Behaviour Policy

Finham Primary School

Date: September 2026

Review Frequency: Annual

Next Review: September 2027

1. General Principles

At Finham Primary School, we are committed to fostering a safe, respectful and inclusive environment where all pupils can learn and thrive. Positive behaviour is essential to high-quality teaching and learning, and our approach is rooted in clear expectations, consistency and strong relationships.

All staff model the behaviours we expect from pupils and promote a culture of mutual respect. Children are taught the reasons behind rules and routines so they understand how their actions affect themselves and others. We prioritise resolving conflict calmly and restoratively whenever appropriate.

We actively recognise, praise and celebrate positive behaviour. Our five core school values underpin all interactions and expectations:

- **Teamwork**
- **Respect**
- **Integrity**
- **Enjoyment**
- **Discipline/ Determination (we will be gradually moving away from discipline to determination)**

These values are explicitly taught, referred to daily and celebrated weekly across the school community.

Our Positive Behaviour Culture

At Finham Primary School, our behaviour approach is built on the belief that every child has the right to **achieve**, **belong**, and **thrive**. We focus on recognising and celebrating positive choices, modelling our values, and supporting pupils to learn from mistakes in a restorative and constructive way.

Our aim is not simply to manage behaviour, but to help children develop the self-regulation, confidence, and social skills they need to be successful both now and in the future.

Rewards – Celebrating Achievement, Belonging and Success

We prioritise positive reinforcement to encourage pupils to engage in learning, show our school values, and be proud of their achievements.

DCPro Behaviour Points System

Through DCPro, pupils earn points for demonstrating positive learning behaviours and living out our school values. Points accumulate daily and are celebrated at key points during the year. Those with high totals receive rewards designed to motivate, inspire and celebrate success.

Teachers regularly revisit expectations with their classes so pupils understand what positive learning behaviour looks like and how they can succeed.

Whole-School Rewards and Recognition

We use a wide range of praise and recognition strategies to help pupils feel valued, included and motivated. These include:

- **DCPro points** for excellent learning behaviours
- **Stickers and tokens** acknowledging effort, kindness and perseverance
- **Values Certificates** shared in assembly and celebrated with the wider school community via FROG
- **Non-verbal and verbal praise**, celebrating moments where pupils model the Finham values
- Opportunities to share achievements with the class, phase leaders or senior staff

By celebrating positive behaviour frequently and visibly, we help children feel a strong sense of **belonging** and pride.

Supporting Behaviour – Helping Pupils to Thrive

When behaviour falls below expectations, we respond calmly, consistently and fairly. Our approach is centred on helping children **learn from their choices**, repair relationships, and re-engage positively with learning.

We follow a graduated and supportive process when behaviour needs addressing:

1. **Green Card** – The starting point for all pupils.
   Pupils remain green when they demonstrate expected behaviour.
2. **Verbal reminder** – A calm prompt such as:
   "If your behaviour does not change, your card will be turned to yellow."
3. **Yellow Card** – A warning that behaviour needs to improve.
   Staff remind the pupil of what they need to do to meet expectations.
4. **Final warning** – A clear opportunity for the pupil to correct their behaviour.
5. **Red Card** – If behaviours do not improve, the card is turned to red.
   The pupil completes a **Red Card reflection slip**, which is taken home and returned the next day.
   This reflection supports restorative conversations and helps pupils understand the impact of their choices.

Red cards are recorded on CPOMS and monitored by phase leaders, ensuring patterns are identified early and support is put in place. After three red cards, a meeting with parents is arranged to review needs and plan supportive next steps. If difficulties persist, the Senior Leadership Team becomes involved.

Serious incidents are addressed swiftly, ensuring the safety and wellbeing of all pupils.

Sanctions – Fair, Calm and Restorative

Consequences are used proportionately and consistently, with the aim of helping pupils **thrive** by learning from mistakes. Sanctions may include:

- **Sitting or Standing Away from Others**
  A brief reset to help pupils re-engage positively.
- **Walking with a Member of Staff at Playtime**
  Offering guidance, reassurance and connection.
- **Missed Playtime (Reflection Time)**
  A chance to think, reset and repair relationships where needed.
- **Partner Class Reset**
  A short time away to regain focus and return ready to learn.
- **Written Apology**
  A restorative way to take responsibility and rebuild trust.

- **Temporary Withdrawal from Sports Teams or Clubs**
  Used sparingly when behaviour does not reflect school values.
- **Letter Home from the Headteacher**
  Ensuring parents remain informed and engaged in supporting behaviour.

Every consequence is followed by adult support so the pupil feels supported to repair, reflect and reset.

A Positive, Supportive Approach

Our overall focus is always on:

- **Recognising positive behaviour**
- **Reinforcing our core values**
- **Helping pupils understand that they belong in our community**
- **Supporting every child to achieve their best**
- **Ensuring all pupils thrive academically, socially and emotionally**

This approach creates a calm, nurturing and purposeful school environment where pupils feel safe, valued and ready to learn.

Identifying Behaviour Patterns

Staff record any behaviour that gives cause for concern Yellow cards are recorded on DcPro Behaviour and Red cards are recorded on CPOMs. This provides:

- A clear, factual account of the behaviour
- The time, location and individuals involved
- Evidence to identify patterns or triggers over time
- A basis for informed discussion with parents and external agencies

Class teachers consult the Phase Leaders/Headteacher when they feel a child's behaviour requires additional support or parental involvement. Patterns are monitored carefully to ensure early and effective intervention.

Working in Partnership with Parents

We recognise that strong relationships with parents and carers are central to securing positive behaviour outcomes. When school and families work together, pupils are far more likely to succeed.

Parents are encouraged to inform school of any changes in home circumstances that may influence their child's behaviour or wellbeing, so that staff can provide timely support.

When behaviour concerns arise:

- The class teacher will invite parents into school to discuss the issue.
  This may be done in person, by phone or via a written message.
- The meeting details and outcomes are recorded in the school's Behaviour Diary (CPOMS).
- Staff and parents agree how progress will be monitored — for example, through regular check-ins or review meetings.

Early dialogue helps prevent escalation and supports the pupil effectively.

If there is ongoing or significant concern:

- The phase leader becomes involved to review the situation and support next steps.
- If improvement remains limited, the Headteacher meets with parents to agree a more formal plan. Potential actions may include:
    - Increased parental monitoring
    - A formal report system (daily communication)
    - Alternative lunchtime arrangements
    - Suspensions
    - Permanent exclusion, as a last resort and in line with statutory guidance

Throughout this process, communication with families is clear, supportive and solution-focused, ensuring pupils receive the consistent messages and guidance they need.

We encourage parents to share any changes at home that may affect their child's behaviour, wellbeing or engagement in school. Early communication enables staff to respond quickly and provide appropriate support.

Throughout this process, our aim is to work positively with families to ensure pupils are supported, behaviour improves, and learning remains at the centre of school life.

Lines of Support

To ensure staff feel confident and well supported when managing behaviour, the school operates a clear and structured system of guidance and escalation. This consistent approach enables early intervention and ensures all staff know who to seek support from.

Finham Primary School is organised into three phases, each with an identified phase leader:

- **Foundation Stage (Nursery and Reception)** – Phase Leader: *Miss McGee*
- **Middle School (Years 1, 2 and 3)** – Phase Leader: *Miss Beale*
- **Upper School (Years 4, 5 and 6)** – Phase Leader: *Mr Reed*

Support for Teaching Staff

- The *phase leader* is the first point of contact for class teachers.
- Teachers may also seek input from the Learning Mentor for pupils requiring additional emotional or social support.
- If concerns persist, the phase leader and class teacher will consult the Headteacher to determine next steps.
  In the Headteacher's absence, this responsibility is delegated to a senior member of staff.

Support for Non-Teaching Staff

- Supervisory assistants should initially refer concerns to the Learning Mentor, who supports children in managing behaviour during unstructured times.
- If further guidance is needed, supervisory staff may escalate to the Senior Leadership Team following discussion with the Learning Mentor.

- For other non-teaching staff, the class teacher is normally the first point of support, ensuring all concerns are addressed consistently within the phase system.

Role of the Learning Mentor

The Learning Mentor offers specialised support to pupils who require help accessing learning due to social, emotional or behavioural needs. This may include:

- 1:1 support or check-ins
- Social skills interventions
- Guidance on school rules, expectations and conduct
- Supporting restorative conversations between pupils

The Learning Mentor may be involved at any stage where it is felt that a child would benefit from additional targeted support.

Exclusions

Finham Primary School is committed to promoting positive behaviour and ensuring that all pupils feel safe, respected and included. Exclusion is used **only as a last resort**, in line with statutory DfE guidance, when all other appropriate strategies have been exhausted or when a serious incident makes exclusion necessary to maintain the safety and wellbeing of the school community.

Decision-Making and Leadership Responsibilities

- Only the Headteacher has the legal authority to exclude a pupil from school.
- In the Headteacher's absence, a delegated Senior Leader may oversee the investigation, but cannot authorise the exclusion decision.
- The Headteacher will consider all evidence, context and statutory guidance before deciding whether exclusion is appropriate.
- Senior leaders will always prioritise fairness, proportionality and safeguarding when determining outcomes.

Investigation Process

Before any exclusion is issued:

- A full investigation will be carried out by the Headteacher or a delegated Senior Leader.
- Staff involved in the incident will provide clear, factual statements.
- The pupil will be given the opportunity to share their account of the event.
- Relevant evidence will be gathered and reviewed, including CPOMS logs and witness statements.
- Parents will be informed promptly that an investigation is taking place.

All documentation relating to the investigation will be stored securely as part of the pupil's record.

Issuing an Exclusion

If, based on the investigation, the Headteacher determines that an exclusion is necessary:

- The school office will prepare and send a formal exclusion letter to parents, outlining:
    - the reason for exclusion
    - the type and length of exclusion
    - the legal requirements for parents during the exclusion period
    - arrangements for remote learning (if required)
    - the date and time of the reintegration meeting
    - the name of the staff member who will conduct the meeting

Most reintegration meetings are led by the Headteacher; however, in some cases the Learning Mentor or a Senior Leader may convene the meeting.

After the Exclusion

- On their return to school, the pupil will usually be placed on a **behaviour report** to support reintegration and monitor progress.
- Reintegration meetings focus on restoring relationships, ensuring expectations are clear, and identifying additional support where necessary.
- Where appropriate, the Learning Mentor may work with the pupil to address specific emotional or behavioural needs.

Recording and Monitoring

- All exclusions are logged on Bromcom and recorded in line with statutory data requirements.
- Exclusion data is shared with and monitored by the Local Governing Body and the MAT Board to identify patterns, areas of concern and potential improvements in practice.
- The school monitors exclusion trends by pupil group to ensure equity and fairness.

Working with External Agencies

Where repeated or serious behaviour concerns occur, and with parental consent, the school may involve external professionals such as:

- The Educational Psychologist
- Learning and Behaviour Support Services
- Social Care or Family Support Services

Any written communication with parents or external agencies is kept securely within the pupil's school record.

Specific Behaviour Needs

Some pupils may require personalised behaviour approaches to help them feel safe, regulated and ready to learn. Where this is the case, strategies will be developed **in line with the school's SEND Policy and Positive Handling - Restrictive Interventions Policy** ensuring that reasonable adjustments are made and support is tailored to individual needs. Plans are developed collaboratively with staff, parents and, where appropriate, external professionals to ensure children are supported to **achieve, belong and thrive**.

Anti-Bullying Strategy

At Finham Primary School, we are committed to creating an environment where every child and adult feels safe, valued and respected. Bullying is never tolerated, and our approach focuses on prevention, early identification and effective intervention.

Bullying is defined as:

A conscious action that intentionally hurts another individual or group, sustained over a period of time.

Bullying can take many forms, including:

- Name-calling
- A pattern of repetitive incidents over a sustained period of time targeted towards specific individuals
- Physical aggression
- Social exclusion or isolation
- Cyberbullying
- Targeting others based on perceived differences (e.g. appearance, gender, race, beliefs or material factors)
- Repeatedly focusing on a vulnerability or weakness

We work proactively to teach pupils how to build positive relationships, show empathy, and celebrate diversity. Our school values, PSHE curriculum and wider provision help pupils understand the impact of their actions and the importance of inclusion.

We want every child to come to school knowing they are entering a **safe, friendly and supportive community**. Pupils and staff are encouraged to speak up if they witness or experience bullying so that concerns can be addressed promptly and effectively.

All reports of bullying are taken seriously. Staff ensure that both the pupil experiencing bullying and the pupil displaying bullying behaviours are supported, listened to and helped to understand the impact of their actions.

Rather than focusing solely on the incident, we help pupils reflect, rebuild relationships and develop the skills needed to make positive choices in the future. Staff also create space within the week — such as class discussion times, PSHE sessions and circle-time activities — to explore issues linked to bullying, friendship and kindness.

Curriculum Links (PSHE and Wider Learning)

Our teaching equips children with the knowledge, language and strategies they need to recognise bullying, respond safely and seek support.

Anti-bullying and British Values are interwoven throughout the school's curriculum but a progressive learning journey is developed through PSHE in the following ways:

Key Stage 1

Pupils learn:

- That teasing and bullying can take different forms

- That bullying is wrong
- How to seek help and support
- How to show kindness and empathy

Key Stage 2

Pupils learn:

- The impact of anti-social behaviours such as bullying and racism on individuals and communities
- The differences between direct and indirect bullying
- How to seek help for themselves or others
- How to challenge bullying behaviours safely and responsibly

Progression of Learning Across School

Foundation Stage

Pupils develop early emotional literacy and a sense of belonging:

- "I know I belong in my classroom."
- "I like the ways we are all different and can share something special about myself."
- Recognising unkind behaviour and how it feels
- Knowing who to talk to if worried or upset
- Understanding what to do if they experience bullying

Years 1 and 2

Pupils explore:

- What bullying is and what it is not
- Similarities and differences between people
- How those who are bullied may feel
- How sadness and worry can affect behaviour
- Who they can talk to for help
- How to be kind and supportive to others

Years 3 and 4

Pupils learn:

- What it means to witness bullying
- How witnesses can influence situations positively or negatively
- Why people may join in or choose not to tell
- How to comfort and support someone experiencing bullying
- How to act when they suspect bullying but are unsure
- How to work with others to problem-solve difficult situations

Years 5 and 6

Pupils develop deeper understanding:

- How rumours, gossip and name-calling contribute to bullying
- The difference between direct and indirect bullying
- How power imbalances can affect behaviour
- Why some people use bullying behaviours
- Strategies to encourage others to make positive choices
- How to regulate their own emotions and responses in challenging situations

These learning outcomes support children to build respectful relationships and contribute to a positive, inclusive school culture.

Connected Learning

Opportunities to reinforce anti-bullying messages also take place through:

- Learning about diversity and equality
- Projects to improve school and community spaces
- Exploring children's rights and human rights
- Understanding laws, rules and responsibilities
- Learning about Finham Values

This wider curriculum helps pupils understand their role in creating a safe, welcoming environment.

Procedures for Dealing with Reported Incidents

- The class teacher responds to all reports of bullying in the first instance and completes the relevant recording forms.
- Parents are informed promptly to ensure transparency and partnership. A review meeting (or phone call) is arranged after a week to monitor progress.
- If concerns continue, a senior leader—such as the Deputy Headteacher, Phase Leader or a member of the Senior Leadership Team—will become involved.
- At any stage, incidents may be referred to the Headteacher depending on their seriousness.
- Both the child experiencing bullying and the child displaying bullying behaviours will be given the chance to share their experiences in a safe and supportive way.
- The Learning Mentor may work with any pupils involved, helping them explore feelings, restore relationships and develop positive strategies.
- Throughout the process, it is reinforced that bullying is unacceptable and that action will be taken to ensure safety and wellbeing.

The Local Governing Body monitors the implementation and impact of this policy as part of its safeguarding and behaviour responsibilities.

This Policy will be reviewed annually

Next review date: **September 2027**

Signed: **Signed:**



