

# Behaviour Policy



**Fernhurst  
Primary School**



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## 1. Purpose

At Fernhurst Primary School, we believe that behaviour is a form of communication. Our aim is to create a safe, respectful and supportive environment where all pupils can thrive emotionally, socially and academically.

We recognise the importance of helping children understand and take responsibility for their actions. Our approach supports pupils to regulate their behaviour and learn from their choices. We achieve this by embedding restorative practices, using a clear visual Behaviour Board, and delivering the My Happy Mind programme across the school.

The Behaviour Board provides consistent expectations and immediate feedback through a colour-coded system, encouraging children to reflect on their choices and take ownership of their behaviour throughout the day. All pupils start each day on "Green" and are given opportunities to move up for positive behaviour or reflect and improve when expectations are not met.

The My Happy Mind programme underpins our whole-school approach by teaching pupils how their brains work, how to manage emotions, and how to build resilience, empathy and strong relationships. These essential skills help pupils understand the reasons behind their behaviour and equip them with strategies to make positive choices.

Our behaviour expectations are shaped by our three simple school rules, developed in consultation with staff, parents and pupils:

- Stay Safe
- Be Respectful
- Always Try Your Best

These rules are supported by our core values of respect, resilience, safety, honesty, compassion and perseverance. High expectations are held for every pupil and consistently reinforced by all staff.

We are committed to creating a community where:

- Children feel safe, secure and happy
- Every child is encouraged to take responsibility for their actions
- Positive behaviour and achievement are recognised and celebrated
- Staff and pupils build strong, respectful relationships

- Differences are acknowledged and celebrated, ensuring an inclusive learning environment for all

It is our belief that school should be a place where:-

- Children can be happy and secure
- Everyone has the right and the responsibility to learn, to work and to play in a safe environment
- Children are safeguarded from injury
- Children are encouraged to consider their behaviours and understand any errors they make
- Children are supported to self-regulate their behaviour
- Tolerance and respect is shown for everyone and everything. This includes all members of our community, of whatever age, disability, gender reassignment, race, religion or belief, sex, and sexual orientation. We aim to actively teach appropriate responses and behaviours through PSHE and other curriculum opportunities in order to minimise negative remarks and actions, and to deal promptly with any that do occur, calmly and in an age-appropriate way. Sometimes children are unaware that their comments cause offence.
- We aim to educate our children to a greater understanding of the wide diversity in all human beings, their cultures and their social structures.
- There are high expectations of behavior and academic effort. Achievements are made explicit. They are consistently reinforced by all members of staff.
- Lesson planning will take into account differentiation so that poor behaviour is not encouraged by an inability to access the curriculum.
- Staff will create a positive classroom with positive behaviour.
- Rules, and sanctions for misbehaviour, are applied consistently and fairly by all staff.

## 2. Restorative Approaches

Fernhurst Primary School is using restorative approaches to help our pupils improve their behaviour, in a lasting way, to help our children to understand the impact of their actions and to build a stronger community.

Restorative approaches help develop happy schools where the focus is on learning and not on conflict. We hope that pupils will enjoy coming to school because they feel safe and respected. They know that when things go wrong, we will do everything we can to help put it right.

Restorative approaches encourage pupils to think about how their behaviour has affected others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil has been upset, we will try our best to make sure they feel that it has been put right for them, so they can move on because the hurt has been repaired.

Restorative language is a fair, respectful way of speaking to each other and we will expect everyone within school to use it - both staff and pupils. A pupil may be asked to take part in an informal restorative conversation, with staff, if they are involved in a conflict at school. This is a meeting with everyone involved to:

- Discuss what is happening
- Look at who has been affected or upset
- Decide how it can be put right
- Find a way forward \* in a way that is fair to everyone \*

When our pupils find themselves upset or in conflict, we will ask them:

- What happened?
- What were you thinking / feeling when it happened?
- What do you think / feel now?
- Who has been affected or upset by what has happened? In what way?
- What has been the hardest thing for you?
- What needs to happen to make things right? Note: We do not ask a question starting - Why? This implies blame.

### **3. Positive Behaviour and Rewards**

Positive behaviour is consistently reinforced and supported through restorative approaches, the My Happy Mind programme and the Behaviour Board, a visible, colour-based tool used in every classroom.

#### **The Importance of Positive Relationships**

At Fernhurst Primary School, we believe that strong, trusting relationships between staff and pupils are the foundation of effective behaviour management. When children feel valued, understood and safe, they are more likely to engage positively in their learning and demonstrate prosocial behaviours.

We prioritise positive relationships because they:

- Create a secure environment where children feel emotionally supported
- Help staff understand the individual needs, triggers and strengths of each pupil

- Enable restorative conversations to be more meaningful and effective
- Foster mutual respect, empathy and cooperation across the school community
- Support pupils in developing self-regulation and resilience

Through consistent expectations, calm communication, and relational approaches supported by the *My Happy Mind* programme, staff help children feel seen and heard—especially during times of emotional difficulty or behavioural challenge.

All staff are encouraged to invest time in building connections with pupils, using praise, curiosity, and empathy as tools to promote engagement and reinforce our school values. These strong relationships are what make Fernhurst a place where children feel safe to make mistakes, learn from them, and grow both personally and academically.

### **The Behaviour Board System**

Every pupil begins the morning and afternoon on Green, which reflects the expected behaviour based on our school rules: Stay Safe, Be Respectful, Always Try Your Best. Children can move up or down the board throughout the day depending on the choices they make. This system encourages self-reflection and allows all children to take responsibility for improving their behaviour. When they make positive choices, they are rewarded with verbal practice and stickers. Consistent good choices can result in pupils being nominated for awards such as:

- STEP award which recognises their use of manners (Sorry, Thank-you, Excuse me, Please)
- Citizenship awards, where we celebrate positive role modeling and support to others and the school
- Lead Learner awards, for the pupils who are consistently demonstrating our school rule of 'always try your best'
- Boom Reader and Century awards, recognizing the value of the home learning that the pupils complete

### **My Happy Mind Integration**

The My Happy Mind programme is used across the school to develop pupils' understanding of their emotions and behaviours. It supports the Behaviour Board by teaching children how their brain works, embedding weekly strategies for resilience, and providing consistent language and tools that help children recognise and change behaviours positively, enabling them to take control of their decision making and empowering them to use the strategies we teach them.

## 4. Sanctions

The Behaviour Board includes built-in stages for managing behaviour fairly and consistently.

<b>Gold</b>	<p>Gold behaviour is exceptional. This means that you are exceeding the expectations throughout the lesson, that you are working well with others and that you are making good progress.</p> <p>If you are on gold, you will:</p> <ul style="list-style-type: none"><li>• Visit another teacher to share your work.</li><li>• Receive a sticker so that your parent/carer knows that you have been on gold.</li></ul>
<b>Silver</b>	<p>Silver behaviour means that you are consistently doing what is being asked of you and making positive learning choices.</p> <p>You might be:</p> <ul style="list-style-type: none"><li>• Sharing your ideas about the learning respectfully, considering the views of others.</li><li>• Enabling effective group work by showing good listening and collaborative skills.</li><li>• Pushing yourself to achieve even more than your previous 'best work' to make sure that you are trying your best.</li><li>• Being a role model to others.</li></ul> <p>If you are on silver, you will receive five house-points.</p>
<b>Green</b>	<p>Everybody starts on green at the start of each morning and afternoon.</p> <p>Green is the expected behaviour because this means you are ready to learn and are following our school rules.</p> <p>Green behaviour means you are ready to learn – you are:</p> <ul style="list-style-type: none"><li>• Staying safe, for example sitting properly on a chair.</li><li>• Being respectful, for example listening to the adults in the room.</li><li>• Trying our best, for example by following the instructions and</li></ul>

	completing the learning.
<b><u>Yellow</u></b>	<p>Yellow behaviour means that you are not following our school rules. You will be given a verbal warning to improve and be told what you need to do.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• (Name) you are not safe because you are swinging on your chair. Sit with all chair legs on the floor. Thank you.</li> <li>• (Name) you are not showing respect because you are talking when you have been asked to listen. You need to listen carefully. Thank you.</li> <li>• (Name) you are not trying your best, you have not done enough work because you have not been focussed. You need to focus on your learning. Thank you.</li> </ul> <p>You will get the chance to correct yourself and improve. Then you will move back to green.</p> <p>If you continue to demonstrate poor choices, you will move to red.</p>
<b><u>Red</u></b>	<p>Red behaviour means that you have not listened to the warning that has been given to you. You are continuing to demonstrate poor choices.</p> <p>As a consequence, you will lose some of your playtime the following day in Mrs Kelsey's classroom and your parents will be notified by your class teacher.</p> <p>If you are on red <b>more than once</b> in a day, you will be placed on report for one week. This means that you will have a report card that will be shared with parents daily sharing the colour that you are on in each lesson. A senior member of staff will sign it each day. You will be expected to improve your behaviour.</p>
<b><u>Purple</u></b>	<p>Purple behaviour is a serious breach of the behaviour policy. This is when somebody is physically violent towards another person, where racist or homophobic language is used towards another person or where there is a concern about persistent disruption within the classroom.</p>

If you are showing purple behaviour, you will be asked to leave the classroom to work in a partner class. Your parent will be informed and you will be placed on report for two weeks.

Behaviours which fall to red or purple are recorded using our school logging systems. A restorative conversation takes place, and playtime is lost. Continued issues lead to involvement from SLT and possible IBPs/PSPs. The senior leadership team will communicate with families if there are concerns regarding the behaviour of their child. If a child damages property as a result of poor behavioural choices, the school reserves the right to pass this cost to parents.

### **Section 5 – Individual Behaviour Plans (IBPs) and Pastoral Support Plans (PSPs)**

Where pupils need further support, individual plans may incorporate *My Happy Mind* strategies, including regular mindfulness practices, gratitude reflection or tailored wellbeing sessions. Visuals and prompts from *My Happy Mind* will be available to aid self-regulation.

The Behaviour Board may be adapted for children with SEND or emotional needs, in consultation with the Senior Leader for Inclusion and/or the behaviour team and parents, ensuring equity in access and understanding.

### **Section 6 – Lunchtimes**

The Behaviour Board is used consistently across unstructured times such as play and lunch. Incidents are followed up with restorative conversations, and *My Happy Mind* language may be used to help children reflect on their feelings and actions.

The use of facilitated play is used to positively model and reinforce the expectations of good sportsmanship, sharing and working with others. These opportunities are optional for children unless they are being supported with this strategy as part of a behaviour plan, when they will be involved in designing their facilitated play sessions.

## **7. Reasonable force**

Should a child's behaviour be so extreme that physical restraint is necessary the school will adopt the guidelines set down in the DfE Circular 10/98.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence

or injury. 'Reasonable' in these circumstances means using no more force than is needed. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

All school staff have a legal power to use reasonable force. This will only be done when necessary; to prevent harm to self, others or property. All reasonable force used will be recorded on CPOMS to record information about the physical handling required. This information is reviewed by the senior leadership team to help ensure that the right support is in place for children who require additional help to understand their behavioural choices for any reason.

Physical force will not be used unless it is deemed there is no other alternative eg: to stop a physical altercation, to prevent harm to self, others or damage to property.

## **8. SEND**

We will ensure that pupils who exhibit emotional and behavioural difficulties are recognised as having a special educational need and supported through the SEN Code of Practice.

Details of individual adaptations to this policy will be included in SEND documentation and pupil files.

## **9. Bullying and child on child abuse**

Bullying is not tolerated at Fernhurst Primary School. If any child or parent has concerns regarding bullying, they should arrange to speak with the Head of Academy.

The school has defined bullying as: 'The deliberate, conscious act of hurting, threatening or frightening someone else over a period of time'. We view any form of bullying very seriously and act promptly to eradicate it. We will always investigate allegations of bullying and take whatever action is found to be necessary.

Through Assemblies, Classroom Circles, our PSHE programme and our Young Governors, pupils are encouraged to report any bullying that they suffer personally, or witness, to any adult whom they trust.

At Fernhurst Primary, we believe that all pupils have a right to attend school and learn in a safe environment. We recognise that children are capable of abusing

their peers. In most instances, the conduct of pupils towards each other will be covered by this policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns and these will be dealt with under the child protection policy and in line with Keeping Children Safe in Education. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation (see Child Protection Policy).

At Fernhurst, sexism and sexual harassment will not be tolerated and all pupils involved will be listened to and supported. These behaviours are most likely to include, but may not be limited to:

- • bullying (including cyberbullying, prejudice-based and discriminatory bullying) • abuse in intimate personal relationships between peers
- • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- • sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- • sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

When an allegation is made by a pupil against another pupil which features one or more of the behaviours outlined above, our school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Addressing behaviour as it happens will help all pupils understand what is and is not acceptable. Staff will listen to the victim(s) and their wishes will inform our response. From this, the school will make the final decision of the appropriate sanction.

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. After incidents, we may take these actions:

- A verbal warning
- Restorative conversation with the pupil/pupils involved
- A phone call to parents/carers
- A meeting with parents/carers
- A period of internal exclusion (length dependent on incident)

Only after serious incidents we may:

- Involve the police
- Issue a fixed-term suspension (length dependent on incident)
- Issue a Permanent exclusion

The response to each incident will be proportionate. We will address 'lower-level' incidents such as a sexist comment through education, our curriculum and the way our school promotes respect. We will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

In these incidents, we will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

And this may result in:

- Managing the incident internally
- Referring to the West Sussex 'Integrated Front Door team' to identify Early Help Hub support or support from children's social care
- Reporting to the police

## 10. Beyond the school gates

Disciplining beyond the school gate covers our response to all non-criminal poor behaviour choices and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. Teachers have the power to discipline pupils for misbehaving outside of the school premises in respect of non-criminal behaviour and bullying that is witnessed by staff or reported to the school in the areas of misbehaviour when:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school
- Wearing school uniform;
- In some other way are identifiable as a pupil at the school
- Posing a threat to another pupil or to a member of the public.

If it is not possible to intervene directly, the behaviour should be noted and brought to the Headteacher's attention as soon as possible if the behaviour:

- Could adversely affect the reputation of the school.

- Is criminal or poses a serious threat to a member of the public, the police should always be informed.

In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case, the school staff should follow our safeguarding policy. The Headteacher must be informed if staff have applied our behaviour policy outside of school.

## 11. Suspension and exclusion

### Internal exclusion

Internal exclusion is an internal process within the school and is used when the objective is to remove a pupil from their class, not from the school site, for disciplinary reasons. An internal exclusion is part of our whole school approach to promoting positive behaviour which offers immediate, short-term provision in order that learning and teaching for the majority of children can continue uninterrupted.

An appropriate, quiet space will be used with adult supervision for a period of either half a day or a whole day. The decision to give an internal exclusion will be taken by the Headteacher / Head of Academy and parents will be informed. Pupils will be required to complete set work whilst excluded from class and this work will be provided by their teachers. They will also be encouraged to reflect upon the reasons for their internal exclusion. This will involve reflection time and a discussion about the incident or unwanted behaviour with suggestions of how this can be avoided in the future. A restorative conversation will take place with an appropriate outcome. It is important that the child understands exactly what they have to do and why they are doing it. The number, duration and reasons for internal exclusions will be monitored.

### Fixed Term Suspensions

In the event of an extremely serious incident, for example, one in which the child has lost self-control, or in the event of gradual deterioration in behaviour, despite many interventions and appropriate warnings, a fixed-term suspension may be imposed. In this case, the Headteacher / Head of Academy will:

- Inform the pupil's parent/carer of serious indiscipline and the sanctions, the period of any exclusion and when permanent exclusion is judged to be necessary
- Carry out an investigation to identify the reasons for the exclusion
- Advise the parent/carer that they may make representations about the exclusion to the governing body's discipline committee

- Advise the parent/carer how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided
- Ensure that the pupil has work provided to complete at home throughout the exclusion
- Convene a Return to School meeting with parent(s)/carer(s) before the pupil re-commences attendance
- Notify both the local authority and the chair of the governing body and report to the relevant governor body committee of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam. This will be used in response to serious breaches of the school's behaviour policy, after a range of alternative strategies to resolve the problem have been tried and proven to have failed and where allowing the pupil to remain in school would be seriously detrimental to the education and welfare of other pupils, staff or themselves.

A pupil who may be at risk of exclusion will have a Pastoral Support Plan (PSP) which describes the services supporting the school and policies and strategies used to promote behaviour. The DfE's: Improving behaviour and attendance: guidance on exclusion from schools and pupil referral units, will be followed, and that document therefore constitutes a part of the school's Behaviour Policy.

### **Permanent exclusion**

Permanent exclusion is the most serious sanction a school can give if a child does something that is against the school's Behaviour Policy. It means that the pupil is no longer allowed to attend the school and their name will be removed from the school roll.

Permanent exclusions should only be resorted to in situations where the pupil has seriously breached the schools Behaviour Policy and the pupil remaining in school could seriously harm the education or welfare of other pupils. There may be times when the support put in place through PSPs and the sanctions imposed do not change the behaviour, resulting in a permanent exclusion.

Permanent exclusion would be an ultimate sanction and one which would be reluctantly imposed. All permanent exclusions will be heard by a panel of three governors within 15 school days, who may uphold the decision or instruct

reinstatement of the pupil. An appeal against the decision to permanently exclude a child must be lodged within 15 school days after the day on which notice in writing was given of the Governing Body's decision and will be heard by an independent appeals panel.