

Forty Hill C of E Primary School

Learning and Living in Faith, Hope and Service



Behaviour Policy

Our Values



To develop **confidence** and **respect** ,
to show **compassion** ,
to learn to be **reflective** and **responsible** ,
to grow **resilience** .

Learning and living in Faith, Hope and Service

Forty Hill C of E Primary School

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Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated.

Vision

Our vision is:

Our Vision



Jesus said "As I have loved you, so you must love one another.
By this everyone will know that you are my disciples" John 13:34 -35

Following Jesus's example, we treat each other, our community, and God's amazing world with love, respect and compassion. We aspire to ignite curious minds, nurture a passion for learning and enable everyone to experience and share **faith**, **hope** and **service**.

Learning and living in Faith, Hope and Service

Values

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To develop **confidence** and **respect**,
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Learning and living in Faith, Hope and Service

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Forty Hill C of E Primary School

Learning and Living in Faith, Hope and Service

(A Christian School Driven by its Vision & Values) Behaviour Policy

1. Aims

This policy aims to:

- **Uphold** our Christian vision and values within a nurturing environment
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- Encourage **positive attitudes and behaviours** as modelled by staff

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Mental Health and Behaviour in School](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Our school has a **positive behaviour policy**; this means that we always seek to promote positive behaviour through rewarding good work, effort and good citizenship, using verbal and written praise and the awarding of House points and rewards.

We expect that all members of our school community will live out and uphold our **vision and values**, and we always discuss behaviour in relation to these:

Confidence, Respect, Compassion, Reflective, Responsible and Resilience.

Staff must at all times provide role models to children in how to speak and behave in school, remembering our aim is to nurture and educate in keeping with our Christian ethos.

We consider the following behaviour to be **disruptive**, in relation to our staged response process below:

- Behaviours not in line with our school values, for example, being disrespectful or not telling the truth
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Behaviour leading to non-completion of classwork or homework
- Poor attitude
- Use of any inappropriate language including blasphemous or threatening vocabulary
- Inappropriate use of age-restricted apps/devices/games etc. or attempts to access these during learning time

We consider the following behaviour to be more **serious**, in relation to our staged response process below:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation (please refer also to our Safeguarding and Child Protection Policy)
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5 Child on Child Abuse

All staff are aware that children can abuse other children (child on child abuse). This can happen inside and outside of school, and online. As a school, Forty Hill C of E Primary School takes child on child abuse extremely seriously, and all staff understand the importance of challenging inappropriate and abusive behaviours between peers.

Child on child abuse can include (but is not limited to):

- bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- abuse in personal relationships between peers
- physical abuse
- sexual violence
- sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- upskirting
- initiation /hazing-type violence of rituals

5.1 Response to child on child abuse

Child on child abuse is a safeguarding concern and as such, all staff are responsible for reporting any suspected or actual child on child abuse to the Designated Safeguarding Lead, in the same way as they would any other safeguarding concern (please see the Child Protection and Safeguarding Policy for more information).

Whenever child on child abuse is reported, it will be thoroughly and fully investigated by the Safeguarding Team within school. The parents and carers of all pupils involved will be informed and together, we will consider an appropriate and proportionate response. Appropriate support will be provided for both the victim/s and perpetrator/s of the abuse, either through services available within school, such as Talk Time or Nurture group or those outside of school which are able to provide more specialist support. If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help, the Behaviour Support Service or children's social care, if a child is felt to be at risk of significant harm. Sanctions will be implemented in consultation with all parties concerned, and we will always consider the implications for teaching, both for the pupils involved, and for the wider whole-school curriculum.

A clear and precise account of child on child abuse will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. Pupils involved in any incident relating to peer on peer abuse will also be monitored by staff, in particular members of the Safeguarding Team, to ensure their safety and wellbeing in the longer-term. This will also enable us to review the strategies that have implemented, adapt if required, and monitor their effectiveness to ensure that no further incidents arise.

6. Roles and responsibilities

6.1 The governing board

A member of our governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

They will also review this behaviour policy in conjunction with the Executive Headteacher and Head of School and monitor the policy's effectiveness, holding the Executive Headteacher and Head of School to account for it's implementation.

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Headteacher and Head of School to account for it's implementation.

6.2 The Executive Headteacher and Head of School

The Executive Headteacher and Head of School are responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Executive Headteacher and Head of School will also approve this policy.

The Executive Headteacher and Head of School will ensure that the school environment encourages positive behaviour and quickly identifies and supports those for whom challenging behaviour may be indicative of a Social, Emotional or Mental Health (SEMH) need. They will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently, as well as supporting staff to deal with more challenging or serious behaviour incidents. The Head of School or Deputy Headteacher will lead daily lunchtime Reflection sessions and during these sessions, will speak directly to pupils who have been identified as not upholding the school values.

6.3 Staff

Across the school, all staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and the school's vision and values
- Providing/implementing a personalised approach to the specific behavioural needs of particular pupils, in liaison with the SENCo
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and home school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7.0 Behaviour in the Curriculum

7.1 Teaching About Positive Behaviour

As well as behaviour strategies being modelled by our staff, we promote positive behaviour throughout the course of the day, as well as specifically during collective worship and in subjects such as RE, PSHE and Computing (in relation to online conduct and safety).

We teach explicitly about our school values, what these mean and what it looks like to live them out. This supports children to show kindness and empathy.

Through actively listening to and involving children in decisions about our school in general, as well as their own individual provision, we teach children that their voice is important and that what they think matters. This also promotes positive behaviour.

7.2 Interventions to Support positive Behaviour

We recognise that presenting with challenging behaviour can be a sign that a child has a SEND need and requires additional support. Therefore, all the interventions we provide in school can be helpful in supporting positive behaviour, due to the fact that they target whichever area a child may require support with. However, a range of interventions are also used specifically to support individuals and groups of pupils in regulating their emotions, developing their social skills and managing their behaviour. These include:

Drawing & Talking Therapy

Time to Talk

Lunchtime Nurture Groups

8. Rewards and Consequences

8.1

As a school, we always aim to encourage positive behaviour through the use of non-verbal and verbal reminders. When discussing children's behaviour choices, we aim always to refer to our school vision and values, and

encourage children through a positive approach, to decide for themselves to change their behaviour before it escalates. It is also important to us that children learn to recognise the impact of their behaviour on themselves and their own learning, and on others. As such, much of our work with children involved in a behaviour incident involves listening to everyone and taking account of every side of the story, then using restorative approaches. This will look different for different children, depending on their age, stage of development and SEND needs.

We recognise that behaviour is linked to children's emotional state and ability to regulate this. Throughout the school, adults and children use the Zones of Regulation tool as an integral part of their daily practice to help them reflect on how they are feeling and how this may impact on their behaviour. For individuals, staff always seek to understand particular issues which may trigger dysregulated behaviour, and implement strategies to ensure that pupils are supported in displaying positive behaviour choices throughout their school day.

When adults are dealing with issues or difficulties that a child has had, they will endeavour to use the emotion coaching approach, whereby they will try to help children understand the emotions they are experiencing, why they occur and how to handle them. There are 3 steps to this approach:

Step 1: The adult recognises, empathises with and validates what the child is feeling.

Step 2: The adult empathetically sets limits on the behaviour of the child.

Step 3: The adult problem-solves with the child.

Through the use of this approach, we aim to teach children how to understand their emotions and ultimately, be able to self-regulate.

It is our aim that each child will develop their own personal toolkit during their time at Forty Hill, which will equip them with the strategies they need to help them regulate their emotional state when needed.

Positive behaviour, including proactive use of regulation tools and strategies, will be rewarded with:

- Praise
- Star of the day and week
- Class star chart/jar
- Whole school house points and house point badges/house trophy
- Certificates presented weekly in collective worship
- Texts or phone calls home to parents
- Stickers
- Dojo points
- Friday treats and end of term treats

If however, the strategies used to promote positive behaviour are unsuccessful and behaviour continues to escalate, consequences of this behaviour can include:

Stage 1 (low-level disruptive behaviour, initial instances of unkindness/physical aggression towards others, initial instances of not demonstrating our school values)

- Time in the Reflection Zone within the classroom (2 minutes for Reception and KS1 and 5 minutes for KS2) to reflect on their choices and think about how to regulate themselves (with support from an adult where needed)
- Time spent in the phase leaders, classroom
- Working with parents/carers to ensure that unfinished work is completed, using a strategy that works best for the child
- Lunchtime Reflection – time with a Senior Leader to reflect on behaviour choices when behaviour escalates or for more serious incidents, such as physical violence. Parents/carers will always receive a text or phone call when their child has attended lunchtime reflection. This is also logged in order that Senior Leaders can check for persistent attendance at Reflection and address this as necessary

Stage 2 (persistent low-level disruptive behaviour, continued instances of unkindness/physical aggression towards others, continued instances of not demonstrating our school values, continued need to spend time in Lunchtime Reflection)

- Meeting with parents/carers and the Class Teacher and/or Head of School
- Agreeing a plan for improved behaviour (Behaviour Support Plan), which could include a behaviour contract/home-school behaviour log to ensure communication and consistency between home school, personalised reward systems for individuals, intervention/provision to support self-regulation e.g. Nurture group or Talk Time.

Stage 3 (no improvement in behaviour despite implementation of Behaviour Support Plan and/or a serious incident, including, but not limited to, extreme physical aggression towards another child or member of staff, bullying, racist, sexist or homophobic comments or behaviour)

- Meeting with parents/carers and the Head of School and/or Executive Headteacher
- Internal exclusion (1 or 2 days as appropriate)

Stage 4 (no improvement in behaviour despite internal exclusion and/or a very serious incident, including, but not limited to, repeated extreme physical aggression towards another child or member of

staff, ongoing bullying, repeated racist, sexist or homophobic comments or behaviour)

- Meeting with parents/carers and the Head of School and/or Executive Headteacher
- Fixed-term exclusion
- Referral to the Behaviour Support Service where appropriate and/or another external agency to seek support with area of need/difficulty

Stage 5 (no improvement in behaviour despite fixed-term exclusions and intervention and support from external agency and a series of continuous serious incidents, including, but not limited to, repeated extreme physical aggression towards another child or member of staff, ongoing bullying, repeated racist, sexist or homophobic comments or behaviour)

With this in mind, exceptions are made with all policies, based on the needs of the children within the school, particularly those pupils who have Special Education Needs relating to Social, Emotional and Mental Health (SEMH). We adapt our behaviour policy to take into account individual need and always aim to be proactive in meeting their needs, in order to support pupils in managing their behaviour.

Where pupils display continuous disruptive behaviour, advice will be sought from other professionals, such as the Education Psychologist or the Enfield Behaviour Support Service and individual behaviour support plan may be put in place.

For pupils with an EHCP for whom SEMH is the main identified area of need, a curriculum and learning plan will be put in place, which will outline the outcomes the pupil is working towards, and the provision being put in place to address their needs. This plan will be reviewed termly with relevant staff and parents/carers.

8.2 Off-site behaviour

We expect that our pupils continue to represent themselves and our school positively, even when outside of the school setting (for example, when on a school trip or travelling to and from school). Where this is not the case, the school will address this in line with the staged approach as above.

We will always risk assess prior to any off-site trips and whilst exclusion from a trip will never be used as a consequence for behaviour, if the risk of a child not being able to be safe is too great, they may not be able to go without the direct supervision of a parent/carer.

8.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive Headteacher and Head of School will take action in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Executive Headteacher and Head of School will also consider the mental health needs of staff accused of misconduct and seek/provide appropriate support. This is in addition to support for the individual pupil who has made the allegation.

9.0 Behaviour Management

9.1 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Always, wherever possible, be carried out by a member of staff who has been specifically Price trained

9.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated.

These items will not be returned to pupils.

Prohibited items, according to the DfE Screening Searching Confiscation Advice are identified as:

- ☐ knives or weapons
- ☐ alcohol
- ☐ illegal drugs
- ☐ stolen items
- ☐ tobacco and cigarette papers
- ☐ fireworks
- ☐ pornographic images
- ☐ 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 pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

In addition, support is provided for pupils with specific needs during transition periods and strategies such as social stories are used. This is organised in conjunction with a pupil's one to one, class teacher and the school SENCo.

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Several identified staff members attend full Price Training every year.

Behaviour management and the links between behaviour, mental health and child protection, form part of continued professional development.

We also signpost individual members of staff, such as ECTs, to opportunities to develop their practice around behaviour management.

12. Monitoring arrangements

This behaviour policy will be reviewed by the Executive Headteacher and Head of School and governors every 2 years, or whenever there is a change in school policy. At each review, the policy will be approved by the Executive Headteacher and Head of School.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding and Child Protection Policy
- Mental Health and Wellbeing Policy
- Online Safety Policy
- Anti-Bullying Policy
- Physical Handling Policy

Date policy reviewed: April 2026

Next Review: April 2027

Appendix 1

Written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

All pupils, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to pupils at all times, living out the vision and values of the school.

Rewards and sanctions are used consistently by staff, in line with the behaviour policy.

The behaviour policy is understood by pupils and staff, as well as expectations being clearly communicated to families .

The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions, as well as the strategies used to support in preventing exclusion.

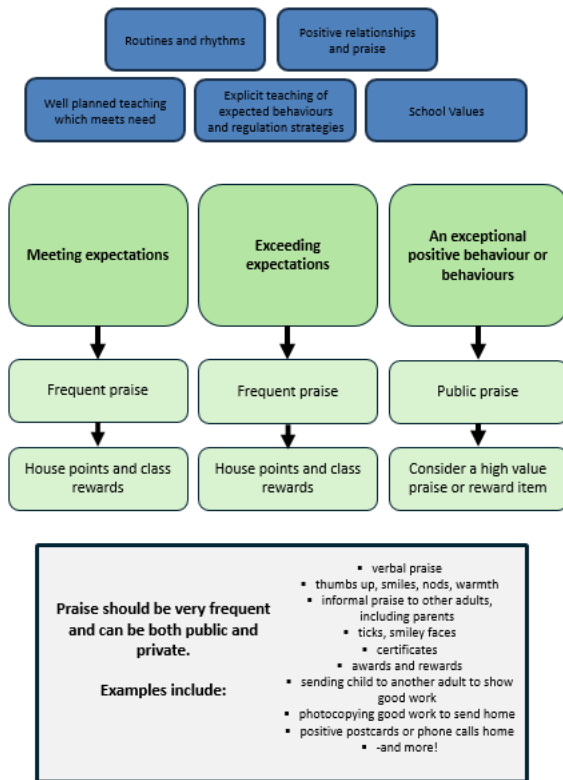
Pupils are helped to take responsibility for their actions in line with our school values.

We work together with families to support positive behaviour choices.

This written statement of behaviour principles and Behaviour Policy is reviewed and approved by the Governing Body every two years.

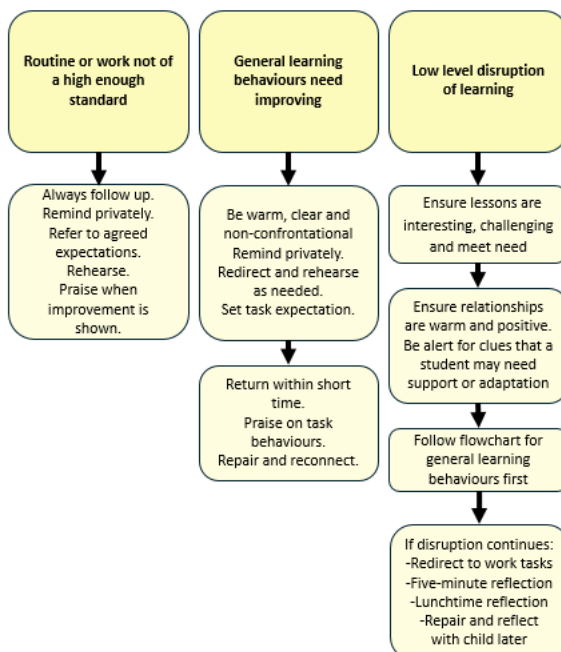
Appendix 2- Behaviour Flow Charts

Positive Behaviours



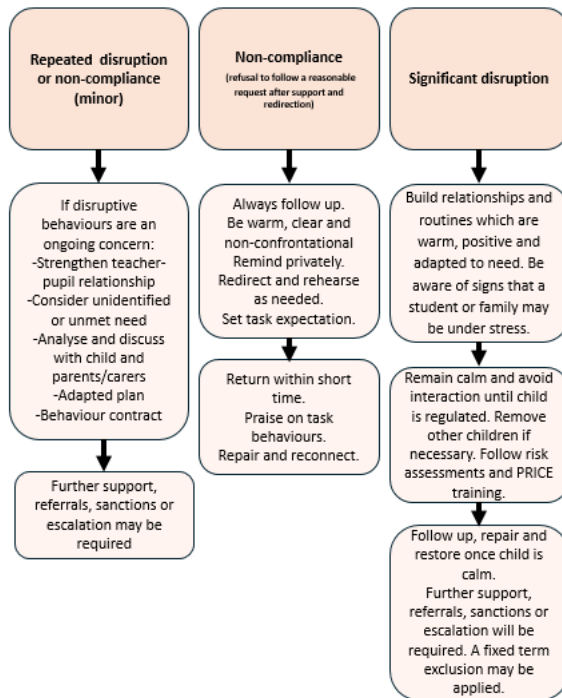
Everyday Routines

This is a no shouting school where routines and relationships are emphasised and praise is abundant.

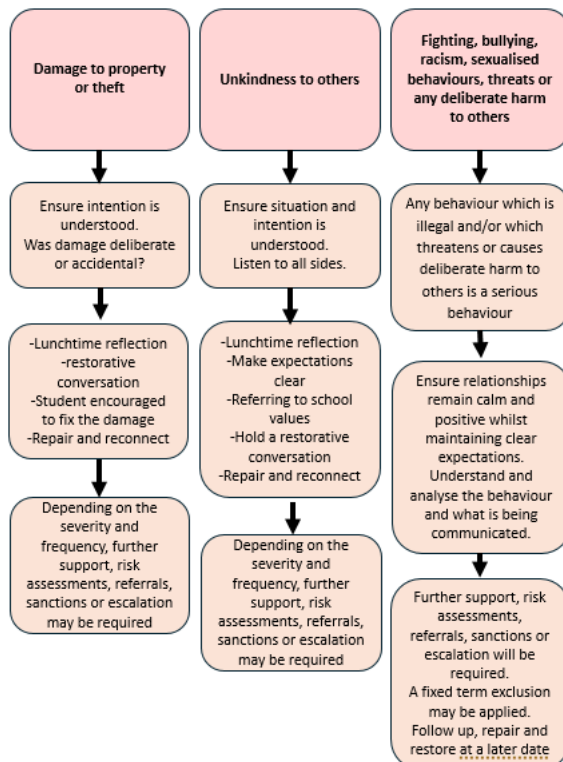


Disruption and Dysregulation

This is a no shouting school where routines and relationships are emphasised and praise is abundant.



Significant behaviour incidents



Appendix 3 Reflection Sheets for Lunch Time Reflection Zone

Behaviour Reflection Sheet
EYFS

My emotions:

 Sad	 Angry	 Happy
 Hurt	 Annoyed	 Tired

My Solution:



1 	2 	3 	4 	5 

I will be...

Behaviour Reflection Sheet

KS1

					
Damaged property	Hurt someone	Used bad/unkind words	Shouting out	Did not complete my class work	I did something else
Details of behaviour:					

I was feeling:

	Annoyed		Tired
	Frustrated		Angry
	Silly		Upset

Behaviour Reflection Sheet

KS1

					
Damaged property	Hurt someone	Used bad/unkind words	Shouting out	Did not complete my class work	I did as nothing else

Details of behaviour:

I was feeling:

	Annoyed		Tired
	Frustrated		Angry
	Silly		Upset

	Worried/Anxious		Embarrassed
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I know my behaviour made others feel:

Next time,



Reflection Sheet

Year 3 & Year 4

What events led up to the incident?

How did this make me feel?



How did my choice affect others?

How can I make amends?

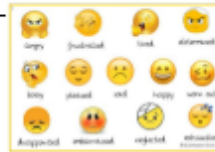


Reflection Sheet

Year 5 & Year 6

What events led up to the incident?

How did this make me feel?



How did my choice affect others?

How can I make amends?