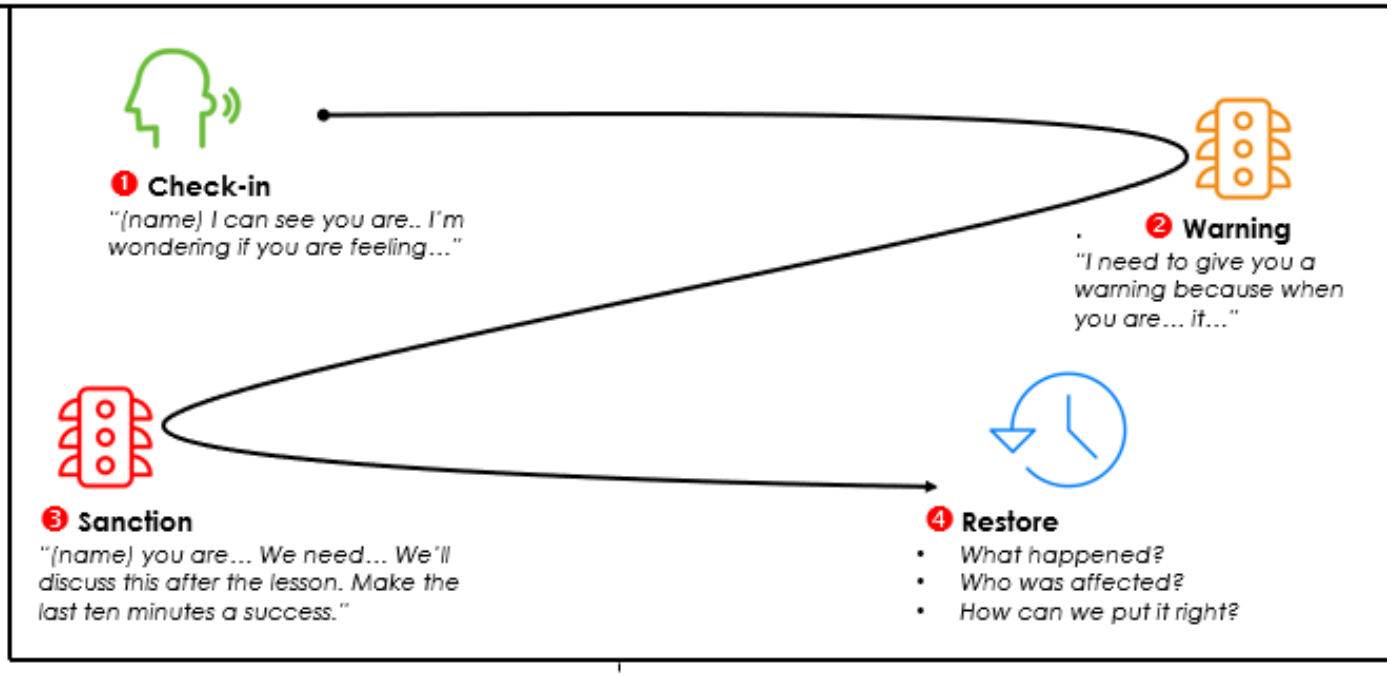
Appendix 2 (managing and modifying poor behaviour choices)

Managing and modifying poor behaviour choices

❶ Check in
This step should not be confrontational. The aim is to identify whether a child has a difficulty in accessing the lesson or is feeling anxious/ upset in any way. Adults listen and respond. Sometimes check-ins are enough.

❷ Warning
Warnings are give on a 1:1 basis with a reason given. Adults support the child to de-escalate.

❸ Sanction
"The severity of a sanction is less important than the certainty of the sanction".
When giving a sanction adults tag the behaviour, use a 'bounce back' statement and get back on track as quickly as possible. These incidents are recorded on CPOMS.



❹ Restore
Not every incident will need a restorative conversation but when trust is broken they must be used.
- **What happened?**
- **Who was affected?**
- **How can we put it right?**

Instant Sanctions
Some behaviours will result in an instant sanction e.g.

Swearing
Aggressive physical contact
High level disruption (e.g.; throwing furniture)
Verbal abuse
Fighting Leaving the school grounds
Theft

Appendix 3 (behaviour checklist for lunchtime staff)

Recognition

Use a ratio of **5:1** positive praise to correction.

Look out for **'over and above'** behaviour and reward with praise.

Let **classroom staff** know the positives (they may pass this on to parents).

Children

Build **relationships** with the children (join in games, show an interest, smile!)

Give your **first attention to the best conduct**.

Familiarise yourself with **plans** for children with behavioural difficulties.

Ask classroom staff for support .

World Class at the Basics:

FFPS Behaviour checklist for lunchtime staff



Consequences

Vigilance and **proximity** can prevent the need for consequences.

Deliver a consequence as **privately** as possible.

Use **cool-off time** stood with a member of lunchtime staff.

Time out with a teacher may be needed.

Let the classroom staff know (**privately**).

Key Phrases

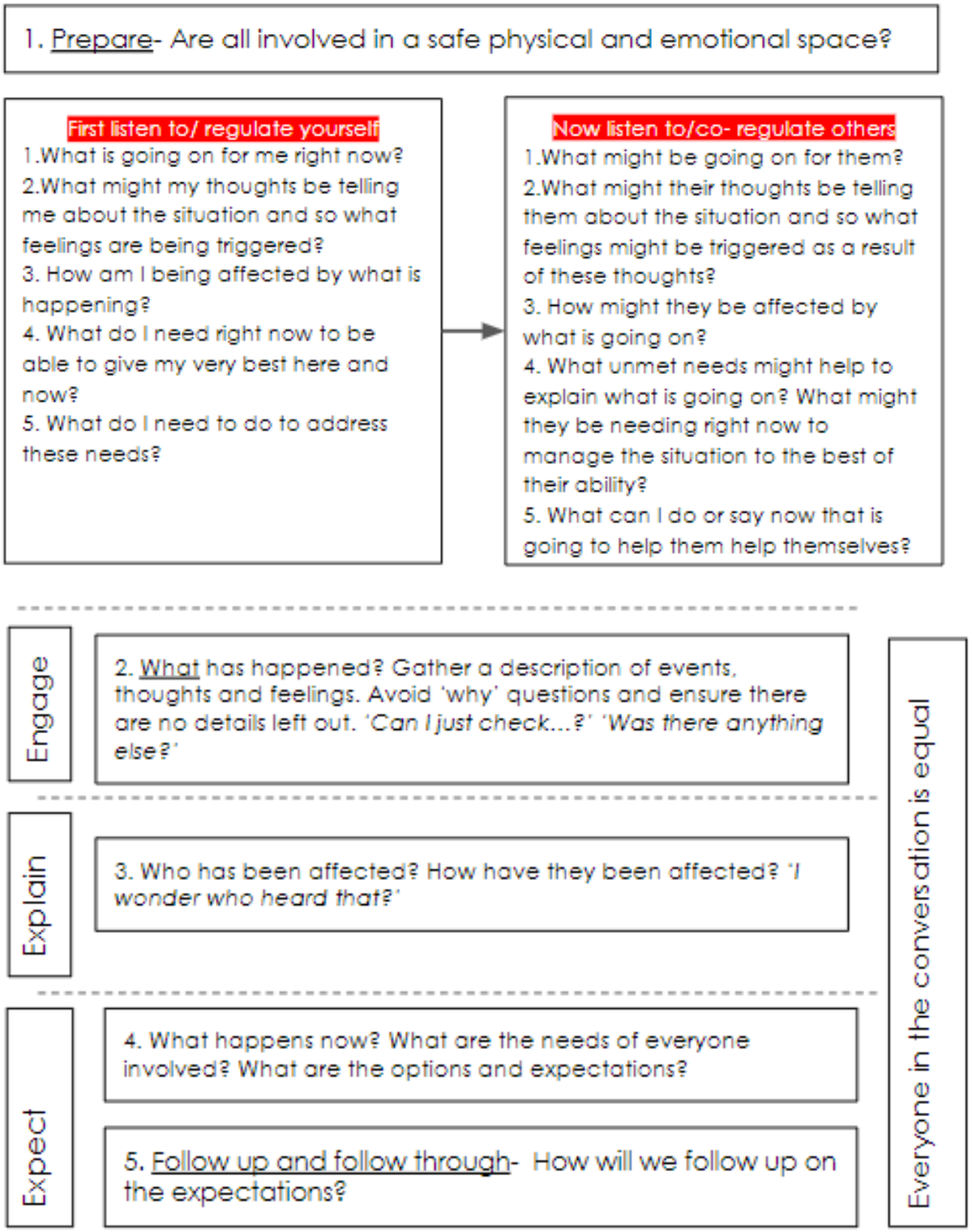
Stay calm, be clear and avoid raising your voice.

"(Name) I need you to... **thank you**"

"stop, think, ...make the right choice"

"Do you remember yesterday when you..... That's who I need to see today"

Appendix 4 (Restorative conversations)



Appendix 5 KS2

Stage 1 (Reminder)	
Stage 2 (Warning)	
Stage 3 (Sanction)	

Typical sanctions (red straight to Stage 3):
General disruption/lack of work: 5 or 10 minutes missed break time
Refusal to work/defiance: Removal to another class and 5 or 10 minutes missed break time
Bad language: Missed break time/15 mins at lunch
Name calling: Missed break time/15 mins at lunch
Deliberate violence: Removal of break times for at least one day. Refer to SLT.



Behaviours that go straight to red would typically be communicated to parents/carers.

Appendix 6 KS1

Children	Stages	Consequences Any of the following:
	1. Reminder	Check in- is everything okay?
	2. Warning If needed…. 2nd Warning	No consequence Moved in the classroom or 2 minutes thinking time in classroom
	3. Sanction	5 minutes missed playtime Removed to another class for 10 minutes Natural consequence e.g. finish work, tidy up Restorative Conversation
	Straight to Stage 3	See below: Inform parents

<u>Typical sanctions (red straight to Stage 3):</u>

General disruption/lack of work: 5 minutes missed break time
Refusal to work/defiance: Removal to another class for 10 mins and 5 minutes missed break time
Bad language: Missed break time/10 mins at lunch
Name calling: Missed break time/10 mins at lunch
Threatening behaviour or violence: Refer to SLT and removal of break times for at least one day.
Behaviours that go straight to Stage 3 would typically be communicated to parents/carers.

Ready, Respectful, Kind

Stage 1 Reminder **I need to remember the rules.**	
Stage 2 Warning **I need to think about what I should be doing now.**	
Stage 3 Sanction **I need help to make the right choice.**	