

Frogwell Primary School

Safe and Happy – Supportive – Respectful – Aspirational - Inclusive

Behaviour Policy 2025-26

Date of Policy: Term 1- 2025

Review Date: Term 1- 2026

Governor Responsibility:	Full Governing Body
Governor Lead:	Fred Guscott
Nominated Lead Member of Staff:	Imogen Woods
Status & Review Cycle:	Statutory Annual

Introduction

Frogwell Primary School is committed to an inclusive education for our children that secures the widest possible access to learning and achievement in a safe and supportive environment. We believe that learning happens in many different ways, including structured learning tasks and child led play. It embeds our commitment to balancing our children's right to learn, be safe, and play. A statement of behaviour principles written by the Governors is required by all maintained schools. These principles guide our Behaviour Policy. (Appendix 1)

A Relational Approach

We use a relational approach to behaviour. This means an approach that is based on the quality of relationships. Relationships are vital for all children in school. It is through relationships that children learn to feel safe, belong, understand themselves, others and the world. The relational approach is a universal approach to teaching and learning which influences whole school ethos, systems and policy as well as everyday practice. It is also a targeted approach to support those children who are most in need.

A Relational approach has three elements:

• **Developing Relationships** – building relationships, supporting inclusion, developing routine, setting and maintaining boundaries with empathy. At Frogwell Primary School we:

- spend time getting to know children as individuals and value their unique interests, skills and personalities
- ensure children have a variety of ways to have their voice heard, including through class discussions, 1:1 time when needed, worry boxes, class and school councils and regular surveys completed by children.
- aim to promote high levels of social and learning inclusion for all children.
- teach and use predictable routines relentlessly so children understand what is expected of them and have a sense of safety in that predictability
- we provide containment and boundaries to build a sense of safety in the emotional and physical environment.

Responding and Calming – adopting relational skills to keep things calm, coregulation skills to regulate strong emotions and effective crisis management skills. At Frogwell Primary School we:

- try to be curious about what a child's behaviour is communicating to us and how we can meet the need underlying the behaviour
- are trained in de-escalation strategies
- provide adult support to co-regulate where children are not yet able to self-regulate
- provide a physical environment and spaces that support children to calm when needed

Repairing and Restoring – at Frogwell Primary School we:

- understand that dealing with behaviour incidents will cause a 'rupture' in relationships and we seek to repair this rupture (between child and adult/child)
- facilitate restorative encounters to resolve conflict and harm and to support future change
- use restorative conversations to support a harmonious environment (examples below)

Restorative questions	
When things go wrong...	When someone has been harmed...
What happened?	What did you think when you realised what had happened?
What were you thinking or feeling at the time?	How has this incident affected you and other people?
What are you thinking about or feeling now?	What has been the hardest thing for you?
Who has been affected by your behaviour?	What do you think would help make things right?
How have they been affected?	
What do you think you need to do things right?	

Our School Values

Be safe. Be kind. Aim high.



Rewards

Individual rewards

Teachers will give stickers, use positive feedback both verbally and in marking in books. Texts messages home and praise postcards are also used.

Team Awards

We use Team points where our teams (Blue, Green and Yellow) are awarded points for excellent learning and behaviour. Team points are accrued, announced in weekly Celebration assemblies and celebrated in the Headteacher's newsletter and on the school's website. Ambassadors' playtimes are in place for teams who are awarded the most points each term. (Appendix 5)

Class Awards

Classes are awarded Ambassadors' Playtimes (an extra play or an extended play) when they have been:

- Noted as having exemplary conduct by a member of public, whilst on a visit off site and that member of public has commented to the class teacher or Headteacher.
- Noted by their teacher and Headteacher as achieving a significant learning or behavioural milestone.

Although rewards are central to the encouragement of good behaviour, it is also important that there is a need for consequences for inappropriate behaviour to protect the security and stability of the school community.

Sanctions

Sanctions are not punitive and are very much in place to secure clear boundaries about how we conduct ourselves in school. We use logical consequences to help children to understand the results of their actions and encourage them to make better choices in the future. The consistency of teaching and supporting the children in this way is paramount to our success in developing an excellent school culture of excellent conduct.

In order to support different kinds of learning, children must complete structured learning tasks during lessons before they can start play and learning outside. If a child has not completed learning to an expected standard, they will be expected to complete tasks first. When a child is not safe to themselves or others they will be instructed to take a reset until they are calm and safe.

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising. All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered. When giving behaviour sanctions, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.

Low Level Disruption

Low level disruption is tracked each week in class and is analysed each term to ensure that we maximise learning opportunities. See Appendix 2.

The classroom behaviour system should be consistently adhered to however, any very serious incidents that take place either in the classroom or the playground (e.g. Use of physical violence) the system should be by passed and the child should be sent to the head teacher or a senior member of staff. It is a priority that the learning of the class is not affected by the behaviour of an individual child. If necessary, the child demonstrating the unacceptable behaviour will need to work with an adult away from the class so the learning in the lesson is not disrupted.

EYFS, CNRB, KS1	KS2
1. Make non-verbal signal	1. Make non-verbal signal
2. Give the children a warning, ensure the child knows what they have done and why it is important to follow the rule.	2. Give the children a warning, ensure the child knows what they have done and why it is important to follow the rule.
3. 5 minute reset spot in the classroom	3. Behaviour logged on 'low level disruption' log.
	4. 5 minute reset spot in the classroom
	5. If behaviour continues and structured learning tasks have not been completed, the child will be expected to complete tasks before starting child-led play. A private restorative conversation between the child and class teacher will be held
	6. If the behaviour continues, a member of SLT will be called and the child will work out of the classroom. The Parent/Carer and teacher will have a face to face meeting. The incident will be recorded on CPOMS with the meeting log attached. The teacher will add an action to the CPOMS record so that the behaviour does not happen again.
	7. Individual behaviour contracts will be set for children with consistent behaviour challenges and agreed by parents

The use of these consequences should be characterised by certain features:

- Issues should be dealt with calmly, without a raised voice but firmly, referring to why the action is being taken and what that action is.
- Adults should not use any form of degrading treatment or language to 'punish' a child. The use of sarcasm, demeaning or insensitive comments towards children and young people is not acceptable in any situation.
- Although persistent/serious misbehaviour needs recording, every child must feel that every session is a fresh start.
- It is the behaviour of the child that is being questioned, not the child.

- When staff are talking about a child's behaviour it should be focused on specific needs and challenges. Language that describes the child or that is not specific to the behaviour is unhelpful in finding solutions to challenging behaviour.

Behaviour Plans

Where Low Level Disruption tracking identifies a child, who needs further support a Parent or Carer will be invited to a Behaviour and Development Meeting. Notes are taken using the format in Appendix 3. Often a behaviour plan is put in place which is reviewed by parents and carers alongside teachers and school leaders. Examples of these can be seen in Appendix 4.

Suspensions and Reintegration

Suspensions should be done as a last resort after a variety of different strategies have been put in place and regular on-going reviews taking place.

If a child's behaviour shows no improvement after all available options have been used and other procedures followed, the child will be suspended for a fixed term. Suspensions (fixed-term exclusions) are for a limited number of days and must not exceed a total of 45 school days in a single academic year.

A child will also receive a fixed term suspension if the incident is in the opinion of the Headteacher, particularly serious. Examples of this could include physical violence to a member of staff or another child, or extensive vandalism to school property.

Following a suspension, a reintegration meeting will be arranged for the child and their parents. The purpose of this meeting is to:

- Emphasise the importance of the parents working with the school to take joint responsibility for the child's behaviour;
- Discuss how behaviour problems can be addressed;
- Explore wider issues and any circumstances that may be affecting the child's behaviour;
- Reach agreement on how the child's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour;
- Create a forum for a discussion about what support could be put in place for the parents

Where there has been a disruptive incident that may affect other children's well-being, a member of staff will talk to these children as soon as possible after the event to ensure that they are reassured by the actions taken and feel safe to continue in their daily routines.

Support will be given by a member of the Senior Leadership Team to a member of staff who may have been subject to violent or verbal incidents involving a child.

Exclusions

Exclusion is used only as a last resort and in line with current Department for Education guidance on suspensions and permanent exclusions. The Headteacher may permanently exclude a pupil where there has been a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of others. Permanent exclusion will only be considered for the most serious incidents or repeated disruptive behaviour. Parents or carers will be informed promptly in writing, and the governing board will review exclusion decisions in accordance with statutory guidance. Where appropriate, the school will consider any additional needs, including SEND, and will seek to provide support and reintegration opportunities wherever possible.

Alternative Provision

The school is committed to ensuring that all pupils receive an education that meets their individual needs and enables them to achieve positive outcomes. In some circumstances, Alternative Provision (AP) may be used as part of a planned intervention to support a pupil whose needs cannot be effectively met within the mainstream classroom for a period of time.

Alternative Provision will only be considered where it is in the best interests of the pupil and forms part of a carefully planned strategy to improve engagement, behaviour, attendance, wellbeing and educational outcomes.

Alternative Provision may be used:

- as an early intervention to prevent suspension or permanent exclusion;
- following a suspension where additional support is required to facilitate a successful return to school;
- where a pupil's social, emotional or mental health needs require a more specialised educational environment for a temporary period;
- where a bespoke curriculum is needed to re-engage a pupil with learning;
- where the school has determined that a time-limited placement in Alternative Provision is necessary to support improved behaviour, attendance or educational progress.

The school's approach is underpinned by the principle that behaviour is a form of communication and that effective intervention should identify and address the underlying causes of behaviour rather than solely responding to its presentation. Alternative Provision is intended to provide targeted support, therapeutic intervention where appropriate, and opportunities for pupils to develop the skills, resilience and strategies required to succeed within mainstream education. It is not regarded as a punishment, but as a supportive educational intervention designed to remove barriers to learning.

Where a pupil attends Alternative Provision, the school will retain overall responsibility for their education, safeguarding, attendance and progress. The school will work collaboratively with parents/carers, the Alternative Provision provider and any relevant external agencies to ensure that appropriate support is in place and that the placement is regularly reviewed.

All Alternative Provision placements will have clearly defined intended outcomes, success criteria and review arrangements. A personalised reintegration plan will be developed at the outset of the placement, identifying the support, phased arrangements and timescales required for the pupil's successful return to mainstream education wherever appropriate. Reintegration planning will be

reviewed regularly and adapted in response to the pupil's progress, recognising that successful reintegration is a shared responsibility between the pupil, family, school and Alternative Provision provider.

Pupils eligible for Free School Meals (FSM) who are attending Alternative Provision remain entitled to this support. Parents/carers may request Free School Meal vouchers from the school for the duration of the placement where appropriate. Requests should be made through the school's administrative office, and arrangements will be made in accordance with the school's Free School Meals procedures.

Restrictive interventions including the use of reasonable force

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a child from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among children at the school, whether during a teaching session or otherwise. Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies.

We take the use of reasonable force seriously and apply recent guidance to our practice.

[Use of reasonable force and other restrictive interventions guidance](#) (April 2026)

Responding to behaviour off-site

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

Sanctions may also be applied where a child has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member (e.g. on a school-organised trip).

Responding to behaviour online

The school can issue behaviour sanctions to children for online misbehaviour when:

- It poses a threat or causes harm to another child (see also Child on Child Abuse)
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The child is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

Child on Child Abuse

Child on child abuse is not acceptable and will not be tolerated at Frogwell Primary School. It is not an inevitable part of growing up. Child on child abuse can be through:

Bullying (including cyber bullying)

If bullying does occur the following actions would be taken:

- Speak to all children involved and record the details of what has happened
- Inform parents of all children involved and request a face to face meeting
- Decide on actions to be implemented and how these will be monitored and checked.
- Identify if these are isolated incidents or patterns of behaviour

Both bully and victim will be supported:

- For the victim: - Protection from the bully, e.g. asking duty staff to watch out for the victim, keeping the bully in at playtime and lunchtime.
- For the bully: - Analyse possible reasons for bully's action by looking at the "whole child", including family situation. - Gather information, e.g. classroom observations. - Investigate the underlying causes and take necessary steps in an attempt to resolve the bully's problems, possibly including obtaining advice from outside agencies.

Searching and confiscation

The screening, searching and confiscation advice for headteachers, school staff and governing bodies, (July 2022) from the DfE authorises Headteachers and staff authorised by them to search a child for prohibited items without the child's consent, if they have reasonable suspicion that there is a prohibited item with the child or in his/her possessions.

If searching a child for a prohibited item two members of staff should be present and the search should be conducted away from others. If a child refuses to comply then the parent will be contacted. Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

Prohibited items are lethal knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic image, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the child).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Unless requested or directed by the class teacher, children should not bring in any personal items from home. Those children disobeying this routine will have the objects confiscated. If items are confiscated they should be returned at the end of the school day to the parents or carers of the child.

The consequences will be implemented each time a child breaks a rule. However certain actions are seen to be so severe that they require immediate action by the Head Teacher or, in her absence, the most senior member of staff available.

Monitoring

Monitoring and Evaluating behaviour

All members of the Senior Leadership Team have a role in monitoring the reported incidents related to bullying, race, homophobic and transphobic, gender and disability. We log these incidents on CPOMS so that we can follow things up, speak to everyone involved and work to reduce future incidents.

The Headteacher and Assistant Headteacher will monitor behaviour to identify vulnerable children who may appear and to identify any patterns of behaviour and/or names of children re-appearing. The Headteacher will monitor consistency of approach by staff and will follow up individual cases if required.

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Use of Alternative Provision and managed moves
- Incidents of searching, screening and confiscation
- Incidents of Child on Child abuse

The data will be analysed every 2 terms by the Assistant Headteacher.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of children are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

The safeguarding governor along with the Senior Leadership Team will be responsible for monitoring this policy. It will be reviewed on an annual basis or earlier if required.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the full governing board annually.

British Values

This policy is in line with the British Values as laid out by DfE in 2014:

- Rule of Law
- Democracy
- Tolerance
- Individual Liberty
- Mutual Respect

Through the implementation of our Behaviour Policy we look to instill manners in our children and promote mutual respect between children and adults throughout our school and wider community.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force and other restrictive interventions guidance](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Appendix 1 – Behaviour Principles

Frogwell Primary School Behaviour Principles

A statement of behaviour principles written by the Governors is required by all maintained schools.

These principles guide our Behaviour Policy at Frogwell Primary School.

- At Frogwell Primary School we strive to ensure that every child understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the [Education Act 2002](#) in relation to safeguarding and promoting the welfare of children.
- All children, staff and visitors are free from any form of discrimination and policies reflect the duties of the [The Equality Act 2010](#)
- Staff and volunteers set an excellent example to pupils at all times.
- Our Behaviour Policy is rooted in our core principles: Be Safe, Be Kind, Aim High.
- Children are helped to take responsibility for and reflect on their actions and choices.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- Families are involved in behaviour incidents to foster good relationships between the school and children's home life.
- Rewards and sanctions are used consistently by staff, in line with our Behaviour Policy.
- The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff.
- The Behaviour Policy is shared with children, parents and staff.
- By effectively preventing and tackling bullying, we can help to create a safe, disciplined environment where children are able to learn and fulfil their potential.
- The Behaviour Policy explains that suspensions (fixed-term exclusions) and permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- The Governing Board of Frogwell Primary School also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Class Name: _____ Week Commencing _____
Safe and Happy – Supportive – Respectful – Aspirational - Inclusive

Week Commencing _____

Safe and Happy – Supportive – Respectful – Aspirational - Inclusive

[illegible]

Distracting Others: (D) - Shouting Out: (S) - Talking Over others: (T) – Missed some child-led play: (MP)

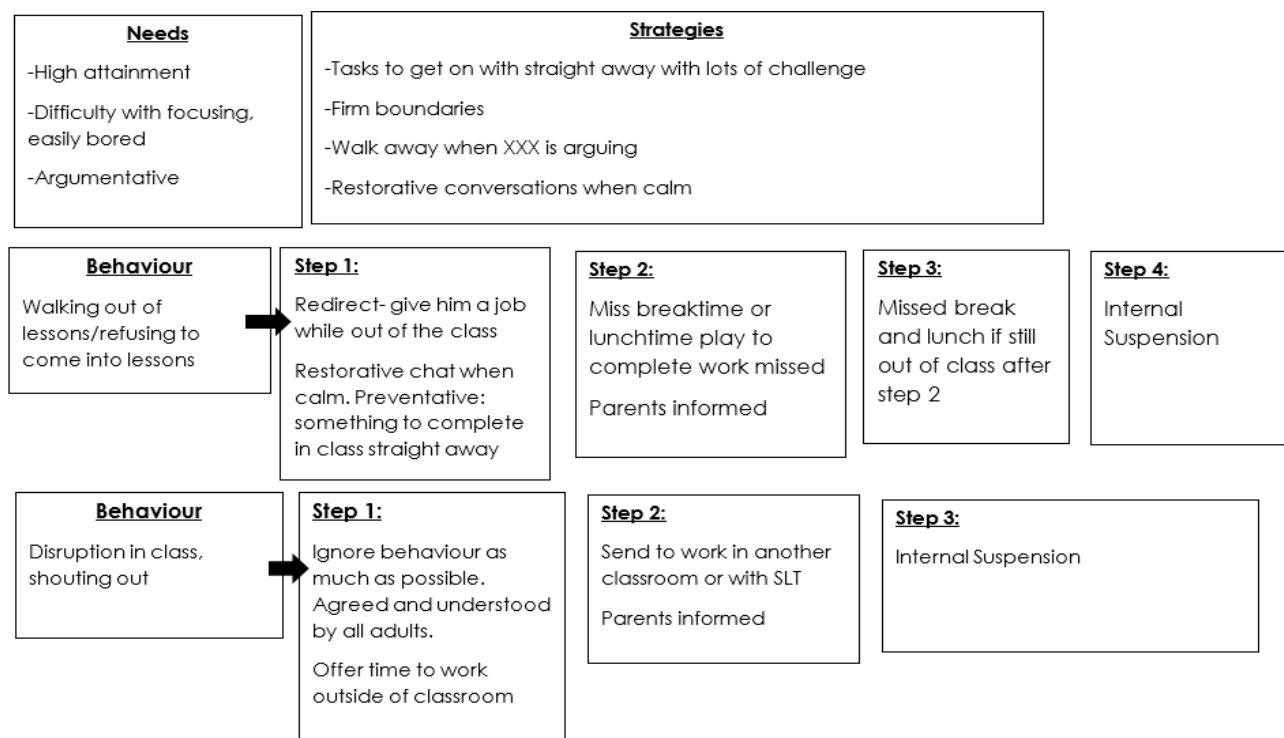
Frogwell Primary Parent and Carer Meeting

- *Safe and Happy:* We want all children to feel emotionally and physically safe in our school and to enjoy coming here each day. We aim to make our school a happy place for everyone
- *Supportive:* We believe it is essential to provide children with the support they need to succeed both academically, socially and emotionally.
- *Respectful:* We want all members of our school community to treat others and themselves with respect. We believe in the importance of adults modelling respectful behaviours to help children to learn respect.
- *Aspirational:* We believe all children should be encouraged to have aspirations for the future regardless of their starting points. We aim to inspire children and build their confidence to aim high.
- *Inclusive:* We believe our school is a better place if we can include everyone and support those with different needs to experience success in education and in life.

Reason for meeting (please tick) in the case of 'other' please state key area of foci			
Well being	Parental concern	Additional medical information	HR issue
Date of meeting	Class Teacher	Behaviour	

Key Discussion Points			
Actions agreed			
Agreed actions follow up date			
Additional comments for Miss Woods/Mrs Cooper			
Class teacher to refer (share actions) with			
SLT	Class Teacher/TA	DSL Team	Wider staff team

Appendix 4 Behaviour and Development Plan Example



Shared with parents

Review date:

Date:

Signed

Date:	9.00 – 10.35	11.00 – 12.00	1.00 – 2.00	2.00 – 3.15
Stayed in class				
Stayed in seat				
Hand up to answer a question				
Work completed				
Followed adult instructions				

Behaviour Development book, shared with parents daily and focussed on key behaviour targets.

Frogwell Team Points



