

FRIARS PRIMARY (FOUNDATION) SCHOOL

Behaviour Policy 2025-6

Agreed Policy



Review Date	September 2025	
Review Cycle	1 Year	
Agreed by Governing Body (Resources S/C)	18 th September 2025	
Review Date	September 2026	
Signed by Chair of Committee	Name	Date
	Joe O'Neill	18.09.2025

INTRODUCTION

Friars has an agreed set of values that we all believe in. They are:

- Compassion
- Creativity
- Endeavour
- Resilience
- Respect
- Responsibility

These values form the basis of all the work we do to develop the whole child. We create a calm, respectful and co-operative atmosphere to enable teaching and learning to take place successfully. All adults at Friars model and demonstrate self-awareness, empathy, motivation and good social skills. Also, all adults have a shared understanding of the need for taking collective responsibility, showing initiative and dealing with situations as they arise. We endeavour to enable children to respect themselves, their fellow pupils and all members of our school community, forming positive relationships.

As a result of our behaviour management, our children behave very well, and instances of seriously inappropriate behaviour are rare. We are aware that poor behaviour not only affects the child who is demonstrating this, but it can adversely affect the well-being and learning of their peers.

We have absolute clarity about the behaviour that is expected of pupils and that which will not be tolerated.

AIMS

We aim to develop children who:

- Learn in a safe, caring and stimulating environment.
- Develop understanding of rights and responsibilities.
- Fulfil their potential, both academically and socially.
- Value and respect the diversity of the school, positively responding to the beliefs, culture, work, attitudes and opinions of others, regardless of their race, gender, class and any disabilities.
- Have a feeling of community spirit within the school, showing loyalty, care and the ability to share and co-operate.
- Show respect for all within the school community, understanding the need for rules, abiding by acting on the school rules.
- Have a positive attitude towards learning, are motivated and take pride in the quality of their work.
- Can express themselves through language, movement, music, creative activities and imaginative play.
- Show respect for both the school's and individual's property.

WHOLE SCHOOL APPROACH

The children, staff and the senior leadership team all need to know what is **expected** from them. Staff will be **consistent** throughout the school in following the stages. The senior leadership team will provide **support** for staff whenever necessary.

SUPERVISION

Children will be supervised at all times to keep them safe. All staff assume this responsibility.

A POSITIVE APPROACH

We believe in effective praise for good behaviour which is personal, genuine, specific, appropriate, consistent and regular. To encourage good behaviour, we adopt a positive approach and where possible, do not draw attention to negative aspects of behaviour.

LEARNING EXPERIENCE

Questions of discipline cannot be seen in isolation from the child's total learning experiences in the classroom and the school as a whole. Research suggests that **when children are engaged in tasks which extend their thinking, there is less incidence of disruptive behaviour.**

We will constantly evaluate the learning set, so the children are stimulated and not trying to cope with tasks which are too difficult. When children have low self-esteem, which can result from under-achievement in school, they are more likely to reject school completely and become disruptive. The question of an appropriate curriculum is fundamental. **For children with SEND the daily lessons may need to be adapted to make learning challenging but achievable.**

Staff will ensure that learning environments are well organised to enable smooth transitions and encourage independence.

PUPIL VOICE

All staff at Friars understand that children will only trust adults if they are listened to. We aim to always listen to our children, even when we think we know what has happened.

CONSENT

Children will be given the opportunity to explore and understand the key concepts of consent with friendships, drawing on realistic but non-threatening scenarios where they can understand their rights, rehearse strategies for seeking, giving and not giving consent, and evaluate situations in which behaviours are appropriate or inappropriate. Equipping the children with these essential skills and strategies will help them know that their voice and choices matter, whilst learning to respect the choices of others.

EXPECTED BEHAVIOURS AND RECOGNITION

Each class has its own system of rewards which are agreed between the teacher and children at the beginning of the school year. The reward system will relate to the class charter that children develop which sets out how they want their classroom to look and feel.

The rewards systems generally include giving children praise for their efforts leading up to specific privileges or rewards that they can earn. Examples of some of the rewards that teachers use are Dojos, raffle tickets, stars, stickers, a marble jar, golden time and trips.

Purple Slips are awarded to children who have displayed excellent behaviour for learning, put remarkable effort into their work or completed exceptional work. Children are sent to see a member of the Leadership Team, who will discuss their performance and congratulate them on their achievements. A text message is sent to families to inform them.

On a whole school level, staff choose a 'Star Pupil' each week from those who have received recognition for their work and/or behaviour. An additional child is chosen for showing clear examples of our agreed values. Children's achievements are celebrated during our celebration assemblies and are listed on weekly newsletters.

All Year 6 children are given a black hooded sweatshirt at the beginning of the year as an alternative to the standard school uniform in recognition of their commitment to the school. They and their parents sign a contract which outlines what is expected of their behaviour and what will not be tolerated.

In order to improve their wellbeing and to help them understand, name and manage their emotions teachers may refer to Zones of Regulation which are displayed in every classroom. These are not designed to manage children's behaviour, rather to give children the skills to manage their emotions and articulate those emotions. This has a positive impact on their behaviour.

SANCTIONS AND RESTORATION:

We appreciate that children's thoughts, feelings and experiences may influence instances of unacceptable behaviour. In these cases, the child will be made aware of the problem and asked to change the behaviour or to make amends, as appropriate.

Behaviour which will not be tolerated include: poor attitudes towards learning, physical aggression, rudeness and swearing, vandalism, theft, defiance towards adults, racism, bullying and any other form of discrimination.

We have a consistent set of steps that are applied in every class from Year 1 upwards; **the traffic light system**.

Stage 1 - GREEN

Every child starts every day on Green

Stage 2 - AMBER – Warning

Give the child a warning explaining clearly which rule has been broken and how. As their behaviour improves they should be moved back to Green. An emphasis will be placed on the AMBER stage as a reflective opportunity. Adults will actively look for signs of improvement in the child's behaviour so they can be placed back on Green.

Stage 3 – AMBER 2 – Sent to buddy class

Children may be asked to sit and work on their own in the classroom to avoid disrupting other children if they continue to break the class rules. If this is not successful on helping them reflect and turn their behaviour around then they may be sent to another class with their work to complete it there. This is a step before being sent to the leadership team and is for continued low level disruption.

Stage 3 - RED – Sent to Leadership Team

If a child's behaviour still does not improve they will be placed on Red. The adult must complete a red slip, including the date and time. The child is sent to a member of the Leadership Team. The child will then complete a reflection sheet. The member of the Leadership Team will discuss their behaviour with the child and decide on the appropriate sanction. This could include time out within another classroom. Parents will be informed by text. We encourage parents to contact school when they receive the text. However, if this is not possible, then we will contact parents.

A behaviour plan and individual behaviour support timetable may be set up for those children who receive frequent "Reds". Parents will attend a meeting with the class teacher and a member of the Leadership Team, to set targets. These targets will be reviewed by the end of each week.

In the case of unacceptable behaviour from a Y6 pupil, they may have their hooded sweatshirt confiscated for a fixed period of time.

Children who exhibit consistent and more extreme difficulties in managing their behaviour are given support through target and reward systems, counselling, and intervention from outside agencies including the Educational Psychologist, CAMHS and/or the Pupil Referral Unit. At all points, parents are involved in this support.

In extreme cases, the child may be secluded (internal exclusion) or excluded from school for a fixed period. If all support has been unsuccessful or the behaviour significantly threatens the safety and well-being of children or adults, the child may be permanently excluded. Fixed term exclusions are extremely rare at Friars and we have never had to permanently exclude a child.

In the playground and off-site

We encourage children to engage in a wide range of play activities. We do not allow any play fighting games, as it can often lead to real fights. At play times and lunch times there are a number of adults in the playground, appropriate to the number of children present.

If a child approaches any adult with a problem concerning another child, the adult will immediately help the child to sort it out and find peaceful solutions.

If a child is "on Red" during a school trip, they should be referred to the leadership team on return to school. A decision will be made then about whether they should attend the next trip and this will be communicated to the parents. This includes residential trips.

If a child displays inappropriate behaviour off school premises and is witnessed by a member of staff or reported to the school by a member of the public, the behaviour policy will be followed and sanctions put in place once the child has returned to school. Parents will be invited to attend a meeting where the incident and any ensuing sanctions will be discussed.

Schools have responsibility for the behaviour of children outside school hours if they receive a report of unacceptable behaviour. This will be dealt with, in liaison with parents/carers and if criminal behaviour is identified, appropriate referrals will be made.

Behaviour at clubs:

If a child is not following the rules in a club, they are told clearly by the club leader that they are receiving a warning and then the club leader informs the parent. When a child receives a second warning they can no longer attend the club. Club leaders must be consistent and not tolerate inappropriate behaviour. Club leaders must let the leadership team know of any warnings given and why, so this can be recorded. Club leaders must supervise their children at all times.

The breakfast club and play centre leaders are expected to follow the school's behaviour policy and the club contract. If children are placed on Red they should be sent to the office where they would fill in a reflection sheet and discuss their behaviour with a member of the leadership team. A text will be sent to inform the parents.

Parents are asked to be mindful of the school's behaviour policy, which is available on the website and reviewed by governors annually.

Please see link to government guidance:

<https://www.gov.uk/government/publications/school-exclusion>

ONLINE BEHAVIOUR

We expect our pupils to follow the same standards of behaviour as they do offline. For example, everyone should be treated with kindness, respect and dignity. When dealing with inappropriate online behaviour e.g. cyber-bullying, use of abusive language or sharing or soliciting improper material (known as child-on-child abuse), the school will ensure that such incidents are addressed and dealt with following the same principles as offline behaviour. The designated safeguarding lead will be immediately notified of any online incidents that might raise some safeguarding concerns.

ANTI-BULLYING STATEMENT

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. **We are a TELLING school.** This means that *anyone* who knows that bullying is happening is expected to tell the staff. As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect and the responsibility to treat others with respect.

What is bullying?

Bullying is intentional, hurtful, repetitive, and a power imbalance. Bullying results in pain and distress to the victim. Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures

- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology, i.e. camera & video facilities

Possible signs and symptoms.

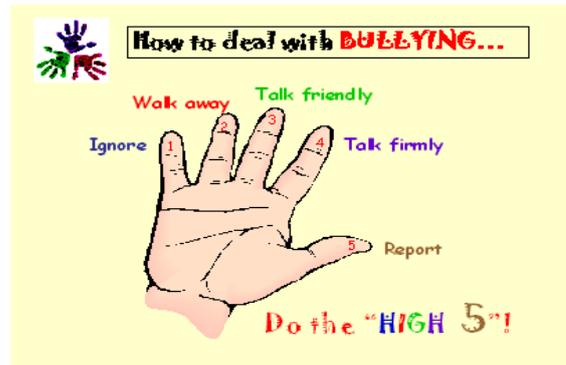
A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school refusing)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering or feels ill in the morning on school days
- attempts or threatens suicide or self-harm, or runs away
- cries themselves to sleep at night or has nightmares
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for or seems to need money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. It is vital that school and parents/carers work closely together when bullying is suspected. Following investigation, appropriate restorative practices and necessary sanctions will be implemented, based on the age of the children involved and in line with this behaviour policy. Detailed records are kept and monitoring is carried out to ensure that the incidents are not repeated.

If an adult notices or is told of unacceptable behaviour, he or she will encourage the child to use the “High 5” approach and do the following:

1. Ignore
2. Walk away
3. Talk friendly
4. Talk firmly
5. Report



POSITIVE HANDLING

Staff at this school are trained to look after the pupils in their care. We have a duty to intervene in order to prevent pupils from committing an offence, hurting themselves or others, damaging property and to maintain good order and discipline. On the exceptionally rare occasion that a member of staff ever needs to intervene physically, they will follow positive handling techniques to maintain the safety of all concerned.

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. The term 'reasonable force' is used when range of actions used by staff which involve a degree of physical contact to control or restrain children. Staff will never use more force than needed in the unlikely event they have to intervene physically. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Further information can be found on the Government website www.gov.uk and/or in the national guidance: Behaviour In Schools Guidance September 2022.

If a child receives physical intervention, a restraint form will always be completed and a member of the Leadership Team will be involved as soon as possible. The office will also be notified so a text can be sent to the parents informing them that their child has been restrained and suggesting that they come in after school to discuss this.

ABC charts are also used to record challenging behaviour. If an ABC chart has been completed, you need to inform the Leadership Team.

A minority of children will have a Behaviour Plan which will be agreed with parents/carers.

All physical interventions at this school are conducted within a framework of positive behaviour management. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence bad behaviour and taking steps

to divert behaviours leading towards foreseeable risk. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur, with regard to the health and safety regulations and school policy.

SEARCH AND SCREEN

In accordance with national guidance (see Searching, screening and confiscation: advice for schools, 2022), the school may search a pupil if there are reasonable grounds that a pupil has brought in a prohibited item.

School staff, with the approval of the Leadership team, can search pupils with their consent for any item. The consent does not have to be in writing. *If a member of staff suspects that a pupil has a prohibited item and the pupil refuses to agree to be searched then the school can follow the appropriate procedures in accordance with the school behaviour policy.* See link for further information on the guidance that we follow:

<https://childlawadvice.org.uk/information-pages/school-powers-to-search-and-screen-pupils/>