



BEHAVIOUR POLICY

Fellview Primary School & Nursery | October 2026

Policy owner	Headteacher	Approval	Headteacher
Version	6	Last reviewed	February 2025
Proposed review	October 2027	Applies to	School, nursery and wraparound care
Approval date	October 2026	Signed	H Salkeld

Our shared principle: We celebrate effort, kindness and going the extra mile. Behaviour is taught, expected and reinforced consistently; responses to misbehaviour are fair, proportionate and designed to keep everyone safe and ready to learn.

1. Purpose and scope

This policy sets out how Fellview Primary School & Nursery promotes positive behaviour, responds when behaviour falls below expectations and works in partnership with families. It applies to pupils throughout the school day, nursery, breakfast club, after-school provision, educational visits and other occasions when pupils are under the school's charge. It also applies where behaviour outside school has a relevant impact on school safety, pupils or the school community.

2. Our ethos and aims

Fellview is a small school community where positive relationships, kindness, respect and a sense of belonging matter. We want every child to feel safe, valued and able to learn. We explicitly teach expected behaviours and routines, model them as adults and recognise effort and improvement as well as achievement.

- Provide a calm, safe, supportive environment in which pupils can learn and thrive.
- Promote kindness, respect, responsibility, self-regulation and positive relationships.
- Celebrate effort, trying your best, helpfulness, thoughtful contributions and going the extra mile.
- Respond to misbehaviour promptly, consistently, fairly and proportionately.
- Help pupils understand the impact of their actions, repair harm where appropriate and make better choices next time.
- Work with parents and carers early when concerns arise and provide additional support where needed.
- Consider safeguarding, SEND, disability, mental health, communication needs, trauma and other contextual factors when understanding behaviour.

3. Expected behaviour

Pupils are taught and reminded to:

- Be kind and respectful to everyone; use words and actions that help others feel safe.
- Listen, follow reasonable instructions and allow everyone to learn.
- Try their best, be honest, take responsibility and learn from mistakes.
- Look after people, school property, equipment and the environment.
- Use technology safely and follow school rules about phones and devices.
- Tell a trusted adult if they feel unsafe, see bullying or are worried about someone.

Adults will model these expectations, use calm and clear language, give specific positive feedback, explain routines and intervene early. Expectations will be made clear to new pupils and revisited whenever needed.

4. Recognising and rewarding positive behaviour

Our reward system celebrates effort, kindness and going the extra mile. Staff may award points for:

- Showing kindness.
- Trying your best.
- Doing extra work at home.
- Sharing ideas and opinions.
- Making great choices and other positive contributions.

Pupils record their points on the 100-square chart. Completing a row of 10 points earns one golden token. At the end of each half term, pupils can spend tokens in the school 'shop' or save them for a larger reward. The poster illustrates example rewards at different token values; availability may vary.

Each golden token also counts as a house point. The school's house teams are Blue, Red, Yellow and Green. House points contribute to the house bars, and when a team fills its bar the team earns a shared prize, such as a toy afternoon, extra play or another fun treat.

Other ways we celebrate success include verbal praise, sharing work, positive messages to parents, responsibilities, certificates and celebration in assemblies. Rewards should be accessible and meaningful to pupils of different ages and needs; staff should recognise progress and effort, not only outcomes.

5. Responding to misbehaviour

Staff will respond calmly and consistently, first securing safety and restoring a settled environment. The response will reflect the seriousness, frequency and context of the behaviour, the pupil's age and understanding, and any relevant support plan or reasonable adjustment. A warning and opportunity to correct behaviour will normally be given where appropriate, but serious incidents may require immediate action.

5.1 Usual stepped response

Reminder and redirection — Remind the pupil of the expected behaviour and give a clear, calm instruction.

Warning and choice — Explain what needs to change and the likely consequence if the behaviour continues.

Loss of points — Where appropriate, staff may remove a proportionate number of reward points as a sanction. The reason should be explained and the pupil should be helped to understand how to make a better choice.

Age-appropriate loss of break time — If behaviour continues or is more serious, staff may require the pupil to spend an age-appropriate, proportionate amount of break time reflecting, completing a restorative task or discussing the incident with an adult. This must be supervised. Pupils must retain access to drinking water and toilet facilities, and staff must consider the child's age, needs and wellbeing. Break-time sanctions should not routinely remove the whole break or be used in a way that is unsafe or disproportionate.

Parent feedback — Parents will be informed when behaviour is repeated, more serious, or when staff judge that home-school communication is needed. Feedback should explain what happened, the response and the next steps.

Escalated support — Where concerns persist or an incident is serious, the school will invite parents/carers to meet with the Headteacher or relevant staff. A home-school diary may be introduced to share brief, regular information about behaviour, successes and agreed targets.

Individual plan or external support — If behaviour continues to cause concern, the school may agree an individual behaviour/support plan, identify triggers and strategies, involve the SENDCo and/or safeguarding lead as appropriate, and seek advice or support from relevant services.

Important: Sanctions are not automatic or purely punitive. Staff must use professional judgement, record and communicate significant incidents, and consider whether behaviour may indicate an unmet need or safeguarding concern.

5.2 Restorative conversations

Where suitable, a member of staff will help the pupil reflect using questions such as: What happened? Who was affected? What could help put things right? What could you do differently next time? An apology or restorative meeting will not be forced where it may be unsafe or harmful to another pupil.

5.3 Serious incidents

Violence, threats, discriminatory or abusive language, bullying, sexual harassment or violence, deliberate damage, dangerous behaviour, possession of prohibited items, or behaviour creating a safeguarding concern will be dealt with promptly. Staff will prioritise safety, inform the Headteacher/DSL as appropriate, record the incident, contact parents where appropriate and consider further sanctions or external advice. Behaviour that may be a safeguarding concern must be managed under the relevant safeguarding procedure as well as this policy.

6. SEND, disability, health and individual circumstances

High expectations apply to all pupils, but a consistent approach does not mean identical treatment in every circumstance. Staff will consider whether SEND, disability, communication differences, sensory needs, mental health, trauma, medical needs or other factors may have contributed to behaviour. Reasonable adjustments and appropriate support will be made where required. Staff will look for patterns and triggers, consult parents and the SENDCo where appropriate, and consider whether an individual behaviour plan or additional assessment is needed. A pupil's needs do not mean that unsafe behaviour is ignored; the school will plan how to keep everyone safe while supporting the pupil to succeed.

7. Bullying, discrimination and child-on-child abuse

Bullying, discriminatory behaviour, harassment, intimidation and child-on-child abuse are not acceptable, whether in person or online. All reports will be taken seriously and followed up. Staff will listen to pupils, take appropriate steps to protect those affected, record and report concerns, and involve the DSL where there may be a safeguarding issue. Restorative approaches will only be used where appropriate and safe; the affected child's wishes and welfare must be considered.

The school will teach pupils how to build respectful relationships and report concerns. Behaviour involving sexual violence or sexual harassment, coercion, threats, exploitation or significant harm will be managed in line with the Child Protection Policy and current statutory safeguarding guidance.

8. Reasonable force, searching and prohibited items

Staff may use reasonable force only where legally permitted and necessary, for example to prevent injury, protect a person from harm, or prevent serious damage or disorder. Any force must be proportionate, used for the shortest time necessary and consistent with current DfE guidance and the school's positive handling procedures. Incidents must be recorded and parents informed in line with school procedures. Staff must not use force as punishment.

Searching, screening and confiscation will only be undertaken by authorised staff and in accordance with current statutory guidance. Staff must not improvise searches or handle potentially dangerous items beyond what is safe. If a weapon or suspected illegal item is found, or there is immediate danger, staff should secure safety and contact the Headteacher and police/emergency services as appropriate.

9. Mobile phones and online behaviour

Pupils must follow the school's mobile phone and online safety rules. The school will apply its rules consistently and in line with current statutory guidance on mobile phones in schools. Misuse of devices, cyberbullying, sharing harmful images or online behaviour affecting the safety or wellbeing of pupils may lead to confiscation where lawful, parent contact, sanctions and safeguarding or police referral where appropriate.

10. Behaviour outside school

The school may respond to behaviour outside the premises where it is connected to school, affects the safety or wellbeing of pupils or staff, brings the school into disrepute, or disrupts the orderly running of the school. Responses will be lawful, proportionate and consistent with DfE guidance. Concerns involving bullying, threats or online conduct outside school will be assessed and referred to safeguarding or police services where necessary.

11. Attendance, suspension and permanent exclusion

Attendance and punctuality are addressed through the Attendance Policy. Suspension or permanent exclusion is a serious measure and will be considered only by the Headteacher in accordance with current statutory guidance, following appropriate investigation and consideration of the circumstances, support provided, SEND/disability duties and the impact

on others. The school's Suspension and Permanent Exclusion Policy and the statutory guidance in force at the time will be followed. Reintegration and support will be planned where relevant.

12. Working with parents and carers

Parents and carers are partners in helping children develop positive behaviour. Staff will communicate concerns respectfully, share successes as well as difficulties, and listen to information that may help the school support the child. Where behaviour is repeated or escalates, the school will normally contact parents and may invite them to a meeting to agree practical next steps. A home-school diary may be offered where regular communication would help. Meetings should focus on the child's safety, learning, needs and improvement.

Staff and parents are expected to communicate respectfully. Aggressive, threatening, discriminatory or abusive conduct by adults will be addressed under the school's procedures for managing the behaviour of parents and visitors.

13. Recording, monitoring and safeguarding

Staff will record significant incidents, repeated patterns, serious sanctions, parent meetings and agreed plans using CPOMS. Safeguarding concerns, including concerns arising from behaviour, must be passed to the DSL or Deputy DSL without delay and recorded securely on CPOMS in accordance with the Child Protection Policy. Behaviour records will be handled confidentially and shared only with those who need the information to support pupils or meet legal duties.

The Headteacher will monitor behaviour patterns, sanctions, rewards, bullying and incidents involving pupils with SEND or protected characteristics to help identify inconsistency, unmet needs or areas for improvement. The policy and reward system will be reviewed with staff, pupils and parents as appropriate.

14. Responsibilities

Governing Body — Sets the behaviour principles statement and provides oversight of the school's behaviour culture.

Headteacher — Leads implementation, ensures staff understand the policy, oversees serious incidents and considers whether additional support or statutory action is needed.

All staff and adults — Model expected behaviour, teach routines, recognise positive behaviour, apply proportionate responses and report safeguarding concerns.

Pupils — Follow expectations, treat others respectfully, take responsibility for actions and seek help when needed.

Parents and carers — Support the school's expectations, share relevant information and work with staff to improve behaviour.