Fowlmere Primary School

Behaviour Policy

September 2025

1. Respect for all

At Fowlmere School, we believe that every person is equally important. This policy reflects the values, ethos and philosophy of Fowlmere in relation to behaviour support.

At Fowlmere, everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage positive behaviour through high expectations and mutual respect between pupils, staff and pupils. We recognise that appropriate behaviour is a necessary pre-requisite to effective teaching and learning.

Staff and children alike deserve to feel that persistent disruptive or dangerous behaviour is being dealt with.

2. Requirements

2.1 Equality Statement

In developing and reviewing this policy we have carefully considered its impact on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

2.2 Approval and Review

This policy is to be ratified by the Governing Body Nov 2025. It is due for review in September 2026. This policy has been written with reference to the following DfE publications:

- *Behaviour in schools: advice for headteachers and school staff (February 2024)*
- *Behaviour and Discipline in Schools – Guidance for Governing Bodies (September 2015);*
- *Mental health and Behaviour In schools (November 2018);*
- *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024)*

2.3 Aims

High standards of behaviour are expected from all children at Fowlmere Primary School. To this end, this policy aims to:

- provide guidance to establish a well-ordered and safe environments for learning
- help and support children to develop self-confidence and self-discipline, and an understanding of what constitutes positive behaviour
- create a common understanding of the limits of acceptable and unacceptable behaviour
- encourage reflectiveness on their own behaviour and to develop self-regulation
- outline that parental involvement is an essential part of maintaining high standards of behaviour

3. Our approach

3.1 Our responsibilities

It is the responsibility of every adult at our school to understand that behaviour is a way of communication and that unwanted behaviour may be indicating an unmet need. It is our responsibility therefore, to determine the reason why a child is presenting unwanted behaviour and change the circumstances in which the unwanted behaviour occurs. In order for our policy to succeed all adults share a collective responsibility for its implementation. This includes:

- spending time every day building positive relationships with **all** children and each other
- sending consistent and clear, unambiguous messages about behaviour
- developing a learning environment, and classroom systems and procedures, which actively support positive behaviour (e.g. clear and shared routines, ensuring that resources are easily accessible, that there is sufficient space for children to move about the classroom freely)
- restricting the flow of children in the cloakroom so that there is not over crowding
- catching children behaving well ("doing the right thing") and acknowledging it with them
- taking into account the individual needs of children
- staff offering opportunities to pupils for "a fresh start", remembering not to feel that unwanted behaviour towards us is personal
- explicitly teaching what positive behaviour looks like as part of the curriculum
- effectively communicating information about children so that all staff are well-equipped to avoid and manage challenging situations
- taking responsibility for the behaviour of all children in the school

3.2 School Values:

Care
Ambition
Determination
Teamwork
Confidence

The headteacher will review these values with the whole school in assemblies and these will be developed further in assembly and in class discussion, with links made to expectations regarding behaviour.

3.3 Basic principles of behaviour management

- **Expectations**: all staff should expect the highest standards of behaviour, challenging children with a reminder when children fall below this expectation. Clear articulation of what staff expect to see, rather than what they do not expect to see, is more likely to illicit positive behaviour.

- **Timetables**: all staff should have a timetable on display in their classroom. This enables children to understand what to expect during the school day. Visual timetables are often supportive for children with special educational needs

- **Communication**: all staff must use clear and careful language when dealing with unwanted behaviour and taking care to address the behaviour not the child.

- **Develop good relationships**: relationships are based on trust - trust that a member of staff will treat children fairly and listen to both sides of an issue. A good relationship means that much

of behaviour management can be communicated effectively either non-verbally or with very discreet reminders.

- **Take-up time and calm-down time**: all staff should give appropriate take-up time, *expecting* children to modify their behaviour. In crisis situations children may need up to an hour of cool down time before a discussion can take place.

- **Preserve dignity**: as much as possible, discussion about unacceptable behaviour should take place discreetly.

- **Terminology**: we view behaviour on a scale from prosocial (behaviour intended to help others) to detrimental (detrimental behaviour includes disruptive and dangerous behaviour).

3.4 **Celebrating positive behaviour**

All staff should actively note positive behaviour throughout the school. In order to develop self-regulation and to develop self- esteem, the emphasis is on praise. The aim is to enable the children to be less reliant on external rewards. In addition, each class teacher will monitor and encourage positive behaviour in an age appropriate way. As such there will be some variation between classes. This may take the form of spontaneous rewards for effort in work or following our school values and rules. These may also be awarded in celebration assemblies. We seek to make children feel valued in their community and validated in their efforts.

3.5 **Classroom setup**

All classrooms should include the following items to support effective behaviour management

- Class rules and timetable on display
- Well-labelled resources and locations for storage – e.g. for exercise books
- Carefully considered seating plans to facilitate prosocial interactions between members of the class
- Visual aids where necessary

Class teachers should always be ready to receive a child from another class and support their colleagues' behaviour management.

4. Reactive responses to disruptive behaviour

4.1 At the first sign of disruption/unwanted behaviour, staff should give verbal reminders of positive behaviour in order to minimise the disruption to children's learning. This can be given directly – "Remember to make the most of learning time." – or more indirectly by praising children who are doing the right thing so that they too want to do the right thing and receive praise, e.g. "____, that's really good listening."

If this doesn't elicit a positive response and disruption continues, staff should give explicit reminders about behaviour expectations.

4.2 If the disruption still persists **after two reminders** staff should record the disruption on the Record of Disruptive Behaviour log, along with a final verbal reminder of positive behaviour.

4.3 If the disruptive behaviour still persists, staff should give a choice: "I need you to… or you will need to move to another class." This may result in the child being asked to remove themselves from the situation in order to de-escalate. Staff should instruct the child to take a 10 minute time out in a paired classroom and complete their work. In the case of

disruption outside the classroom, for example in a PE lessons or during assembly, staff should instruct the child to leave the hall accompanied by another child to the staffroom to seek their teacher, who will administer an educational consequence.

A restorative conversation should take place at an appropriate time. Staff may use a reflection sheet to support with restorative conversations. The incident should be logged on an ABC form. Parents should be informed at the end of the day.

4.4 If the problem persists, staff must send for a member of the Leadership Team who may call upon parents to come to school to support staff in re-engaging their child with his or her learning.

5. Reactive responses to significantly disruptive or dangerous behaviour

5.1 Occasionally, a child may exhibit a behaviour which is more dangerous and needs immediate action. These behaviours may include, but are not limited to:

- deliberately hurting others
- prejudice-related incidents
- swearing deliberately intended to offend
- overt refusal to follow the reasonable instructions of an adult

Staff should first try to de-escalate the situation with non-confrontational verbal reminders, such as:

- Positive phrasing e.g.
  - "*Stand next to me"*
  - *"Put the toy on the table"*
  - *"Walk beside me"*

- Limited choice e.g.
  - *"Put the pen on the table or in the box"*
  - *"When we are inside, Lego or drawing"*
  - *"Talk to me here or in the courtyard"*

- Disempowering the behaviour e.g.
  - *"You can listen from there"*
  - *"Come and find me when you come back"*
  - *"Come down in your own time"*

- Use of a De-Escalation Script e.g.
  - *Use the person's name – "David…"*

- *Acknowledge their right to their feelings – "I can see something is wrong"*
  Tell them why you are there – "I am here to help"
  Offer help – "Talk to me and I will listen"
  Offer a way out of the situation (positive phrasing) – "Come with me and….."

5.2 In these cases, children take time out in a paired classroom (or be taken inside from playtime). The school follows the Cambridgeshire Therapeutic Approach to behaviour and a restorative conversation should take place at an appropriate time. Staff may use a reflection sheet to support with restorative conversations. The incident should be logged on My Concern, the school's online reporting Safeguarding reporting system, and logged as a behaviour concern. Parents should be informed by the end of the day.

5.3 If de-escalation has not occurred, staff must send for a member of the Leadership Team who may call upon parents to come to school to support staff in de-escalating.

6. Persistent detrimental behaviour

Persistent behaviour issues are often complex and take time to solve. For some children the individual incidence of detrimental behaviour may not be intrinsically serious, but it is persistent.

Other strategies are available where behaviour issues are persistent or extreme or both

- Following the Cambridgeshire Therapeutic Approach
- Individual Behaviour Planning, through a Risk Reduction Plan
- Home/school book.
- Use of Reflection Sheets
- Regular meetings with parents (as part of behaviour planning)
- Negotiate contract of acceptable behaviour with children and parents.
- Internal exclusion
- Involvement of outside agencies – Acorn Project, Younited, CAMHS
- Early Help Assessment - Family Worker, Educational Inclusion Family Advisor (EIFA)
- Individualised curricula

The school will use suspension in exceptional circumstances – those where staff or children are at immediate risk of harm even if internal restrictions are in place, or where an incident has been so extreme that the school needs time to plan for the protection of others.

7. Reflection and reparation

7.1 The restorative conversation, which may be supported using a reflection sheet, should take place with the child at an appropriate moment (break or lunchtime play) in order to better understand the triggers for the behaviour, to find solutions and to restore the relationship. The record should be filed in the class record folder and parents should be informed.

Reflect, repair and restore (after a crisis)
Once the child is calm, relaxed and reflective, the incidence of disruptive/dangerous behaviour can be re-visited with an adult. The adult will re-visit by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to:

- explore what happened (tell the story)
- explore what people were thinking and feeling at the time
- explore who has been affected and how
- explore how we can repair relationships
- summarise what we have learnt so we are able to respond differently next time

7.2 Further consideration will be made regarding protective or education consequences

- Class teachers will consider educational consequences which may include conversations with the child/children or setting up small group interventions. It is expected that this process may have benefits over a long time.

- Class teachers will consider if there is a need for protective consequences – either for themselves or others which may include removing them from a place that has caused them or others anxiety.

- Internal exclusion (planned separate supervised provision) may be necessary before a child is able to be reintegrated in to the classroom. Internal exclusion also needs to be recorded in the class behaviour file and communicated to parents.

- Protective consequences may include modifying inclusion in school events, or preventing them from joining a particular activity for which assessment indicates risk.

- There are occasions when a temporary or permanent exclusion may be necessary in order to protect people or property

8. Suspension

Serious incidents may result in a fixed term suspension or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the suspensions and exclusions. A reintegration meeting is held with the parents and child on their return to school in case of a fixed-term suspension.

9. Supporting children with Special Educational Needs

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets (Individual Targets- see SEND policy) with specific rewards, alternative rewards or consequences and the use of outside agencies.

There will, therefore, be occasions when the usual systems are not effective for pupils with specific needs which affect their ability to manage their own behaviour. In these cases, the system may need to be varied, or thresholds changed. If this is the case, it should be part of that child's learning plan. Teachers should consider, with the consent of the family, sharing this information with the class so that other children understand why a variation is being applied.

In all cases, the variation should be considered to be short-term, whilst other strands of the learning plan address the behaviour in question.

10. Risk Reduction and Assessment

Pupils whose behaviour may persistently place themselves and others at a risk of harm must have individual risk reduction plans. These are overseen by the Headteacher/SENCo, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk reduction plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater

anxiety, triggers that could lead to difficult behaviours.

- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

If well-being or safety is at risk of being negatively impacted, then a risk assessment will be carried out before a school event, for example a class trip. That risk assessment will determine if that event can be effectively modified without causing unnecessary burden to staff. Protective consequences may include modifying inclusion in school events, requiring parental assistance or preventing them from joining a particular activity for which assessment indicates too great a risk.

11. Record Keeping

All behaviour which is not managed with verbal reminders should be recorded so that it can be monitored by the Leadership Team and persistent problems identified and addressed.

The Leadership Team will monitor records on a half-termly basis in order to identify patterns and emerging concerns.

Low-level disruption that requires more than two verbal reminders is recorded on the weekly Record of Disruptive Behaviour form. **These should be filed in the class behaviour folder chronologically.**

Medium-level incidents should be recorded on an ABC form. **These should be filed in the class behaviour folder in a section for that child.**

High-level incidents should be recorded on My Concern.

Class teachers should keep records sufficient to identify persistent behaviour problems and maintain contact with parents. Class teacher records should be passed on to the next teacher as they may be indicate continued patterns of behaviour. These records should include records of meetings or conversations about behaviour between parents and staff.

APPENDIX 1: Summary of procedures for teaching staff

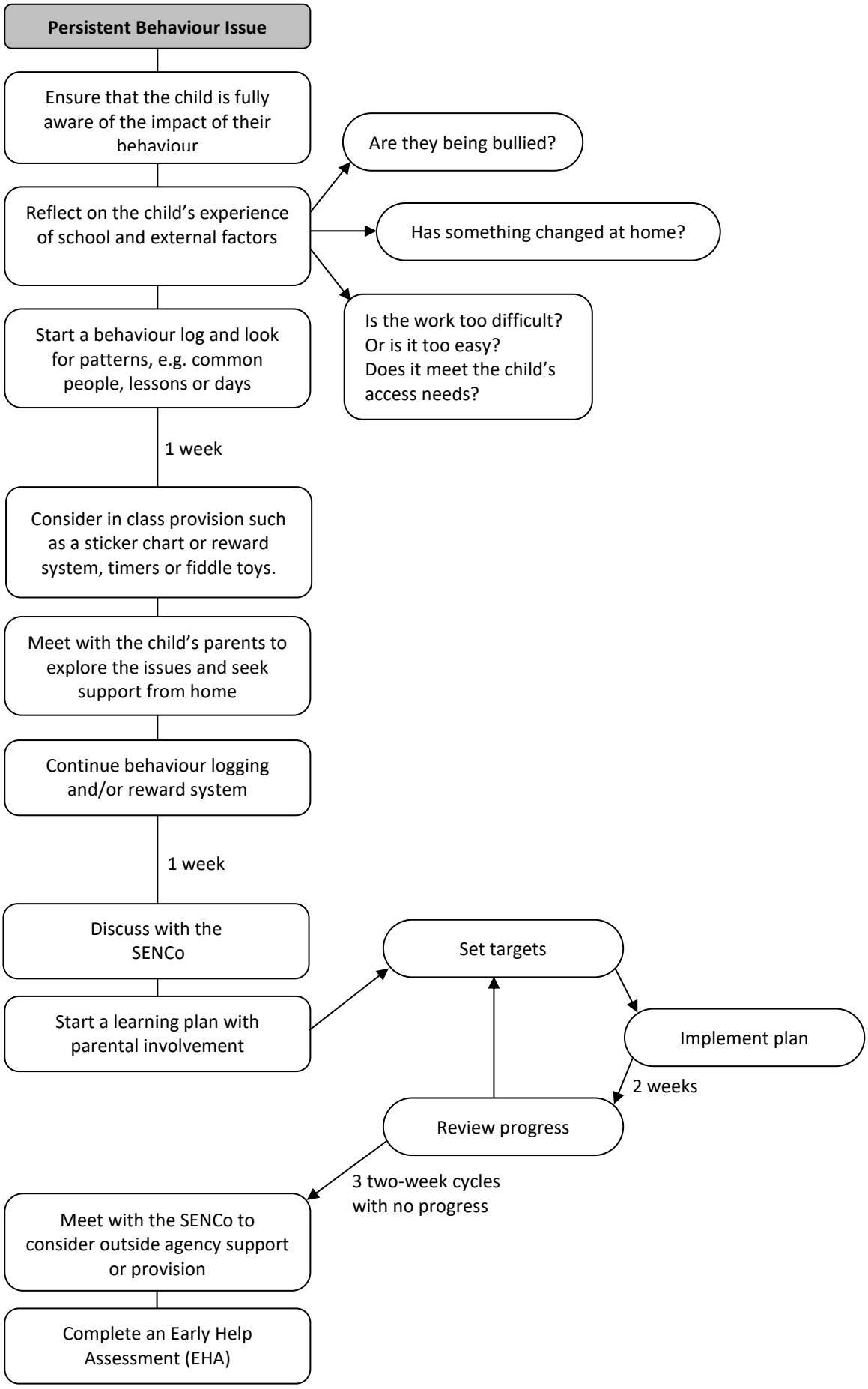
1. Classroom environment:
    - Maintain clear expectations within an ordered environment
    - Praise positive behaviours
    - Distract, disempower, de-escalate

2. Low-Level Disruptive behaviours:
    - Verbal reminders (2+)
    - Write incident on Record of Disruptive Behaviour

3. Medium-Level disruptive behaviour
    - Warn – make the right choice or move to another class
    - Child is asked to remove themselves from situation/classroom
    - Send for support from another teacher (parents may be called) if required
    - Recorded on ABC form
    - Communication with parents

4. High-level Dangerous behaviours:
    - De-escalation script
    - Child removes themselves from the situation/classroom
    - Send for support from Headteacher (parents may be called) if required
    - Restorative conversation at appropriate time with Reflection Sheet if needed
    - My Concern
    - Communication with parents
    - Further considerations educational or protective consequences
        - Risk Reduction Plan
        - Internal exclusion
        - Fixed-Term Suspension

APPENDIX 2: Model for managing persistent behaviour issues



APPENDIX 3: Recording sheets and forms

- Record of Disruptive Behaviour (RDB) form
- Teacher ABC Behaviour Logging Sheets (short)
- Reflection Sheets

Record of disruptive behaviour

Class:

Week beginning:

Monday		
Initial	Time	Behaviour

Tuesday		
Initial	Time	Behaviour

Wednesday		
Initial	Time	Behaviour

Thursday		
Initial	Time	Behaviour

Friday		
Initial	Time	Behaviour

1. Calling out/talking over adult
2. Disruptive noises
3. Walking around classroom
4. Not following adult instructions
5. Leaving classroom without permission
6. Refusal to engage with task

Name of child: _____ Class: _____

Date/Time:	Antecedent:	Behaviour:	Consequence:	Communicated to parent:	Staff:	Signed:

_____'s Think Sheet



I can think about my choices and how they affect ME and others.

What I chose to do:

kick 

hit 

push 

bite 

talk or scream 

run 

not work 

pinch 

use unkind words 

throw something 

It made _____ feel:

happy 

sad 

mad 

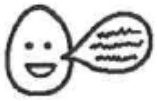
scared 

frustrated 

Next time I can choose to:

have SAFE feet 

have SAFE hands 

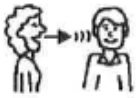
use kind words 

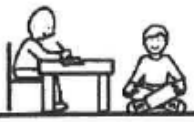
listen and not talk during instruction 

ask for a calm break 

say "I need space." 

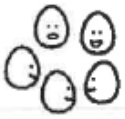
ask someone to "Please stop." 

follow directions 

stay in my work area 

say, "I don't understand." 

When I make a positive choice like that:

others will want to be with me 

others will feel good around me 

others want to play with me 

people will know that I am kind 

I will feel proud of myself 

Name..... Date.....



KS2 behaviour reflection sheet



What did I do?
When and where did it happen?
How did I feel while I was doing it? Why?
How did the other people feel?
How could I stop it happening again?