

Fairfield First School

Behaviour Policy



Aequalis
Education Trust
ethical • inclusive • ambitious

Headteacher: Scott Smith

Chair of Governors: Lynn Ball

Date agreed: September 2026

Date of review: July 2029

Policy Rationale

This policy supports Fairfield's school culture and ethos, which is inspired by a trauma-informed approach. At Fairfield First School, if we want our pupils to display and develop positive patterns of behaviour and approach their learning with a 'have a try' attitude, we believe it is our responsibility to ensure we create a positive learning environment. To do this, our ethos, systems and procedures need to ensure everyone in the school community feels valued, safe and secure. Our approaches and expectations need to be clear and consistent, so pupils all know what is expected of them. We accept that learning is not linear, and children will not always make good choices, but our aim is for them to be able to recognise this and help them to learn a better way forward, providing opportunities to steer themselves back on the right track.

As a trauma-informed school, we recognise that secure relationships, positive attachments and emotional safety are essential to children's development and to upholding their right to feel safe, respected and valued (UNCRC Articles 3 & 19).

We understand that every child is a unique individual with their own qualities, strengths and experiences. Celebrating these differences supports children's right to non-discrimination and ensures equity in how behaviour is understood and responded to (Article 2). At the same time, we recognise our responsibility to meet and support children who may, at any point, experience difficulties with their behaviour, ensuring they remain treated with dignity, empathy and fairness.

In Behaviour in Schools – Advice for headteachers and school staff (DfE, 2022), the Department for Education sets out the legal duties relating to behaviour and attendance. These expectations align with our responsibility to ensure that children learn in an environment that promotes their rights, safety and wellbeing.

Section 78 of the Education Act 2002 requires that the curriculum promotes children's spiritual, moral, cultural, mental and physical development—aligning closely with the UNCRC's aims of education (Articles 28 & 29), which emphasise developing children's full potential and preparing them for life as responsible, compassionate citizens. British Values guidance (DfE, 2014) complements these rights by promoting fairness, respect, inclusion and the freedom to express views safely (Articles 12 & 13).

The Governing Body is responsible for establishing the principles that guide this Behaviour Policy. Headteachers are responsible for ensuring these principles are embedded in practice, setting clear expectations for behaviour, rewards and responses to inappropriate behaviour. In fulfilling these responsibilities, leaders uphold children's right to be kept safe, to learn in a supportive environment and to be treated with dignity and fairness (Articles 19 & 28).

All staff and adults working with children—including volunteers—must follow the School Code of Conduct and the Teachers' Standards. These frameworks reinforce the importance of modelling respectful relationships, protecting children from harm and ensuring all interactions uphold children's rights, dignity and emotional wellbeing.

The Behaviour Policy at Fairfield First School sets out the behaviours, expectations and relational approaches that support a positive and safe ethos. Every member of the school community is expected to contribute to a calm, welcoming and respectful environment—one that enables children to enjoy their right to learn, play and develop freely (Article 31). Strong relationships underpin everything we do, and positive attachments are central to children's success and emotional wellbeing. We recognise that every behaviour is a form of communication, and respond with empathy and curiosity rather than judgement.

At Fairfield, we provide high levels of nurture, empathy and structure. Creating predictability and emotional containment supports children's sense of safety and security, meeting their rights while enabling them to regulate emotions and build resilience (Articles 3 & 19). Our restorative approach to behaviour is built on the following principles:

- We understand that behaviour communicates unmet needs and separate the child from the behaviour, promoting dignity and compassionate understanding.
- We recognise developmental stages and use them as opportunities to model and explicitly teach pro-social skills.
- We provide predictable routines and emotional safety, supporting children's right to learn in a secure environment (Article 28).
- We encourage accountability and reflection in a supportive, solution-focused way that empowers children and strengthens relationships.
- We acknowledge that children are still learning and developing emotionally, socially and cognitively.
- We prioritise restoring relationships and supporting positive change rather than punishment.

While sanctions may be used, they are applied with fairness, proportionality and respect, upholding children's dignity and their right to fair treatment (Article 2).

Children have the right to a safe, sociable and orderly environment in which to learn and play (Articles 19 & 28). Staff have the right to feel safe and supported at work; parents and carers have the right to be listened to when they raise concerns.

Our ethos fosters strong relationships, positive behaviour and shared responsibility, contributing to effective learning and teaching.

We aim:

- To ensure a calm, respectful atmosphere in which teachers can teach and children can learn, work and play.
- To help children become self-disciplined individuals who take responsibility for their actions, supported with dignity and fairness.
- To increase children's awareness of, and responsibility towards, the needs and rights of others (Articles 12, 13 & 29).
- To promote the value, worth and dignity of every member of the school community.

“This welcoming village school is at the heart of the community. Pupils understand the school’s values of ambition, resilience, curiosity and compassion. They show these values through their respectful behaviour and positive attitudes to learning. This contributes to the school’s calm, purposeful ethos. Pupils are happy, safe and valued.” Ofsted, 2025

Expected Behaviours

Fairfield First School have a set of 'Expected Behaviours' which outline the minimum expectation of pupils. These are based on our 4 core values of 'Ambition, Resilience, Curiosity and Compassion'.



Expected Behaviours

I will...

Use kind words to all children and adults
Show kind actions to all children and adults
Listen to adults and follow instructions
Be ready to learn

Reminder

A gentle reminder of 'Expected Behaviours'.

Our 'Expected Behaviours' poster outlines our minimum expectation of the children's behaviour.
"I will..."

Warning

Clear verbal warning delivered privately wherever possible.

Making the pupil aware of their behaviour and clearly outlining the consequences if they continue.

Consequence

Teacher chooses an appropriate consequence for up to 5 minutes.

This could be sitting at an alternative table in the classroom or sitting outside of the classroom to reflect on the behaviour.

Resolve

This could be a chat at break time or lunch time in or out of the classroom.

This is an opportunity to resolve the behaviours through a restorative conversation, Identify and address why these behaviours are occurring.

When pupils go above and beyond the 'Behaviour Expectations', they can earn a variety of rewards such as;

- Verbal praise
- Non-verbal praise – Recognising that not all children respond to verbal praise (thumbs up, high 5, smile)
- Share their success with others: the class; the neighbouring class or teacher; an adult chosen by the child; member of SLT, and parents/wider community via Instagram, school newsletter, website.
- STAR assembly – Each week, children are chosen by class teachers to receive values certificates and be added to the Values Tree in the school foyer.
- Receive house points or marbles for the class reward jar.

Undesirable Behaviours

When speaking to pupils regarding their behaviour, adults will continue to show respect, regardless of the behaviour that they exhibit. Where possible, adults will use 'positive language' to correct behaviour. It is important to remind them of the positive choices they could have made and have likely made in the past.

Although an appropriate sanction might be used, we believe that quality reflection will help to 'resolve' any behaviours with an emotionally available adult is a more important and effective intervention to prevent further similar, unwanted behaviours. The staff member should try to develop empathy in the child, asking them to consider how their actions are impacting the learning or well-being of others. All staff will adopt a 'collaborative problem-solving approach' when reflecting with pupils on challenging behaviours. Importantly, staff are encouraged to spot signs or triggers of undesirable behaviours by knowing their children and understanding their individual needs. Some negative behaviours can be diffused if the situation is handled appropriately.

C.A.R.E

When dealing with any behaviour incident, staff adopt the C.A.R.E approach to ensure incidents are dealt with fully and don't reignite or escalate further at a later time.

- Connect with the child- mirror behaviour, eye contact, possibly leading away or distraction
- Accept- communicate your acceptance of the emotion... 'I'm wondering if...' 'I can see...'
- Reflect- help the child to reflect on how they are feeling...Zones, pictures, use of own experience
- End stage- help them to problem solve (if needed) and remind them that all feelings are acceptable, but some behaviours are not.

Undesirable Behaviour Approach

Any behaviours shown by the children which do not adhere to our 'Expected Behaviours', will follow a behaviour approach 'reminder, warning, consequence, resolve'.

Consistent with a trauma-informed approach and using C.A.R.E, any sanctions should follow the 'reminder, warning, consequence, resolve' cycle to support the children's emotional regulation and safety around school.

Physical aggression and abusive language

Any physical aggression or use of abusive language—including inappropriate gestures or any discrimination linked to protected characteristics—must result in the child being taken straight to a member of the Senior Leadership Team (SLT).

This response is required in order to uphold children's:

- right to safety (Article 19)
- right to protection from discrimination (Article 2)
- right to be treated with dignity and respect (Article 28)

Appropriate, proportionate sanctions will be decided once a restorative conversation has taken place, ensuring the child has the opportunity to express their feelings and understand the impact of their actions (Article 12: right to a voice). The incident will be recorded on Arbor, and the child's main caregiver will be informed. If a pattern begins to develop, staff will meet with SLT or the class teacher to identify next steps, ensuring interventions remain fair, equitable and supportive (Article 3: best interests of the child).

Bullying (Child-on-Child Abuse)

Bullying or intimidation of any kind is not tolerated. Any concern raised by a child or parent must be taken seriously and investigated promptly.

This is essential in protecting children's:

- right to safety and protection from harm (Article 19)
- right to dignity and respect (Article 28)
- right to participate and be heard (Article 12)

The Headteacher is always informed of any bullying incident, including cyber-bullying. All incidents must be recorded on Arbor. The whole school community shares responsibility for preventing bullying, reflecting children's right to a safe environment in which to learn and play (Article 31).

Individual needs

Support is implemented for each child depending on their individual needs. This approach reflects our commitment to equity, recognising that fairness is not about treating every child the same, but about giving each child what they need to thrive. This aligns with children's right to non-discrimination (UNCRC Article 2) and to appropriate support for additional or special educational needs (Article 23). For some children, in exceptional circumstances, support may need to be more targeted and personalised. This is especially important where a child has identified SEND, social-emotional vulnerabilities, trauma-related needs, or other factors affecting their behaviour. Modified or personalised timetables may be used to enable the child to have a positive, successful experience while in school, supporting their right to education (Article 28) and emotional security (Article 3). In some cases, children may attend a session at an alternative provision, where this is deemed to be in their best interests and supports their safety, wellbeing and learning. This ensures that the school's actions uphold the child's right to development and support (Article 29).

Suspension and Exclusion

In extreme circumstances—or where behaviour is significantly affecting the education, safety or welfare of other children—the Headteacher has the legal authority to suspend or exclude a pupil. All decisions will follow national DfE and LA guidance and the School's Suspension and Exclusion Policy.

However, the school seeks to avoid permanent exclusion wherever possible, in line with our duty to act in the best interests of the child (Article 3) and uphold their right to education (Article 28). Exclusion will only be considered when all other avenues have been explored and when it is required to keep others safe (Article 19: protection from harm). During the Headteacher's absence, responsibility for managing fixed-term exclusions is delegated to the Deputy Headteacher.

All exclusion decisions will be:

- fair,
- proportionate,
- based on clear evidence,
- and carried out with dignity and respect ensuring the process does not shame the child but supports future reintegration.

Use of Individual Behaviour Plans

If there is consistent negative behaviour displayed by a child, and the use of the school reward systems is not effective, the SENDCo will work with the class teacher to develop an Individual Behaviour Plan or action plan. These plans provide structured, personalised support in line with children's right to tailored help (Article 23) and their right to participate in strategies that affect them (Article 12). Progress will be monitored over time and plans will be adapted as necessary. When the child no longer requires the plan, it will be phased out. The procedures detailed in our Whole School Behaviour Policy include clear measures to prevent all forms of bullying—including cyber-bullying, prejudice-based bullying and discriminatory bullying. These procedures protect children's right to safety (Article 19) and right to dignity and respect (Article 28). This Behaviour Policy works closely alongside the following school policies and procedures, which collectively support children's rights, wellbeing and equity:

- Anti-Bullying Policy
- Child-Friendly Anti-Bullying Policy
- Safeguarding Policy (including Child Protection)
- Child-on-Child Abuse Policy
- Health & Safety Policy
- Online Safety Policy
- Whistleblowing Procedures
- Supporting Pupils with Medical Needs
- Equal Opportunities Policy
- Equality Information & Objectives
- SEND Policy
- Relationships Education Policy
- Suspension & Exclusion Policy
- Admissions Arrangements
- Attendance Procedures
- Missing Child Procedures
- Complaints Procedure
- Positive Handling / Intervention Policy
- Code of Conduct for Staff and Other Adults
- Education Visits & Risk Assessment Policies

Children with Additional Needs

As an inclusive school, we actively demonstrate a supportive approach to children with identified special educational needs. We also recognise that some children may find it difficult to maintain appropriate behaviour due to their individual needs. In cases such as this, we exercise a flexible approach whilst broadly following the standards outlined in this policy. Identification of children exhibiting emotional or behavioural difficulties is through discussions between teachers and SLT, parental concerns and nurture processes. Our SENDCo works collaboratively with teachers, parents and the child to put in place an appropriate programme of support. This may be recorded on an individual support/behaviour plan. If difficulties persist, the support of outside agencies will be sought.

This can include:

- Educational Psychologist
- Behaviour Support Service
- Family Support Worker (through Early Intervention Family Support)
- School Health
- CAMHS
- Speech and Language Therapy

These policies collectively ensure that every child is protected from discrimination, harassment and unfair treatment, as outlined in the Equality Act 2010.