

Behaviour Policy

2026/27



CONTENTS

1.	Introduction
2.	Praise and Rewards
3.	Consequences of Poor Behaviour
4.	Early Years Foundation Stage (EYFS)
5.	Children with Special Education Needs and Disability (SEND)
6.	Behaviour outside of the formal curriculum
7.	Mobile phones
8.	Searching, Screening and confiscation
9.	Monitoring and evaluation

1. Introduction

Our school is first and foremost a place of learning, where pupils are valued and encouraged to do their personal best. We operate a positive behaviour management system that ensures children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

The policy is central to and underpins the school's personal development curriculum. The overriding aim of which is to support our children to become active and responsible citizens by equipping them with the life skills and personal attributes that they need for their future.

Personal Development Curriculum:

- We respect ourselves and others
- We look after and value our environment
- We follow our class community rules
- We follow the Fixby Values:
 - Courage
 - Compassion
 - Curiosity
 - Tolerance
 - Cooperation
 - Confidence
- We celebrate and give back to our community

2. Praise and Rewards

At our school we have a dedicated staff team who are committed to the implementation of this policy and in turn the building of positive and respectful relationships. Staff employ a number of different strategies to manage behaviour positively:

- Public praise and private criticism
- Catch *them* being good
- Three positives before a negative
- Acknowledge feelings
- Give *them* a choice
- Be consistent
- Model desired behaviour
- Listen to pupils
- Pre-empt the causes of disruptive behaviour
- Be aware of your practice and how your actions could impact on pupil's responses

At Fixby J&I School our emphasis is on praising and recognising positive behaviour. We praise and reward positive behaviour in several different ways:

- Verbal Praise
- Positive communication with parents
- Special responsibility, privilege or trust
- Weekly Celebration assemblies, focusing on the school Values
- Reading Awards
- House points
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

3. Consequences for Poor Behaviour

On occasion there are pupils who display behaviour that is at odds with our school's policy. As part of our approach to supporting our pupils in becoming good citizens, we have in place a clear system of consequences, the aim of which is to support the pupils to reflect on their behaviour and make the right choice in the future.

Securing consistent consequences, that are used as infrequently as possible, is an essential part of our behaviour management approach. The principles upon which consequences are based upon are:

- The minimum consequence necessary
- Immediate and short-lived consequence – new day - new start
- Consistent consequences for one off or repeated actions
- Allow the pupil time for reflection of their behaviour and the effect it has on them and their classmates
- Consequences focused upon the act, not the pupil
- Teachers and support staff who clearly, calmly and consistently communicate their expectations of a pupil's behaviour to enable the pupil to have a clear understanding of why the consequence has been implemented
- Teachers and support staff who consistently model and praise acceptable behaviour

The consequences for poor behaviour choices, in the table below, are implemented when a child has been given a chance to correct their behaviour and has chosen not to do so. Consequences may be altered according to the individual circumstances of each incident.

Consequences	Sanctions	
Verbal Warning	Staff member to be explicit with the pupil on why they are getting a verbal warning, linked to, and using language from, the Fixby Way This is logged on the Class Tracker	
Chance Continuation of negative behaviour following the verbal warning.	<i>'Pupil X you have continued to, this is now your chance to put it right'</i> Staff member to be explicit with the pupil on why they are getting a verbal warning, linked to, and using language from, the Fixby Way This is logged on the class paper Tracker	3 Chances in a week-missed break for restorative Parents informed via Arbor <i>5 chances in 2-week period- Behaviour Report Card</i>
Final Warning Continuation of negative behaviour following the chance	<i>'This is your final warning. You need to... (linked to Fixby Way)' or you will be moved in the classroom'</i> Staff member to be explicit with the pupil on why they are getting a final warning, linked to, and using language from, the Fixby Way This is logged on the class paper Tracker and on Arbor. Arbor will send a notification to parents Pupil misses 5 minutes of break to stay in with the class adult to hold a restorative conversation	<i>5 Final warnings over a two-week period pupils will be on a 'remove' the next school day (half day)</i>
Move Move within the classroom, away from other pupils wherever possible	<i>'You have not followed instruction and continued to... (linked to The Fixby Way). If this continues you will be removed from the classroom'</i> This is logged on the class paper Tracker and on Arbor Pupil misses the next break to stay in with the class adult to hold a restorative conversation and to complete work missed in the lesson Parents informed via Arbor	3 moves over a two-week period pupils will be on a 'remove' the next school day (half day) Parents informed via Arbor
Remove Moved within the Phase (where possible)	<i>'You have not followed instruction and continued to... (linked to The Fixby Way).</i> This is logged on the class paper Tracker and on Arbor Pupil misses the next break & lunch to stay in with the class adult to hold a restorative conversation and to complete work missed in the lesson Parents informed via Arbor	3 removes over a two-week period pupils will be on a 'internal suspension' the next school day (full day) <i>Class teacher to call parents and inform them of consequence</i>
Internal Suspension Work to be completed with member of SLT	An internal suspension can only be given when a pupil has worked their way through the consequences or immediately for health and safety. An internal exclusion used to deescalate the situation and prevent the conclusion of the behaviours. This is logged on the class paper Tracker and on Arbor Parents informed via Arbor	
Fixed-term Suspension Immediate threat to others or themselves	If there is a situation that warrants suspension, then a fixed term referral needs to be made. A member of SLT will issue the fixed term suspension notifying parents. This is logged on the class paper Tracker and on Arbor A reintegration meeting will be arranged with the pupil and parent/carer following the fixed term suspension.	
Permanent exclusion	A Permanent exclusion can only be given when a child has worked their way through the consequences or there is an immediate threat to other pupils or staff. This is as a last resort and in extreme circumstances.	

See Appendix 2 for Pupil's version

In the table below are some examples of the types of behaviour associated with each type of consequence.

Code	Behaviour
Verbal Warning / Chance / Final Warning	Failure to follow instructions
	Distracting behaviour
	Lack of effort
	Not following Fixby Way
Move	Damage/ misuse of equipment
	Disruptive behaviour
	Graffiti – book or furniture
	Aggressive or inappropriate language
	Leaving the classroom without adult consent
Remove / Internal Suspension	5x Final Warnings a week
	Violence towards another pupil
	Dangerous reckless behaviour
	Bullying incident
	Swearing
	Aggression to staff
	Racism/ homophobia
	Taking something that doesn't belong to you.
	Leaving the school building without consent
	Use of a mobile phone in school time- immediate confiscation
Fixed-term suspension	Setting off fire alarm
	Inappropriate sexual behaviour
	Physical assault on pupil
	Offensive weapon (possession)
	Serious and persistent failure to comply to school code of conduct
	Persistent targeted bullying
Permanent exclusion	Total failure to respond to school policy
	Offensive weapon with intent to use
	Serious physical assault

Early Years Foundation Stage (EYFS)

In EYFS the children learn about boundaries and expectations from the outset. Clear and simple rules and routines are established and reinforced by all staff. The positive approach to behaviour management, in line with the school's policy is followed (see above), however consequences are age appropriate.

Once routines and rules have been established pupils who have chosen not to adhere to them, follow the simplified approach to the school system, modelling the same language.

Consequences	Sanctions	
Verbal Warning	Staff member to be explicit with the pupil on why they are getting a verbal warning, linked to, and using language from, the Fixby Way This is logged on the class paper Tracker and on Arbor	
Chance Continuation of negative behaviour following the verbal warning.	<i>'Pupil X you have continued to, this is now your chance to put it right'</i> Staff member to be explicit with the pupil on why they are getting a verbal warning, linked to, and using language from, the Fixby Way This is logged on the class paper Tracker and on Arbor	3 Chances in a week- missed break for restorative Parents informed via email <i>5 chances in 2-week period- Behaviour Report Card</i>
Thinking Bench	If pupils persist with the same behaviours or a risk for the child or other children's safety, they have 5 minutes (timed with a sand timer, on the thinking bench in their classroom). Adults then hold a restorative with the child This is logged on the class paper Tracker and on Arbor Parents will be informed via Arbor	

Staff consistently encourage pupils to make the right choice in a supportive and caring manner. After the first few weeks of starting in Reception, the class teacher will contact the parent/carer of any pupil who are persistently on the time out hive, to discuss home school behaviour management strategies.

4. Children with Special Educational Needs

We pride ourselves in being an inclusive and supportive community. We recognise that we are all individuals that have different needs and have had different experiences. Supporting the mental health and well-being of all pupils is of paramount importance. We recognise that some pupils with special educational needs, may require some extra support or an adapted approach to managing their behaviour.

Individual behaviour plans will be developed for and agreed with these pupils in partnership with teaching staff, parents/carers, and outside agencies where appropriate. A review of the plan will take place each term and will be overseen by the school SEND lead.

5. Behaviour outside of the formal curriculum

We believe it is important for pupils to see that playtime behaviour also plays a part in our Behaviour Policy. Pupils are rewarded for good behaviour at playtime in the same way as the formal curriculum, through house points. We expect pupils in school to always behave well both in the building, in the playground and when participating in school trips and visits. Lunchtime staff can record any incidents on behaviour slips and pass to the teacher at end of lunchtime.

Behaviour	Consequence	Sanctions
Not following Fixby Way Rude & answering back	Verbal Warning	Staff member to be explicit with the pupil on why they are getting Timeout, linked to, and using language from, the Fixby Way
Repeated behaviour, as above Physical contact (non-aggressive) Swearing with / towards peers	Timeout 10 minutes	LTS to log on Lunchtime behaviour slips and passed to class teacher. Class Teacher to log on Arbor
Aggressive physical contact Aggressive language / swearing towards adult Running away	Call for Pastoral Manager / member of SLT	Dependent on behaviour

6. Mobile Phones- handed in on arrival

At Fixby J&I School we operate a 'hand in on arrival' policy, in relation to mobile phones. Pupils who may be travelling to and from school independently, may require access to their mobile phone before and after school.

School does not permit any use of mobile phones throughout the school day other than for medical necessity ie pupils with Type 1 diabetes who require access to their app. This will be documented in the pupils' care plan.

On entry to the school each pupil should switch off and hand their device into the school office, where it will be stored securely throughout the day. They can then be collected from the office at the end of the school day.

Any pupil found with a mobile phone in possession during the school day will have their phone confiscated. The first time a pupil has their mobile confiscated, they will be permitted to collect their device at the end of the day from the school office. In all subsequent instances, parents/carers will be notified and will be requested to collect the device from school.

The use of Smart watches for anything other than telling the time is not permitted. If a pupil is found to be using a Smart Watch inappropriately, the same confiscation system for mobile phones will be applied.

(See appendix A for Mobile Phone rules- Parents/carer/pupils contract)

7. Searching, Screening and confiscation.

The school will always act, in accordance with government guidance and its Searching, Screening and Confiscation Policy, in doing so the school will conduct searches of pupils using the following principles:

- Staff members have the power to search pupils for any item if the pupil agrees, under the common law (paragraph 4 of the DfE guidance).
- Only the Head of School and members of staff authorised by the Head of School have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 in the guidance). See below for a list of prohibited items.
- These members of staff are: Ms Claire Allen (Head of School), Mrs Saima Ahmed (Deputy Headteacher) Mr Michael Foster (Assistant Headteacher) and Miss Lauren Nuttall (Pastoral Lead)

- D. The member of staff carrying out the search will always be the same sex as the pupil and there will always be another member of staff present when the search is taking place.
- E. The only exception to the point D is if the Head of School reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently.

A search can play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. The school's designated safeguarding lead (DSL) will make an immediate referral if they find evidence that pupils are at risk of harm. The school will always consider reasonable grounds before a search takes place. These reasonable grounds include:

- Hear the pupil or other pupils talking about an item.
- Be told directly of an item by a pupil, member of staff or a member of the public.
- A member of staff has seen an item.
- Notice a pupil behaving in a way that causes you to suspect that they're concealing an item.
- Observations made via CCTV.

Prohibited Items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes or vapes
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Drinks with high levels of caffeine
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
 - Commit an offence
 - Cause personal injury (including the pupil) or damage to property

The complete Searching, Screening and Confiscation Policy is available on request from school reception.

8. Monitoring and evaluation

All staff throughout the school will be responsible for monitoring behaviour, however the Head of School, Senior Leadership Team will also use contextual information (e.g. age, gender, SEN, ethnicity, etc.) when monitoring and evaluating behaviour, which will be reported to the Trust each term.

The Local Governing Body (LGB) will conduct an annual review of this policy.



Appendix 1- Mobile phone rules- Parents/carers/pupils contract

Whilst we acknowledge parents/carers right to allow their child to bring a mobile phone to school, for safety reasons when walking to and from school independently, **Fixby J&I School discourages pupils from bringing one to school for any other reason.** (This is only for pupils in Year 5 and Year 6)

1. Only pupils who have written permission from their parents/carers are entitled to bring mobile phones to school. **We advise parents/carers to only request permission for pupils who walk to and from school without an adult. Please complete the attached permission slip if you wish your child to bring his/her mobile phone to school and return the slip to the school office.**
 2. If pupils bring a mobile phone to school, *the phone must be switched off on entry.*
 3. Pupils must hand their mobile phones to the school office admin on arrival at school.
 4. Pupils' mobile phones will be kept locked away until the end of the school day.
 5. Mobile phones seen in class during the school day will be confiscated immediately by a member of staff until the end of the day. On any further occasions of a breach of this policy, it will be the responsibility of the parent/carer to collect the phone from school, not the pupil.
 6. **The school cannot be held responsible for the security of pupils' mobile phones at any time.**
-

Mobile Phone Permission Slip

Name of Child: _____ Class: _____

My child needs to bring a mobile phone to school as he/she walks to/from school without an adult.

I accept that the school cannot be held responsible for the security of my child's mobile phone and understand that if the phone is used inappropriately at the school, the phone will be confiscated immediately, and I will be responsible for collecting it from school.

Signature of Parent / Carer: _____

Date: _____

Appendix 2

 Behaviour Tracker 		
Consequences	Sanctions	
Verbal Warning 	Not following the Fixby Way	
Chance 	Continuation of negative behaviour following the verbal warning.	3 Chances in a week- missed break for restorative Parents informed via email 5 chances in 2-week period- Behaviour Report Card
Final Warning 	Continuation of negative behaviour following the chance Miss 5 minutes of break – restorative Parents informed via email	5 Final warnings over a two-week period pupils will be on a 'remove' the next school day (half day)
Move 	Move within the classroom, away from other pupils Miss all break – restorative and complete work Parents informed via email	3 moves over a two-week period pupils will be on a 'remove' the next school day (half day)
Remove 	Moved within the Phase Miss next break and lunch - restorative and complete work Parents informed via phone call	3 removes over a two-week period pupils will be on a 'internal suspension' the next school day (full day)
Internal Suspension 	Work to be completed with Mrs Allen, Mrs Ahmed or Mr Foster Parents informed via phone call.	