



**Behaviour Policy**

**Document Management**

This document was created by SLT in July 2024 and adopted by Governors in September 2024  
This document is subject to review bi annually.

**Document Control**

This document is mastered on (location) Staff shared area (V:)/POLICIES

**All other copies of this document are considered ‘uncontrolled’ and users should ensure that any printed copies reflect the current status.**

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For clarity throughout this policy the words school and/or setting refer to all childcare services provided on the Franche Community Primary School site. Including: Children’s Centre, TOTS@Franche, Holiday Club and Breakfast/After School Club.

**Aims:**

**This policy aims to:**

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

**Statement of Intent:**

Franche Community Primary School believes, that in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour is a form of communication and can sometimes be the result of social, emotional and mental health (SEMH), vulnerabilities and/or other needs, and will address these needs on an individualised, graduated response.

**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 2023](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2025](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[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 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

**This policy operates in conjunction with the following school policies:**

- Attendance Policy
- Child on Child and Anti- Bullying Policy
- Complaints Procedures Policy
- Equality and Diversity Policy
- Franche Primary Supporting Families and Wellbeing Offer
- Online Safety Policy
- Physical Restraint and Reasonable Force Policy
- Safeguarding Children Policy (including Child Protection)
- Search and Confiscation Policy
- SMSC Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspensions and Exclusion Policy
- Low Level Concerns Policy
- Managing Allegations Policy

**Roles and responsibilities**

**Staff Behaviour Non-Negotiables**

- All children will be greeted positively by adults in and around the school.
- Adults will take time to engage with as many children as possible on a personal level ('noticing' strategy).
- Adults will endeavour to remember previous conversations and comment on them.
- Adults will identify reluctant children and engage with them, aiming to develop a positive relationship with them
- Adults will share information about children with all those who will interact in that day – Teachers, TA, Lunchtime Supervisors, Before and After School Club staff.
- Adults will always endeavour to enthuse and motivate children with their positivity.
- When adults are conversing with children, they will try to minimise interruptions from other children or adults.
- Adults will consistently model respectful and aspirational values to children. This will be true of their interactions with children and adults alike.
- Adults will always endeavour to give children the time to listen to them.

**The Headteacher and SLT are responsible for:**

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any consequences for not adhering to the school's Golden Rule and Franche Values.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents/carers and pupils at least once a year.
- Reporting to the Governing Body on the implementation of this behavioural policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

**All members of staff, volunteers and visitors are responsible for:**

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high behaviour expectations.
- Promoting a whole-school culture where calmness, dignity and structure encompass every space and activity.
- Consistently following the school's behaviour stages and reward systems.
- Being aware of the signs of SEMH-related behavioural difficulties and implementing wave one strategies from the 'Mental Health Waves of Support' for pupils.
- Liaising with parents regarding individual behaviour, both positive and negative.

**Teaching staff are responsible for:**

- Planning and reviewing support for their pupils with SEND and/or SEMH-related behavioural difficulties in collaboration with parents/carers, the Wellbeing team, SENDCO and where appropriate, the pupils themselves.
- Being aware of any identified or possible areas of difficulty for individuals or groups of pupils to ensure that there are no barriers to every pupil achieving their full potential.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Ensuring that communication regarding behaviour is shared with parents/carers.
- Ensuring effective information (including Behaviour Trackers/Brilliant Books) sharing with after school clubs and Wraparound to maintain a consistent approach throughout the pupil's day.

### **Pupils are responsible for:**

- Their own behaviour both inside school and out in the wider community, including within their online interactions.
- Following the school's Golden Rule and Franche Values including respecting other cultures, race, gender, feelings, beliefs and values.
- Respecting the authority of **all** adults equally.
- Behaving in a safe way at all times including following instructions given by staff.
- Accepting responsibility for the things that they do.
- Reporting any unacceptable behaviour, including bullying, to a member of staff and asking for help if they need it.

### **Parents/Carers are responsible for the behaviour of their child(ren) inside and outside of school, by:**

- Agreeing to and upholding the school's behaviour policy.
- Working in partnership with the school to establish and maintain high standards of behaviour.
- Making sure their child attends school every day on time.
- Attending Parents' Evenings and other school meetings in order to ensure the best possible outcomes for their child.
- Knowing that learning and teaching cannot take place without sound discipline.
- Having a positive attitude towards their child's education and our school.
- Reporting any concerns quickly and through an appropriate channel.

### **The Governing Body has overall responsibility for:**

- The monitoring and implementation of this Behaviour Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any Social, Emotional and Mental Health (SEMH) related drivers of poor behaviour.
- Ensuring that this policy does not discriminate on any grounds, including, but not limited to, age, disability, gender (including gender reassignment), marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

## **Behaviour approaches and strategies**

### **Trauma Informed Schools UK**

Franche Community Primary School is a Trauma Informed School. An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of childhood adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

### **Behaviour Curriculum**

Positive behaviour is reflected throughout the Franche Values of Family, Respect, Aspiration, Nurture, Creativity, Health and Enjoyment and our Golden Rule, *'Treat other people as you would like them to treat you.'* The values form the foundation of assemblies across school and as part of the wider curriculum. Alongside this, our PSHE, RSHE and Safeguarding curriculums teach children about consent, what healthy and respectful relationships look like, alongside behaviour expectations, to prepare children for the wider world beyond primary school.

### **Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school has high expectations and a culture that promotes effective classroom management which promotes positive behaviour.

This includes:

- Starting the year with a clear set of rules and routines, underpinned by the Golden Rule and Franche Values, that are written with the class, understood by all pupils, displayed and revisited daily. As a school, we recognise that children can communicate their feelings and emotions through behaviour and at these times, we will adjust routines to support individual needs.
- Consistently following the behaviour policy in relation to rewards, positive reinforcements, consequences and managing inappropriate behaviour.
- Having appropriately planned, engaging lessons with a range of learning opportunities that form part of the school's curriculum.
- Encouraging respect and development of positive relationships, supported by the PSHE curriculum.
- Using visual timetables to support children's understanding of daily/weekly routines and ensuring any changes are clearly communicated.

### **Use of positive praise and rewards**

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive, safe and fun environment, and value amongst pupils. When giving praise, staff will ensure they define the behaviour that is being rewarded and reference the relevant Franche Value(s).

### **For rewards to be effective, the school recognises that they need to be:**

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are rewarded.

The school has a range of different rewards (**see appendix A**).

## Pupil Voice

The children at Franche Community Primary School offer unique perspectives on what it is like to be a pupil at our school; involving them in decision-making creates meaningful change, better outcomes, as well as a sense of empowerment and inclusion. The Safeguarding Action Squad (S.A.S.) gather pupil voice across the school and spend time discussing behaviour, rewards and consequences to provide a strong pupil voice to inform policies and practice across the school. They have created a pupil friendly behaviour policy (see Appendix B) which is discussed regularly with children and is displayed in each classroom.

## Managing Behaviour

Our strategy for early intervention for pupils most at risk include:

- Emotionally available adults (including lunch club, pastoral support, trauma informed practitioner or a safe adult chosen by the child).
- Staff using the 'Waves of Support' to support wellbeing.
- Regular pupil review meetings.
- Contact with parents for unexplained absence.
- Contact with parent/carers for unexplained changes to behaviour or attitudes.
- Referrals for specialist advice.
- Support from the WEST/EMHP (Wellbeing Emotional Support Team) and/or MELO: Onside.
- Where a fixed term suspension has been applied parent/carers and pupils attend a reintegration meeting before returning to school to create a support plan.

## De-escalation strategies

Staff relationships with pupils and the use of key relational skills underpin all de-escalation strategies. These relational skills include:

- *Attunement* - the ability to hear, see, sense, interpret and respond to someone, both verbally and non-verbally. This is how we communicate to the people we are close to so that we see them, feel with them and understand their experiences. In practice, attunement is meeting and riding the same emotional wave as the child.
- *Containment* - structure, order and predictability. Consistency - Boundaries applied in a supportive, matter of fact, non-punitive way. Emotional containment of feelings too big for the child. Regulated and steady adult, in charge of their own feelings and emotions.
- *Empathy* - validation and Mental State Talk: the recognition and acceptance of another person's thoughts, feelings, sensations, and behaviours as understandable it involves validating how the child is experiencing the event, imagining into what might be driving their behaviour. It is not – distracting, judging, discounting, minimising or placating.
- *Soothing* - the adult will support the child to emotionally regulate themselves, bringing down toxic stress.

Where dysregulated behaviour is present, staff will implement immediate de-escalation strategies to diffuse the situation – this includes the following (please note that not all of these will be suitable depending on the child and situation):

- Using the Trauma Informed PACE approach (see Appendix C).
- Appearing calm/in control of own emotions.
- Using simple, direct language (with use of visuals if necessary).
- Avoiding being defensive.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language.
- Reassuring the child and creating an outcome goal.
- Use of humour where appropriate.
- Use of distraction techniques.
- Allowing 'take-up time' and not requiring immediate compliance.
- Noticing as soon as the child begins to behave appropriately and giving positive feedback.
- Referring to the behaviour required rather than the undesired behaviour.
- Reminders of previous successes.
- Acknowledging how the child feels.
- Prioritising safety.

## Behaviour Stages

At Franche Community Primary, there are stages of escalation for staff to follow when managing incidences of inappropriate behaviour. This ensures clarity for pupils and a consistent approach from staff. Also see Appendices D, E and F

The stages below refer to procedures to be followed for negative behaviour choices.		
Stage	Behaviour (Lists are examples and are not exhaustive)	Procedure(s)
Stage 1	Not following the golden rule <i>E.g. low level disruption, low level unsafe behaviour, shouting out, refusing to follow an instruction.</i>	Warning – verbal reminder of correct behaviour Use of praise
Stage 2	Not following the golden rule <i>E.g. Repeating the above even after instructions and verbal reminder(s) have been given by an adult and being placed on Stage 1.</i>	Reflection Time in the classroom – opportunity to reflect on behaviour with an emotionally available adult before returning to their original seat. Use of praise  <b>Optional:</b> Reflection Time at break/lunch for 5 mins.
Stage 3	<b>Repeating the above at least 3 times in one day/week.</b> Not following the golden rule  <i>E.g. Unsafe behaviour or repeating the above even after</i>	Reflection Time in a different classroom within year band – opportunity to reflect on behaviour with an emotionally available adult before returning to their original seat.

	<i>instructions/support have been given by an adult, disruption to learning.</i>	Reflection Time at break/lunch for 5-10 mins in year band.  <b>UpKS2</b> Lunchtime detention with SLT. After-school detention on third Stage 3 in liaison with SLT.
Stage 4	<b>Ongoing Stage 3 behaviour</b>  Not following the golden rule  <i>E.g. Persistent disruptive or disrespectful behaviour, which impacts on the education of themselves and that of other children</i>  Higher level inappropriate behaviour(s)	Pupil to see appropriate SLT staff member: Phase Assistant Headteacher, DSL, SENDCo, Headteacher (dependent on the need of the child) Use of praise, consideration of Individual Behaviour Plan to support the child which may involve seeking external professional support.  Pupil will either: <ul style="list-style-type: none"> <li>• receive lunchtime Reflection Time(s) with SLT supervision based on the severity/frequency</li> <li>• Internal Reflection Time in a <b>different</b> year band</li> </ul> <b>UpKS2</b> <ul style="list-style-type: none"> <li>• Lunchtime detention with SLT.</li> <li>• After-school detention in liaison with SLT.</li> </ul>
Stage 5	<i>Persistent disruptive or disrespectful behaviour, which impacts on the education of themselves and that of other children</i>  Serious unsafe behaviour  Damaging school or other people's property  Physical assault  Intentional spitting, swearing, fighting, racist or homophobic comments, stealing  Inappropriate language  Inappropriate behaviours including bullying, and child on child abuse (see policy)  <b>List not exhaustive</b>	<b>Internal suspension</b> with SLT  <b>External Fixed-term Suspension</b> - decision made by Headteacher  <b>* Pursuant to Section 29A of the Education Act 2002 the governing body may direct a pupil off site for education</b>
Further Actions: <ul style="list-style-type: none"> <li>• Stage 2 may involve parents/carers being contacted about the incident</li> <li>• Stages 3 and 4 will be logged on CPOMS and parents will be informed.</li> <li>• Stages 5 will be logged on CPOMS and SIMs and will be communicated to parent/carers</li> <li>• External Suspensions will be notified to county via the Portal</li> </ul>		

### Positive Handling

Trained members of staff have the legal right to use restraint in order to keep children safe, to prevent pupils from committing an offence, injuring themselves or others, damaging school property or the school environment. Staff have been trained in "Team-Teach" Positive Handling Strategies and a register of those staff can be made available at any time.

Positive Handling strategies as a method of restraint will only be used as a last resort or where this is an identified strategy advised by external professionals and staff will use their professional judgment of the incident to decide whether physical intervention is necessary.

All staff will attempt to use PACE and de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some incidents, such as violence or where there is an immediate risk of injury to self or others.

The pupil will be safely removed from the situation, as soon as possible and if appropriate, to regulate, where a member of the Senior Leadership Team will take action and contact parents/carers. The DSL and/or SENDCO will be contacted, if necessary.

Where the child cannot be safely and easily removed from an area, other pupils will be evacuated from the area in order to ensure their own safety, and to protect their physical and emotional wellbeing.

Where positive handling holds have had to be used, an incident form in the Bound and Numbered book (Team Teach) **must** be filled in **on the same day**, the incident must be recorded on CPOMS and the situation discussed with the Headteacher/SLT. It is important that only one log is completed for each incident. The Bound and Numbered book will be reviewed by the Safeguarding Governor each academic term and incidents are reported to PAW/FGB. A child risk assessment and risk reduction plan will be completed in liaison with staff who work directly with the child as soon as is practically possible. The Headteacher and/or members of the Senior Leadership Team will work with the relevant member(s) of staff and parents/carers to devise an action plan to meet that child's needs. This may include the support of other agencies.

A Health and Safety Accident/Incident Form (RIDDOR) will be completed and returned to the Local Authority in situations where injury has occurred to either members of staff or pupils.

The Headteacher and/or members of the Senior Leadership Team will ensure staff involved with incidences of this nature are supported and offered an opportunity of a de-brief to support well-being.

### **Pupil debrief/emotion coaching**

Following a period of dysregulation or use of Positive Handling, when the pupil is fully regulated, there will be some reflection and analysis of the behaviour. This may be in the form of emotion coaching and will also enable a restorative conversation to take place.

1. Making the child aware of the physiological cues of what is happening within their body and in their actions i.e. say what you see, therefore labelling the emotion ('affect labelling').
2. Shine the light on the behaviour that was inappropriate e.g. 'It's okay to feel cross, but it's not okay to...'
3. Refocusing the behaviour. '*What can we do next time to support you to behave differently?*' This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence.

It is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future. Consequences should not be punitive, shaming or detrimental to the child's view of themselves. Consequences may also be delayed if this is appropriate to the child and situation.

### **Inclusion**

Where a pupil is identified as having SEND and/or SEMH, support will be put in place and the school recognises that a pupil's behaviour may be impacted by these needs. SEND/SEMH support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupils' need, will consist of three stages:

- ✓ **Wave 1:** Universal support – the adjustments, interventions and support accessible to all pupils that are delivered at a whole-school level.
- ✓ **Wave 2:** Targeted support – the support and interventions delivered using the school's resources, led and monitored by the SENDCO.
- ✓ **Wave 3:** Specialist support – the support and interventions for pupils who have more complex and enduring SEMH needs.
- Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHCP, in line with the school's SEND policy.
- The school recognises its legal duties and will take these into account when making decisions about enforcing the behaviour policy. These legal duties include:
  - ✓ Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
  - ✓ Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
  - ✓ If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Preventative measures may include, but are not limited to:

- ✓ Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- ✓ Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- ✓ Training for staff in understanding specific conditions.
- ✓ Lunch club provision for children who may find the playground overwhelming or challenging.
- ✓ Use of safe spaces or nurture rooms where pupils can regulate their emotions during a moment of sensory overload.

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- ✓ The pupil was unable to understand the rule or instruction.
- ✓ The pupil was unable to act differently at the time as a result of their SEND.
- ✓ The pupil was likely to behave aggressively due to their particular SEND.

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

- The school has a duty of care to all pupils and regardless of disability, the safeguarding of all children is paramount: disruptive or threatening behaviour by any child is unacceptable.
- In line with this policy, the school will draw on support from external professionals to further understand and support pupil needs and behaviour, this may include the Unity Outreach, Complex Communication Needs Team, Educational Psychology, Speech and Language Team, Positive Behaviour Team, Learning Support Team and/or the Wellbeing and Emotional Support Team (WEST/EMHP) and/or MELO: Onside.

### **Behaviour on the school's external grounds**

Pupils are expected to follow the school's behaviour expectations at all times including when outside. Every adult who works in the school has a responsibility to enforce the behaviour and will be provided with training to support them in delivering this policy and to highlight the actions that should be taken to encourage good behaviour. (see **Appendix G**).

Staff on duty will:

- Have high expectations of children's behaviour at all times.
- Be responsible for ensuring that any incidents are being dealt with consistently and in line with this policy, including communication with relevant colleagues and record keeping where required (CPOMS/Form 1).
- Wear high visibility jackets to ensure they are clearly identifiable for children and colleagues.

### **Behaviour outside of school premises**

School has the authority to implement consequences in line with this policy, for pupils who behave inappropriately outside of the school premises to such an extent as is reasonable.

This can include inappropriate behaviour when:

- Taking part in any school-organised or school-related activity outside of the school day;
- Travelling to or from school;
- Wearing school uniform or when identifiable as a pupil at the school;
- It could impact the orderly running of the school, including the impact of online behaviour;
- It could pose a threat to another pupil;
- It could adversely affect the reputation of the school.

### **Transitions**

- At all transition points, the Franche Values and Golden Rule are revisited; classes create their own classroom rules in line with these and this refreshes and reinforces the behaviour expectations of the school.
- Where children are directed to offsite provision or attend a behaviour placement at alternative provision, regular contact will be made with the dual placement school and regular formal review meetings will be planned. Transition plans will be carefully considered to ensure a smooth and successful reintegration into Franche.
- If a child transfers mid-year and has complex needs, then an EHCP review (including staff from both schools) will be used as a transition planning tool.
- Children on the SEND register will receive a transition passport to support movement to the next year group, and identified children will be invited to join additional transition visits. 'Social stories' can also be used where required to further support transition.
- Where a child with SEND is preparing to leave our school, we will propose additional visits for the child to their next school to support smooth transition. All records are securely transferred to the new school including those on CPOMS. Many secondary schools also run programmes specifically tailored to aid transition and we welcome and participate fully in these opportunities.
- In addition, a member of the Safeguarding Team will contact transitional settings to ensure safeguarding information is transferred.

### **Procedures for Dealing with Major Breaches of Discipline**

- Stage 3 and 4 incidents will be documented on CPOMS.
- Incidents involving child-on-child abuse (including bullying) will be dealt with in accordance with the Child-on-Child abuse policy alongside the Behaviour Policy.
- If a child leaves school premises without permission school staff have a duty to inform police and parents/carers and, where appropriate, a linked social worker.
- A meeting with parents, and appropriate staff will be arranged to discuss the child's behaviour. This may lead to:
  - ✓ Implementation of a Pastoral Support Plan
  - ✓ Implementation Individual Behaviour Plan
  - ✓ Implementation of a Pupil Risk Assessment
  - ✓ Implementation of a Risk Reduction Plan
- If necessary, referrals will be made to other external agencies this may include, amongst others: The Positive Behaviour Team, Unity Academy, CAHMS, Education Psychology, Learning Support Team, Paediatrics, Climb, KDYT.

### **Fixed-term Suspensions/Internal Suspensions**

In the minority of cases following a severe incident, there may be a need to consider either a removal from class, fixed-term suspension or permanent exclusion consequently. This may also be applied if interventions or consequences identified have not led to an improvement in a child's behaviour or incidents of severe recurring behaviour. This decision is made by the Headteacher, in conjunction with Senior Leaders, acting in the Headteacher's absence and adheres to the school's suspension and exclusion policy.

Children's emotional wellbeing will be nurtured during any consequence given.

Parent/carers will be informed the same day if their child has been removed from class.

It is vitally important that the home/school link is strong in supporting the school's Behaviour policy and every effort will be made in engaging parents/carers throughout the process.

In all cases where a fixed-term suspension has been put in place, a reintegration discussion will take place to include the following:

- The child will attend part or whole of the meeting where appropriate to gather their voice.
- Consideration of what support might be put in place to support for the child.
- Action will be considered to minimise the risk of future suspensions.
- The behaviour expectations of the school will be reinforced.

### **Permanent Exclusions**

Permanent Exclusion is the Headteacher's decision after thorough investigation of any incident and in liaison with County exclusions team and taking into consideration the Worcestershire Graduated Response guidance on Preventing Exclusions and DfE guidance.

[Worcs - graduated response to preventing exclusions v9 \(2\).pdf](#)  
[Suspensions and permanent exclusions guidance.pdf](#)

Parents/Carers have the right of appeal to the Governing Body against any decision to suspend or exclude.

**Searches for banned items:**

Only the Headteacher, a member of the Senior Leadership Team (SLT), or a member of staff authorised by the Headteacher can carry out a search where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below), or any other item that the school deems, or identifies, as a prohibited item which may be searched for. Only the Headteacher can authorise individual members of staff to search for specific prohibited items.

In the absence of the Headteacher, a member of the SLT and/or the Designated Safeguarding Lead (or DDSL) can authorise individual members of staff to search for specific prohibited items.

Under law:

- The person carrying out the search **must** be the same sex as the pupil being searched.
- There **must** be another member of staff present as a witness to the search.

The only exception to this is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently **and**
- It's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available

The member of staff witnessing the search must also be the same sex as the pupil being searched **if** this is reasonably practicable ([paragraph 6\(d\)](#) of section 550ZB of the Education Act 1996) .

When an authorised staff member conducts a search without a witness, they should immediately report it to another member of staff and make sure that it is recorded on CPOMS.

The list of prohibited items is:

- ✓ Knives and weapons
- ✓ Alcohol
- ✓ Illegal drugs
- ✓ Stolen goods
- ✓ Tobacco products
- ✓ E-Cigarettes / Vapes
- ✓ Fireworks
- ✓ Pornographic images
- ✓ Mobile Phones (these are stored securely by class teachers during the school day)
- ✓ 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 property of; any person (including the pupil).

Members of staff should immediately involve the Headteacher, SLT, Designated Safeguarding Lead (or DDSL) without delay if they believe that a search has revealed a safeguarding risk.

If the Headteacher, SLT, Designated Safeguarding Lead (or DDSL) find evidence that any child is at risk of harm, they should make a referral to Children's Social Services immediately (as set out in part 1 of Keeping Children Safe in Education). They should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

### **Malicious Allegations**

Where a pupil makes an allegation against a member of staff and that allegation is found to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and Child Protection and Safeguarding policy and Whistleblowing policy for more information on responding to allegations of abuse against staff or other pupils.

### **Mobile Phones**

The use of mobile phones by pupils is not permitted onsite and therefore children will be requested to hand phones to staff when they arrive onsite each day. Pupils' phones will be stored securely by staff during the school day and will be handed back as they exit the building. Children are not permitted to use their phones until they have exited the school gates. Should the school become aware of a child using their mobile phone during the school day the behaviour stages will be followed and parent/carers will be informed.

### **Staff Training**

The school recognises that early intervention can prevent incident of behaviour. All staff have regular training relating to behaviour management. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be. All staff will also receive training on the common symptoms of SEMH difficulties, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

At any time, staff are able to seek support from members of Senior Leadership Team, Middle Leaders and/or Wellbeing team.

**Staff Induction**

All staff joining Franche Community Primary undertake an induction with the Designated Senior Leader for Safeguarding. Effective induction highlights procedures, policies and factual information, induction discussions also provide a good opportunity to confirm the conduct expected of staff within the school, share and promote the school ethos and vision and values. The employee will be encouraged to raise any concerns they have about the new role, including highlighting training and development needs (which may have been covered at interview).

The precise elements of the induction may vary, depending on the role and whether the post holder has worked in a school before. Nevertheless, there are a number of key areas that will be covered by the Headteacher (or Governors in the case of a new Headteacher) or DSL:

- Safeguarding and Child protection policy;
- Behaviour policy (which should include measures to prevent bullying, including cyberbullying);
- The Code of Conduct
- Safeguarding response to children who go missing from education;
- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies);
- Copies of policies and KCSIE are provided to staff at induction. Updated polices are shared as appropriate.



**Monitoring and review**

This policy will be reviewed by the SLT on a bi annual basis, (or sooner if required) who will make any necessary changes and communicate these to all members of staff, pupils and parents/carers.

**Signature:** ..... **Date:** .....

Date of last Franche review: January 2026

Date of next Franche review: January 2028

<p><b>Class Dojo</b></p>	<p>Adults in school have access to an online program, Class Dojo, where children are given ‘Dojo points’ for showing positive behaviour, related to the Franche Values or for going above and beyond in particular subject areas. These values are: Family, Respect, Aspiration, Nurture, Creativity, Health and Enjoyment. Each child in the school from Pre School Nursery to Year 6 has an avatar on the Dojo site that can be given points by any member of staff who comes into contact with that child. These points can then be used by the children individually to redeem rewards decided upon collaboratively by themselves, their peers, their teachers and SLT. As well as rewarding children for doing the right thing, it also provides a consistent approach to behaviour management across the whole school day.</p> <p><b>Staff are expected to reward positive points to children on Class Dojo, in line with our Franche Values:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;"> <h3>What can you gain points for?</h3> </div>  </div> <ul style="list-style-type: none"> <li><b>F</b>amily • Working as a team and being proud of our school community</li> <li><b>R</b>espect • Respecting others’ ideas, differences, culture and personal space</li> <li><b>A</b>spiration • Having a growth mindset, going for goals, trying your best</li> <li><b>N</b>urture • Showing kindness to others, coaching, peer feedback</li> <li><b>C</b>reativity • Creative problem solving, having the courage to express ideas</li> <li><b>H</b>ealth • Challenging your body, talking about feelings and staying safe</li> <li><b>E</b>njoyment • Joining in, being enthusiastic and motivated to explore learning</li> </ul> <p>Class Dojo points are then redeemed by children in exchange for rewards, events or experiences.</p> <p><b>Possible Dojo rewards at Franche:</b></p> <ul style="list-style-type: none"> <li>• <b>Class rewards:</b> to be agreed by the children at a year band level, through collaboration with their peers, their teachers and SLT.</li> <li>• <b>Whole school rewards</b> – each child from Years R-6 is part of one of the school houses; Beech, Elm, Oak or Willow. The winning house will receive the opportunity to receive a reward half-termly around the values e.g. <i>Family:</i> film afternoon with popcorn; <i>Respect: Cultural:</i> food, drumming, dance; <i>Aspiration:</i> low ropes course; <i>Creativity:</i> Arts; <i>Health:</i> football, cooking. Children will have a CHOICE on how to spend their points and a range of staff/faculties to deliver across the school</li> </ul>
<p><b>Recognition and Rewards;</b> Certificates and stickers</p>	<p><b>Individual certificates celebrating achievement are awarded within year groups for effort and exceptional performance:</b></p> <ul style="list-style-type: none"> <li>• <b>Star of the Week</b> – linked to the value of that week</li> <li>• <b>Franche Values and Citizen’s Award</b> (half termly)</li> <li>• <b>Head Teacher’s Award</b> - awarded half termly for children who demonstrate admirable behaviour in line with the Franche Values; Family, Respect, Aspiration, Nurture, Creativity, Health, Enjoyment.</li> </ul> <p>At the end of each half term, a Celebration Assembly takes place to recognise significant achievements or outstanding efforts and contributions outside the normal remit. This is also used to celebrate achievements in attendance and punctuality.</p>
<p><b>Communicating Praise;</b> ParentMail, Postcards and Praise calls Brilliant Book</p>	<p>Communicating praise to parents/carers via phone call or written correspondence. Acknowledging good behaviour communicates the school community’s expectations and values to all pupils. All Teaching Staff are able to communicate and share positive moments/actions from a child’s day. In addition to this, teachers are able to attach evidence to allow the child to share this positive success with their adult(s) at home and create a stronger link between home and school.</p> <p>Brilliant Books are used for those individual children who have been identified as needing further support/intervention with their behaviour. This approach aims to build self-esteem and celebrate the child’s achievements. The purpose of the Brilliant Book is to collate examples from the school staff team of positive moments, great choices, things that the child is good at etc. Any staff member may write in the Brilliant Book a positive comment about the child and the child shares the book regularly with a member of staff that they identify as being their ‘champion’.</p>

# Franche Community Primary School

## Behaviour Policy for children!

Written by the Safeguarding Action Squad (S.A.S.)



**Our Golden Rule:  
Treat other people as you would like them to treat you!**

Our school is a friendly school where being respectful to everyone is important. We are responsible for our own behaviour in and out of school, and online. We know who our safe adults are if we have any worries about behaviour or bullying. Following our school rules, being kind and inclusive is important to us. This way, everyone can come to school feeling safe and happy.

**F**amily  
**R**espect  
**A**spiration  
**N**urture  
**C**reativity  
**H**ealth  
**E**njoyment

**Our values guide us to  
behave respectfully.**

**Praise and Rewards are linked to  
the Golden Rule and Values**



Dojos



Star Of The Week

House Rewards

Headteacher Award



Working as a team

Respecting others

Staying safe

Showing kindness to others

Trying your best

Respecting difference



If you don't make the right choices you might get a warning and have time to reflect. If you still don't make the right choices you will get a consequence. This could result in being put on the stages.



## Appendix C

### PACE

PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

*Connect and redirect: When a child is upset, connect first emotionally, right-brain to right-brain. Then, once the child is more in control and receptive, bring in the left-brain lessons and discipline.*

*The Whole Brain Child, Daniel J. Siegel and Tina Payne Bryson*

Once a child feels that you have connected with their level of emotion, they can stop showing you. Children show you how they feel through their behaviour, often in ways that are very unhelpful to you and also to themselves.

### **Playfulness**

The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong. Using a playful and light-hearted tone, as if you were telling a story, shows your interest and curiosity. Playfulness reduces the shame a child might feel when something has gone wrong; difficult messages or serious conversations can be easier to have if the tone is light. It does not mean you do not take the emotions or the incident seriously. It is also helpful to maintain a playful tone if you need to deliver a short reminder about behaviour in the classroom.

### **Acceptance**

Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement, and without seeking to reassure their feelings away. This can be hard to do as it means you and the child sitting with some strong emotions, together. This is painful and uncomfortable, but also very powerful. If a child expresses distressing emotions about themselves or others (e.g. "nobody loves me", "I'm stupid", "I'm bad", "you hate me") it is hard not to challenge them as being wrong, but it is really important to accept those feelings and acknowledge them using curiosity and empathy.

Accepting the child or young person's feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the child's viewpoint, but for true acceptance to take place, it is important that the child also knows you can see them beyond their behaviour. When a child is very challenging, on a daily basis, this can be hard to do. Try to build in times with colleagues in which you can reflect on the child beyond their behaviour as well as expressing your own feelings about the challenges.

### **Curiosity**

It's important to be curious about the child's thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all. Curiosity is also important for discipline to be effective: connect with the emotion before you engage in discussion. Showing the child that you are interested in what is going on for them and willing to do something about it is a very powerful experience. Don't feel afraid to share your curiosity with the child by wondering, not telling them. Try to avoid asking "Why?". Instead you might ask:

*"Is it ok if I share my idea of what is going on for you? I might be wrong but these are my ideas."*

or

*"What do you think was going on?", "What do you think that was about?" or "I wonder what...?"*

Try to be curious in a quiet, accepting tone that conveys a simple desire to understand the child: this is not the same as agreeing with their perception of the event, but shows your interest in understanding it and accepting the feelings that were involved.

### **Empathy**

When you show empathy, you are showing the child that their feelings are important to you, and that you are alongside them in their difficulty. You are showing that you can cope with the hard times with them and you are trying hard to understand how it feels. Understanding and expressing your own feelings about the child's experience can often be more effective than reassurance. For example, if a child says "You don't care", you can respond by saying "That must be really hard for you. I feel sad that you experience me as not caring"

*"Acceptance and empathy are Emotional A&E. They are at the heart of the child starting to feel safe at school, which reduces conflict, stress and withdrawal."*

APPENDIX D

- Pre-emptive strategies:  
 Catch them being good  
 Know what motivates your children  
 Work towards a group reward  
 Use of empathy  
 Use of humour/playfulness  
 Use of distraction

**P Playfulness**  
 • Playfulness in interactions can diffuse conflict and promote connection.  
 • It's a necessary element of emotional safety in relationships.  
 • Being playful is not to be taken seriously.

**A Acceptance**  
 • Accepting needs and emotions that don't belong (or necessarily the behavior) without judgement.

**C Curiosity**  
 • Being curious is a behavior that can't be forced.  
 • It's a gift that can't be taught.

**E Empathy**  
 • Being curious with how they are feeling and showing compassion.

P.A.C.E. is an approach developed by Dr Dan Hughes aimed at supporting young boys with disruptive, defiant, hostile, or fearful attitudes to assist with anger and is emotionally appropriate.

Early Years and Key Stage 1			
Stage 1: Warning	Stage 2: Reflection Time in classroom	Stage 3: Reflection Time in different classroom within year band	Stage 4: See a member of SLT
	Optional reflection time 5 mins (break or lunch) Time to reflect on behaviour with an emotionally available adult before returning to their original seat.	Breaktime or lunchtime reflection time for 5-10 minutes within the Year Band	Possible consequences- lunchtime reflection time(s) with SLT, move to another year band to reflect.
Time to reflect on behaviour with an emotionally available adult before returning to class			

APPENDIX E

- Pre-emptive strategies:  
 Catch them being good  
 Know what motivates your children  
 Work towards a group reward  
 Use of empathy  
 Use of humour/playfulness  
 Use of distraction

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 • Playfulness in interactions can diffuse conflict and promote connection.  
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 • Being curious is a behavior that can't be forced.  
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**E Empathy**  
 • Being curious with how they are feeling and showing compassion.

P.A.C.E. is an approach developed by Dr Dan Hughes aimed at supporting young boys with disruptive, defiant, hostile, or fearful attitudes to assist with anger and is emotionally appropriate.

Lower Key Stage 2			
Stage 1: Warning	Stage 2: Reflection Time in classroom	Stage 3: Reflection Time in different classroom	Stage 4: See a member of SLT
	Optional reflection time 5 mins (break or lunch) Time to reflect on behaviour with an emotionally available adult before returning to their original seat.	Breaktime or lunchtime reflection time for up to 5-10 minutes within the Year Band	Possible consequences- lunchtime reflection time(s) with SLT, move to another year band to reflect.
Time to reflect on behaviour with an emotionally available adult before returning to class			

APPENDIX F

- Pre-emptive strategies:  
 Catch them being good  
 Know what motivates your children  
 Work towards a group reward  
 Use of empathy  
 Use of humour/playfulness  
 Use of distraction

**P Playfulness**  
 • Playfulness in interactions can diffuse conflict and promote connection.  
 • It's a necessary element of emotional safety in relationships.  
 • Being playful is not to be taken seriously.

**A Acceptance**  
 • Accepting needs and emotions that don't belong (or necessarily the behavior) without judgement.

**C Curiosity**  
 • Being curious is a behavior that can't be forced.  
 • It's a gift that can't be taught.

**E Empathy**  
 • Being curious with how they are feeling and showing compassion.

P.A.C.E. is an approach developed by Dr Dan Hughes aimed at supporting young boys with disruptive, defiant, hostile, or fearful attitudes to assist with anger and is emotionally appropriate.

Upper Key Stage 2			
Stage 1: Warning	Stage 2: Reflection Time in classroom	Stage 3: Reflection Time in different classroom	Stage 4: See a member of SLT
	Optional reflection time 5-10 mins (break or lunch) Time to reflect on behaviour with an emotionally available adult before returning to their original seat.	Breaktime or lunchtime reflection time for up to 15 minutes within the Year Band	Possible consequences- lunchtime reflection time(s) with SLT, after school detention with Year Band. Move to another year band for Internal Reflection Time.
Time to reflect on behaviour with an emotionally available adult before returning to class			

Pre-emptive strategies:

- Catch them being good
- Know what motivates your children
- Work towards a group reward
- Use of empathy
- Use of humour/playfulness
- Use of distraction

**P Playfulness**  
 • Playfulness is interacting with others in a fun and playful way  
 • It is a positive emotion that is associated with smiling and laughing

**A Acceptance**  
 • Accepting people and events that are different from ourselves  
 • It is a positive emotion that is associated with a neutral expression

**C Curiosity**  
 • Being curious to learn a better way to do things  
 • It is a positive emotion that is associated with a focused expression

**E Empathy**  
 • Being able to understand and share the feelings of others  
 • It is a positive emotion that is associated with a caring expression

P.A.C.E. is an acronym identified by Dr-Dan Hughes as an approach to help children recover from behavioural incidents. It can be used in a variety of ways with young children in a classroom.

Breaktime and Lunchtime Behaviour Chart			
<p><b>Stage 1: Warning</b>                      Opportunity to talk about behaviour and actions moving forward</p>	<p><b>Stage 2: Reflection Time (bench/area)</b>                      Opportunity to talk about behaviour and actions moving forward                      Duration between 5-10 mins</p>	<p><b>Stage 3: Reflection Time inside with an appropriate adult</b></p>	<p><b>Stage 4: Reflection Time with a member of SLT</b></p>
<p>To ensure communication with child's class teacher</p>		<p>Recorded on CPOMS                      Further consequences to be decided by YBL, where required based on incident</p>	<p>Recorded on CPOMS                      Further consequences to be decided by a member of SLT based on the incident</p>
<p>Time to reflect on behaviour with an emotionally available adult</p>			