



Behaviour Management Procedure

March 2026 (currently under review - summer 2026)

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Freshford Church School is a nurturing community in which creativity and exploration are at the heart of our learning and through which children develop the skills and aptitudes to embrace life's joys and challenges.

We are proud of our caring and aspirational ethos, which is founded on our Christian values and guided by the Bible saying:

'That they may have life, life in all its fullness' John 10:10

The Freshford Church School values of '*Care*', '*Believe you can*' and '*Cheer each other on*' guide how everyone in our community works to enable us to achieve our vision.

1. Introduction

This document sets out a behaviour profile for the whole school community, which includes children, parents and staff. It is designed to ensure that everyone within the school community acts with consideration, respect and understanding of others, such that all may enjoy life in all its fullness. These qualities are exemplars of good behaviour and are encouraged and rewarded within our children.

This document identifies specific behaviour that is deemed unacceptable within our school community. It is intended to recognise characteristics of poor behaviour choices before they become unacceptable and to apply appropriate support and intervention in order that behaviour will improve.

Persistent and sustained unacceptable behaviour is not tolerated within our school community. This document sets out the specific circumstances where sanctions will be applied, including a fixed term or permanent exclusion from the school where necessary.

We want our school to always be a safe and happy environment where children can learn effectively and develop good social skills, supported and encouraged by our teachers and parents, in conjunction with our Home/School Agreement.

The School Governing Committee review our school behaviour management procedure annually. A copy of the Trust Behaviour Policy can be found on the BWMAT website.

2. Expectations

We expect everyone within our school community to practice our core values against which behaviour is evaluated.

SCHOOL RATIONALE

All pupils have the right to play and learn and teachers have the right to teach and learn in an environment that is conducive to everyone's needs and rights in this respect.

In order to facilitate this, teachers have the right to expect from their pupils co-operative behaviour which will benefit everyone and vice versa. This expectation of acceptable behaviour extends to all aspects of school life, incorporating pupils, teachers, support staff, governors and parents.

We develop positive behaviours by modelling and recognising positive choices and by challenging inappropriate decision making and its consequences in a consistent, explicitly fair and structured manner.

We aim to provide all children with a safe, collaborative, creative and happy learning environment and to develop healthy, personal and group learning behaviours.

We want them to develop personal responsibility and expectation to make ourselves the best we can be, (for ourselves and others), and work to make this 'an even better community' for everyone; in line with our Christian ethos.

PRINCIPLES

We focus on the capacity of each child to come to understand the impact of their choices on others, (often facilitated through a constructively challenging dialogue with an adult; revealing intention, choice and consequence), and, in the light of this understanding, to make different and more appropriate choices in the future. If children learn to change the choices they are making for the good of others and themselves they are learning to become responsible members of our community and, in turn, society. This is deep learning for a constructive life.

We will work towards developing in all our children, behaviour that is considerate, tolerant and caring at all times, aiming to encourage respect for the self, others and the school environment. Through these procedures we aim to instil positive behaviour for learning to enable children to achieve their very best.

GUIDELINES

To ensure a consistent code of behaviour management, it is essential that our school:

- will value the strengths and capacities of individual children and build positively on those strengths
- provides the best possible environment which is welcoming, encouraging and conducive to good behaviour
- ensures that every opportunity will be taken to promote positive attitudes through rewards and incentives by praising good, caring and considerate behaviour
- offers procedures for children who do not conform along agreed guidelines of acceptable behaviour & will be operated and involve staff, parents and/or governors at the appropriate time
- provides an active partnership between staff, governors, children and parents as an aid to encouraging acceptable behaviour from all children and this will be fostered and developed, through general school rules and agreed practices for both work and behaviour

CONCLUSION

Everyone attending the school should be aiming for the highest standards of personal behaviour in and around the school. Our agreed guidelines will inform and support our efforts to maintain good behaviour, which will enhance the quality of the learning environment available to all children attending the school.

3.Code of Practice

DISCIPLINE

Discipline is a key feature of school life and this should be a shared understanding between the Headteacher, staff, parents, governors and children. We believe that the quality of the relationships within the school sets the tone of the discipline in the school. We believe in positive, fair discipline at all times within a framework based on mutual respect, trust and tolerance. The school expects exemplary behaviour on the part of pupils, teachers, support staff, governors and parents.

AIMS

- To create a safe, secure and ordered environment
- To maintain consistent, firm, but fair discipline, giving clear guidelines to children and staff of what is expected of them
- To model encouragement and praise, politeness, respect and consideration
- To develop an active and supportive partnership with parents, by acknowledging their vital role in the learning process and their responsibilities for their children's behaviour
- To ensure parents are aware of incidents of poor behaviour and any subsequent actions
- To nurture a school ethos which values difference
- To develop in staff and pupils, a respect for others' rights and well being
- To lead or divert a child from inappropriate to appropriate behaviour These values are of the highest educational priority.

CREATING THE CLIMATE

To create a positive environment for pupils, staff and others it will be necessary to:

- provide a welcoming and open environment where visitors feel comfortable and confident. Constructive parental involvement is crucial, both in school and in home/school links.
- provide well planned; and skilfully led lessons that engage children
- acknowledge and praise staff participation in establishing and maintaining the quality of the school environment
- present and display children's work in an aesthetically pleasing way, recognising this increases children's self-esteem and fosters a sense of belonging to the school
- give all children time and attention, so that discipline is balanced by encouragement and care
- communicate with parents of children engaging in or hurt during incidents of poor behaviour in a timely manner. (eg: using distinctive notes home to inform parents of bumps to heads or 1st aid treatment)
- Humiliation, shouting and over reacting have no place in our school and staff will not resort to them.

BUILDING POSITIVE RELATIONSHIPS

In order to build a good partnership with parents and retain their support, the following will be necessary:

- establishing of good channels of communication with parents, notably, parent teacher consultation evenings, PTA functions etc

- establishing of good channels of written communication with parents through a variety of media including, Seesaw, newsletters, website, Parent Pay and reports.
- school staff will work hard to ensure that the aims and requirements of the school Behaviour Management Procedure document are achieved and maintained, while parents and the wider school community can also play an important part in ensuring the success of the expectations of the document.
- a positive relationship can be formed between the school and every parent and the Head Teacher through the home/school agreement, which encourages parents to meet and discuss any aspect of their child's wellbeing, performance or behaviour.
- the focus to be on positive support and intervention at an early stage to ensure the happiness and wellbeing of everyone within the school community.

VISITORS TO SCHOOL

- Class teachers, or if necessary the Head Teacher or Senior Teacher, will make all children and visitors to their classrooms aware of the school's Behaviour Management Procedures. A copy of this document will be in the Supply Teacher Information handbook.
- Separate guidelines will be given to students and visitors to the school; these guidelines refer to this document and its contents.
- Through the home/school agreement, a positive relationship can be formed between the school and every parent and the Head Teacher encourages parents to meet and discuss any aspect of their child's wellbeing, performance or behaviour. The focus is always on positive support and intervention at an early stage to ensure the happiness and wellbeing of everyone within the school community.

4. Guidelines

The following guidelines should encourage children to follow expected standards of work and behaviour.

Children are expected to:

- walk at all times within the school building
- remain calm, quiet and orderly when moving around the school site. (break time and PE may be exceptions)
- play outside the school building during break or lunchtimes unless given express permission by a member of staff
- play in the designated play areas; respecting other's right to safe and happy play
- stand still and listen for the adult's instruction to 'Tidy up now please.' at the sound of the first bell at the end of each play session/lunch sitting
- move quickly and quietly to their class lines at the sound of the second bell
- enter and leave assembly/collective worship with their class teacher, sitting quietly and attentively. (Class teachers will ensure they collect their classes after assembly)

- The above rules are underpinned by courtesy and consideration for each other to be shown by all members of the school community at all times
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Our Playground Rules:

- We treat everyone as a friend
- We look after each other
- We follow an adults' instructions quickly and quietly
- We take care of our playground, equipment and resources
- We work together to solve our problems
- If we have tried really hard and we still have a problem, we talk with an adult

Classroom Management:

- Class teachers will be consistently mindful of the effect of the following in fostering good behaviour:
- Children entering and leaving the room in a quiet, polite calm manner
- Classroom organisation - seating and grouping of children, access to resources and materials, accessibility, visibility of the teacher, a purposeful working atmosphere
- Teacher as a positive role model to the class in use of language and politeness to others
- Equal Opportunities for all pupils
- Punctuality
- Rewards for good or improving behaviour
- Expectations need to be taught, modelled and rehearsed

Children who demonstrate or encourage examples of excellent behaviour in themselves or others are recognised for their personal development and achievement.

Recognising positive behaviour:

We praise and reward children for good behaviour in a variety of ways:

- A quiet private/personal word of encouragement or praise
- Explicit public praise in front of the group/class/school (formal & in formal)

- Each class uses a behaviour management system determined by the class teacher in collaboration with the children to best fit the particular needs of the cohort, for example: a 'marble in the jar,' contributing towards a shared class award or personal dojo points, 'Fuzzy' for 4-6 year olds. Consequences will include age appropriate rewards or loss of privileges (eg: time given to reflect and plan more appropriate choices during break time, lunchtime, removal to another class).
- Parents/carers of any child Children who are asked to complete their work in another classroom or sent to the Head Teacher will be informed either by telephone, email or letter. If a child's choices merit such consequences twice in a week, or more than three times in a term, parents/carers will be contacted directly by the Head Teacher.
- Head Teacher Stickers may be awarded to recognise and encourage right effort/action, choices and achievement.
- A visit to another member of staff, eg: English or maths leader or the Head Teacher, for recognition.
- Giving a special privilege to an individual, group or class
- Speaking to a parent/carer at the end of the day, a phone call, a Seesaw posting or a note home to share good news.
- The school acknowledges all the efforts and achievements of children, both in and out of school, so pupils are encouraged to bring in reports of their own or others good works in the wider community, certificates, medals and other evidence of achievement to be displayed in whole school assembly or class assemblies.

The main emphasis for each classroom teacher will be on the positive aspects of praise and reward. At all times there should be a positive, encouraging atmosphere, leading to a general sense of security and heightened self-esteem:

- Stress importance of good manners, and praise and encourage good behaviour
- Be positive by recognising your children's achievements, as important contributors to the school • Give clear and regular reminders of your expectations
- Teach good behaviour calmly. Reprimands are best made in private rather than public; making clear it is the poor behaviour choices that are unwanted not the child
- Explore opportunities to share quality work and experiences from within and outside school at both class and whole school level.
- Children support each other explicitly (E.g. visualiser work or philosophy of Children) in helping to make everyone's work and thinking the best that it can be: individually or collaboratively.

Unacceptable Behaviour

The school takes seriously unacceptable behaviour which affects other children or the school environment. The health of the school community depends upon the choices made by every individual and group of individuals.

The following behaviours are identified as unacceptable within our school community and will therefore not be tolerated:

- Physical, mental or cyber bullying of another child or an adult
- The carrying or use of an offensive weapon or object with the potential to harm
- Physical assault and acts of violence towards another child or adult
- Persistent and Sustained verbal abuse
- Racial, homophobic, bi-phobic, transphobic, sexist, sexual, ableist, prejudicial or relational abuse
- Extortion of money or belongings and gambling
- Destructive activity resulting in damage to property or belongings
- The carrying or distribution of a drug recognised as harmful
- The safety and learning of others is seriously hindered

Sanctions for poor behaviour

Where poor behaviour is demonstrated and practiced, this will receive swift and positive attention by school staff. The incident will be recorded and evaluated and, where appropriate, support will be given to address the identified breach of this behaviour policy. The child's parent will be informed in writing of significant incidents.

Inappropriate choices are challenged and more appropriate options highlighted. Children will be reminded that by repeating poor choices that there is a hierarchy of consequences (**see Consequences Ladder**)

Freshford Church School Behaviour Policy			
Consequences Ladder			
5	Unacceptable behaviours include, severe or repeated: • Racial, homophobic, bi-phobic, transphobic, sexist, sexual, ableist, prejudicial or relational abuse	Consequence range: - Fixed Term Exclusion from the school site	Operational elements: Exclusions for unacceptable behaviour Some poor behaviour may develop into a pattern of persistent and sustained

	• Aggressive, violent or reckless behaviour that puts others or yourself at risk • Failure to respond or comply with adults after initial incident • Physical, mental or cyber bullying of another child or an adult • The carrying or use of an offensive weapon or object with the potential to harm • Physical assault and acts of violence towards another child or adult • Persistent and sustained verbal abuse • Extortion of money or belongings and gambling • Destructive activity resulting in damage to property or belongings • The carrying or distribution of a drug recognised as harmful • The safety and learning of others is seriously hindered	- Permanent Exclusion from the school site - Removal from the school roll - Formal letter to parents - Reported to governors - Report for LA completed - Reported to BWMAT <i>A copy of the DfE School suspensions and permanent exclusions policy is available to download from: School suspensions and permanent exclusions - GOV.UK (www.gov.uk)</i>	incidents and / or present as significant and entirely unacceptable behaviour within the school community. The incident will be logged and the procedural requirements of the national Exclusions Policy will be applied. This will involve a fixed term exclusion from the school site where the situation can be managed within the school community, or for a clear and sustained breach of the behaviour management procedures where there is an identified risk to children or staff, a permanent exclusion and potential removal from the school roll. <i>A copy of the DfE School suspensions and permanent exclusions policy is available to download from: School suspensions and permanent exclusions - GOV.UK (www.gov.uk)</i>
4	Behaviours include: • Racial, homophobic, bi-phobic, transphobic, sexist, sexual, ableist, prejudicial or relational abuse • Choosing to repeat stage 3 • Threatening or intimidating others eg. Swearing • Stealing or deliberately damaging school's or others' property	Consequence range: - Internal Exclusion - Formal letter to parents - Giving play & lunch break for reflection, planning and reparation - Reported to governors	Operational elements: Formal meeting with parents / carers and the headteacher is essential.
3	Behaviours include: • Lack of cooperation with any staff member • Choosing to reach Stage 2 twice in a week	Consequence range: - Senior member of staff involved	Operational elements: See below: reiterated with senior leader in direct communication with parents / carers.

	Deliberately hurting someone 'in the heat of the moment'	- Giving more than one play or lunch break for reflection, planning and reparation - Write a formal letter of apology (to be signed by parents)	A meeting with parents / carers will be requested.
2	Behaviours include: - Choosing to repeat Stage 1 behaviours following a warning - Unkind comment to others e.g. about work or appearance - Not respecting others' belongings or property - Choosing to complete home-learning at school	Consequence range: - Part / all of play / break missed - Class teacher informed (if not directly involved) - Behaviour choice & consequence logged on CPOMS (school database)	Operational elements: Children sit in HT's office or in the corridor outside the office, (to ensure appropriate reflection and supervision). (to be recorded in CPOMS, the behaviour and safeguarding database) to either complete or improve the work they were doing or write an explanation of what they were doing, what they should have been doing and how their behaviour choice is going to be different in the future. Logged behaviour will be reviewed by the headteacher weekly, and questions raised at weekly teacher meetings under the 'safeguarding' agenda item, to check for links with other potentially related patterns and causes for concern that might indicate that additional action or support is needed. Summary to be provided at safeguarding committee meetings.
1	Behaviours include: - Choosing to break the class rules • - Choosing to break 'Our Playground Rules' • - Refraining from positive 'learning behaviours' e.g. talking during explanations / talking when we need to listen, interrupting	Consequence range: - Warning given - Class teacher informed (if not directly involved)	Operational elements: Reminder: Teachers at each key stage will use their own consistent and age appropriate way of indicating to children that they have received 1 st or 2 nd reminder.

	- our own or others' learning / causing distractions - One-off ignoring or excluding someone		.1. '(child's name), I need you to ...' .2. '(child's name), if you continue to choose to / not to, you will be choosing to complete your work in your playtime and discuss your behaviour choices'
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What happens if a child makes a poor choice with undesirable consequences?

We expect that all children will make an occasional mistake but all staff will follow up rigorously and fairly and we expect that most incidences will only need a reminder/apology/discussion.

It is our duty to be a 'positive mirror' for our children and reflect the qualities and capacities that we can see in every child. We must help the children to understand that, by changing the choices that they make, they can secure more productive outcomes for themselves and others.

Sometimes a choice has consequences that a child can see immediately as undesirable, but they may not see the connection between their choice and the consequences and, if they do, they may find this difficult to accept.

The adult's role, in such contexts, is to use well considered questions within a respectful but challenging dialogue to define the:

1. problem the child was facing
2. change/outcome they wanted to achieve
3. choice the child made and the action that they took as a result
4. consequences of making that choice
5. gap between the child's desired outcome and the actual outcome
6. alternative choices that were open to the child, (and their 'likely' outcomes).
7. choice the child is going to try to make when faced with this problem in future.

When a child repeats an inappropriate choice despite understanding the consequences of this action, we need to offer additional consequences to modify the balance of factors that they have to take into account in their decision making. The school, therefore, employs a number of consequences to support our expectations and to ensure a safe and constructive learning environment.

Consequences are designed to encourage children to appropriately modify their decision-making process as well as their actions.

We have divided consequences into 5 broad levels to help with clarity for children, families and the adults who work and volunteer in school. It is not an exhaustive list. **(see Consequences Ladder).**

4 Sanctions for poor behaviour (See: Behaviour Choices and Consequences Ladder)

5 Exclusions for unacceptable behaviour

Some poor behaviour may develop into a pattern of persistent and sustained incidents and/or present as significant and entirely unacceptable behaviour within the school community. The incident will be logged and the procedural requirements of the national Exclusions Policy will be applied. This will involve a fixed term exclusion from the school site where the situation can be managed within the school community, or for a clear and sustained breach of the Behaviour Management Procedures where there is an identified risk to children or staff, a permanent exclusion and potential removal from the school roll. A copy of the DfE School suspensions and permanent exclusions policy is available to download from: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612722/Suspensions_and_exclusions_policy_2016.pdf)

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- The safety and learning of others is seriously hindered