



Higher Failsworth Primary School

'Working together for an Education for Life'

Behaviour Policy

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Staff Member:	Deputy Headteacher
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“Pupils’ behaviour and attitudes to learning are excellent. They are kind and considerate. Pupils display impeccable manners. They are highly respectful to one another and to staff. The school knows the needs of each pupil well. It provides effective support to those pupils who find it more difficult to manage their emotions” (Ofsted, July 2024).

Introduction

At Higher Failsworth Primary School, we aim to ensure that all members of our school community are within a safe, caring and positive environment where they are appreciated and valued as individuals and given the opportunity to succeed.

We aim to help children to develop into positive, responsible and increasingly independent members of the school community and help them to understand how making the right choices can have a positive impact on their learning.

Aims

We believe that for effective teaching and learning to take place all members of the school community should strive to demonstrate positive behaviour.

We aim to do this by:

- Promoting respect for others, ourselves and our environment.
- Rewarding good behaviour and celebrating success.
- Promoting self-discipline and high self-esteem.
- Being fair and consistent in our approach and response to both positive and negative behaviour.
- Acknowledging that all children are different and some require different methods of behaviour management.
- Providing an environment that is purposeful, calm, secure, and safe from disruption.

Behaviour Principles Written Statement

The Governing Board believes that:

1. Every pupil has the right to learn in a safe, calm and supportive environment.
2. All members of the school community should be treated with dignity and respect.
3. High standards of behaviour are expected and promoted throughout the school.
4. Positive behaviour should be recognised and celebrated.
5. Sanctions should be fair, proportionate, reasonable and consistently applied.
6. The school will fulfil its duties under the Equality Act 2010 and make reasonable adjustments where appropriate.
7. The school will support pupils with additional behavioural, social, emotional or mental health needs.
8. Bullying, harassment, discrimination and prejudice-based incidents will not be tolerated.

9. Staff should have the authority and support necessary to maintain good order and discipline.
10. Parents and carers are expected to work in partnership with the school.
11. Behaviour measures, suspensions, exclusions and restrictive interventions will be used lawfully and in accordance with current statutory guidance.
12. The behaviour policy will support the school's safeguarding responsibilities and promote the welfare of all pupils.

Roles and Responsibilities

Promoting positive behaviour requires the commitment of all members of the school community. To be able to succeed we expect:

- All members of school staff apply this policy consistently and fairly and to model positive attitudes and behaviour.
- All pupils do their best to follow the school rules and take responsibility for their own actions.
- Parents and carers to support us in implementing this policy.
- Governors to apply this policy consistently and fairly.

Practices and Procedures

School Rules

Across school, we have four main rules which children and staff worked together to establish;

- Be Safe
- Be Polite
- Be Kind
- Be Learners

These rules make up the basis of our behaviour policy and are the things we expect from all members of our school community. Children who do not follow our school rules will have sanctions put in place such as the loss of dojo points or reflection time being given.

Class Dojo

As well as using it as a tool to communicate with parents, we also use Class Dojo in school as part of our behaviour system. In class, children receive dojo points for following their school and class rules. Dojo points can also be taken off children for negative behaviour as part of our general behaviour system.

General Behaviour System

At the start of the day, each child begins on a green card to show that they are making the right choices and following the school rules. Continuing to do this will keep them on a green card throughout the day. This system is displayed in the classroom to allow members of staff to see which stage the children are on and give the child a visual representation.

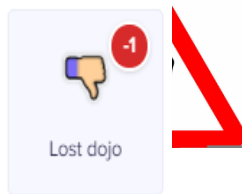
If a child is making the wrong choices and not presenting the expected behaviours, then a member of staff will issue a warning, explaining what behaviour they are showing and why it is not acceptable. They will also explain that this is a warning and if the behaviour continues it could result in further action.

Members of staff follow the below procedures for continued unacceptable behaviours such as:

- Talking when you shouldn't be.
- Moving around the classroom when you shouldn't be.
- Generic 'silly' behaviours.
- Not following simple instructions.
- Shouting out.
- Off task.
- Distracting others.
- General unacceptable classroom behaviour.
- Answering back.



Warning given



Dojo lost

Warning given



**Yellow Card
Reflection**



Warning given



**Red Card
Reflection**

We understand that everyone can make mistakes and sometimes present undesirable behaviours. Due to this, this process is a two-way system so children can earn back their chance to be on a green card by the end of the day by choosing to change their behaviour and instead follow the school rules.

Ending a day on a yellow or red card results in reflection time being had by the child over a break and/or lunch time. The amount of time lost is different in foundation stage, key stage 1 and key stage two to be relevant to the age of the child.

Grey Cards

In exceptional circumstances, children may be given a grey card as the behaviour they have demonstrated is unacceptable at school and a sanction will be put in place. These behaviours have been suggested by children and agreed by staff:

- Violent behaviour including play fighting, spitting etc.
- Derogatory name calling (such as comments about appearance, sexuality, disability etc.).

- Prejudicial, discriminatory or derogatory language, including but not limited to homophobic, racist or disability-related language.
- Deliberate damage to property.
- Inappropriate comments or swearing.
- Disrespecting a member of staff.
- Deliberate refusal following support or reasonable adjustment as appropriate.

Receiving a grey card will cause children to take part in a longer reflection time to help them unpick why the behaviour is not acceptable and to develop strategies to understand how they would react differently in the future.

Reflection Time

During reflection time, the child will have the opportunity to reflect on the incident which occurred and better understand why the behaviour is not something which we will accept within our school community. They may speak to a member of staff, complete a reflection sheet or have some quiet time to think about this independently depending on the age of the child and the incident.

	Foundation Stage	Key Stage 1	Key Stage 2
Yellow Card	3 minutes	5 minutes	5 minutes
Red Card	5 minutes	10 minutes	10 minutes
Grey Card		15 minutes	15 minutes

Reporting and Recording

Significant incidents resulting in a red or grey card, removals, safeguarding concerns or use of force incidents are also recorded on our school system (CPOMS) and any derogatory language or racism has to be reported to the local authority. These records are monitored by our senior leadership team and repeat offenders are discussed with the Unit leader, safeguarding lead and SENCo as appropriate to see if alternative provision is required.

Parents or carers of children who have ended the day on a red or grey card will be informed by a member of school staff as soon as possible by the staff member. This may be through Class Dojo, a phone call or face to face discussion depending on which is deemed to be the most appropriate.

If a child is given 3 red and/or grey cards, they will be expected to attend a reflection time with a member of the senior leadership team and a different provision may be applied at the times the child is struggling to manage their own behaviour e.g. alternative break time provision.

If a child has been given multiple red and/or grey cards, a more detailed meeting/discussion may be arranged with parents or carers to agree a plan of support for the child to improve their behaviour. As part of our policy, the school expects parents and carers to support any decision making to help the child choose the correct behaviours in future.

Positive Recognition

In school we recognise and celebrate that the vast majority of our pupils follow our school rules at all times and are exceptional members of our school community. We do our utmost to celebrate these children and promote a continued choice in these behaviours.

- **Always Green**

Children who manage to stay green for a full term will receive an 'Always badge'. This is to acknowledge that they have consistently made the correct choices in school and have followed our school rules. If a child is green for one term they receive a bronze badge; for two terms a silver badge and for the whole year a gold badge. Children who have been given a card of any colour at any part of a day will lose the ability to earn their always badge for that term. For pupils with SEND or individual behaviour plans, decisions regarding eligibility for the 'Always badge' may be reviewed by senior leaders to ensure reasonable adjustments and individual circumstances have been appropriately considered.

- **Merits**

Each week we hold a merit assembly where children's achievements are celebrated amongst their peers. Each class teacher chooses two children who have done something exceptional that week from a piece of work they have produced, the effort they have put into getting better or the way they have supported others. During the assembly, the teacher will share who these children are, explain what they have done which deserved to be recognised and award them with a certificate.

- **Little Gems**

During merit assembly, each class teacher also chooses two children who have been 'Little Gems' that week. This means they have demonstrated the school rules and values in some way. These children receive a sticker within the assembly.

- **Kindness**

Each week, a class member is also recognised and given a 'Kindness Award'. This may be for the way they have supported someone in their class or because they have helped a member of our school community.

- **House Points**

Every child in key stage 2 belongs to a 'house' in the school – Earth, Air, Fire and Water. At the end of each week, the dojo points each child has received is collected and a winning house is announced in merit assembly. There are nominated Year 6 captains for each House and they accept the 'House Cup' on behalf of their House.

The House with the most winning weeks at the end of each term receives a non-uniform day as a reward.

- **Top Dojo**

At the end of each week, the child with the most dojo points in KS2 is also celebrated in merit assembly.

KS1 and Foundation Stage roll over their dojo points and give individual prizes when children hit key targets, e.g. 50 or 100 dojo points.

At the end of the year, three children from each class with the highest number of dojo points will receive a prize according to the number of points they have received.

Alternative Provision

When considering rewards and sanctions, staff will consider whether a pupil's behaviour may be related to a special educational need or disability. Reasonable adjustments will be made where appropriate. The school will consider underlying needs, implement supportive strategies and will aim to work collaboratively with parents, carers and external professionals where necessary.

- **Other Reward Systems**

Some classes have devised their own systems of rewards to suit the needs of the children within the class such as Class Treat Points. Sometimes other children are also involved in nominating others for good behaviour and attitude e.g. Star of the Day and Good Citizen Awards.

- **Children with Social, Emotional and Mental Health Difficulties**

Some of our children are identified as having additional needs with regard to some aspects of their behaviour. These children are identified by the class teacher and/or the pastoral team in consultation with their parents or carers.

For these pupils the usual range of rewards and sanctions may not be appropriate. As an alternative these children may have:

- A provision map.
- A pupil passport.
- An individual behaviour plan and risk assessment.
- A care and support plan.
- An education, health and care plan.

These plans may carry their own short-term rewards and sanctions outside those followed by the rest of the school. These are shared with all members of staff who work with the child.

- **Lunchtime Supervision**

Midday Supervisors are expected to follow this Behaviour Policy consistently and fairly, however it is not appropriate for Middays to apply some of the sanctions. Sanctions used at lunchtime are:

- A reminder of the school rules.
- A warning that the behaviour is unacceptable.
- A chance for the children to remove themselves from the situation for a few minutes to discuss the behaviour.
- Discussion with the class teacher or other appropriate member of staff to share the behaviour happening.
- In cases of severe disruptive and/or dangerous behaviour a senior member of staff is sent for to deal with the situation in situ.

Disruptive or Unsafe Behaviour

- **Removal from classrooms**

At times, it may be appropriate for a child to be removed from their regular learning environment. On these occasions, the school will follow the DfE guidance as displayed in the 'Behaviour for Schools' document. Here it states that removals can be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe space.

This type of removal is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil. Removals are also different from the use of spaces where a child is taken out of the classroom to regulate their own emotions using spaces such as the sensory room for a short period of time.

Removal from a classroom setting is authorised by a member of SLT in the first instance or a member of the WLT if that is not possible at the time. When it is deemed appropriate for a child to be removed from a classroom setting, the aim will always be to integrate them back into class as soon as possible whilst taking into consideration their emotional regulation, that of the staff and children working in the same environment, and the safety of all parties. Before integrating back into the classroom, the child will be expected to complete the learning which has been missed to an appropriate level for their individual circumstances.

- **Suspension and Permanent Exclusions**

On rare occasions, the Headteacher may have the need to exclude a child from the school. In doing so, the Headteacher will follow the DfE statutory guidance and LA (Local Authority) guidelines.

- **Physical Intervention**

All pupils have the right to be treated with respect and dignity. The school does not operate a 'no contact' policy and recognises that appropriate physical contact may, at times, be necessary to safeguard and support pupils. Corporal punishment is unlawful in all schools. Any physical handling of pupils is in keeping with the guidelines issued under the Children's Act (1989), Education Act (1996), Restrictive interventions, including use of reasonable force in schools (2026) and the Department of Education guidelines on Restrictive Physical Intervention.

Use of physical intervention follows the guidelines of what is reasonable, proportionate and necessary. All members of school staff have a legal power to use reasonable force in certain circumstances. This may be to prevent or stop a pupil from causing injury to themselves or others, committing a criminal offence, damaging property, causing disorder among pupils at the school, whether during a teaching session or otherwise. The school will seek to minimise the need for restrictive interventions through proactive support, reasonable adjustments, risk

assessment, positive behaviour strategies and de-escalation techniques and will consider the pupil's welfare throughout.

There may be times when physical intervention is needed without prior discussion with parents. Any significant incident involving the use of force will be recorded and communicated to parents/carers in line with the current DfE guidance.

In all cases of physical intervention, a record is made and will be kept for 75 years since the child's date of birth.

- **Prohibited items**

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable ground to suggest that the pupil may have a prohibited item. A staff member is able to use reasonable force to search for legally prohibited items but not to search for items banned under the school rules only. Should a search be required, staff will follow the guidance set out in the 'Searching, Screening and Confiscation (2023)'.

Bullying

Bullying, prejudice-based bullying, online bullying and discriminatory behaviour will be dealt with in accordance with the school's Anti-Bullying Policy. Repeated or serious incidents will be recorded, investigated and addressed appropriately.

The school may apply sanctions where appropriate where pupil behaviour outside school, including online behaviour, negatively affects the education, safety and wellbeing or reputation of members of the school community.

Mobile Phones and Smart Technology

Mobile phones and smart technology, including but not limited to some smart watches, are banned throughout the school day in accordance with the 'Mobile Phones in Schools (2026)' guidance. Children in years 5 and 6 who walk home regularly are welcome to bring their phone into school but must hand it in to their class teacher on entering the premises. At the end of the day, the mobile phone will be passed back to the child but it must not be turned on until they leave the building. Children doing this must also be made aware that taking pictures and/or filming whilst on the school premises is a safeguarding issue and an appropriate consequence will be put into place if required.

Please note that pupils bringing mobile phones into school do so at their own risk and school accepts no responsibility for loss, theft or damage.

Monitoring and Reviewing Behaviour

The Headteacher, SLT and Governing Body will monitor behaviour data, including incidents, removals, suspensions, discriminatory incidents, use of force and any relevant patterns. This information will be used to identify trends, evaluate the effectiveness of this policy and inform future practice.

Appendix 1: Behaviour reminder one page profile

Progressive behaviour

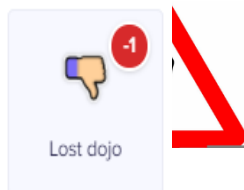
These types of behaviours are general disruption which you may see in the classroom:

- Talking when you shouldn't be.
- Moving around the classroom when you shouldn't be.
- Generic 'silly' behaviours.
- Not following simple instructions.
- Shouting out.
- Off task.
- Distracting others.
- General unacceptable classroom behaviour.
- Answering back.

This should be dealt with through the use of dojo and our good to be green system. This system is something which the children can move up and down over the course of a day as they can demonstrate a shift in behaviour. Instant reds should not be given.



Warning given



Dojo lost

Warning given



**Yellow Card
Reflection**



Warning given



**Red Card
Reflection**

The behaviour chart should be somewhere in the classroom to allow any other adults dealing with the children to know where they are on the system.

A visual representation of the behaviours should be up in the classroom.

Instant sanction behaviour

These behaviours are the types which are unacceptable in our school and the child can't change their behaviour over the rest of the day to show they have learnt from the situation:

- Violent behaviour including play fighting
- Derogatory name calling

- Prejudicial, discriminatory or derogatory language, including but not limited to homophobic, racist or disability-related language.
- Deliberate damage to property.
- Inappropriate comments or swearing.
- Disrespecting a member of staff.
- Deliberate refusal following support or reasonable adjustment as appropriate.

This card is given there and then. The child should do the time at the earliest opportunity as there is no way to come back from it.

Keeping a log

Parents should be informed if a child is put on a red or grey card.

Significant incidents resulting in a red or grey card, removals, safeguarding concerns or use of force incidents should be recorded CPOMS.

Teachers need to keep their own record of yellow cards to know whether children are earning an always green badge.

Personalised plans

A number of children in school will be on various personalised plans due to their needs or the fact that the behaviour system doesn't work for them.

Most children will start the year off a plan as behaviours can often change. Plans may be started straight away for those children with a diagnosis where we know that support is required for their individual needs.

For children on alternative break/lunch provision please make sure you inform parents as this is happening as often when parents have an issue with this it is around communication.

Please have a chat with Miss Lawson or Miss Warburton if you think a child needs alternative plans or break/lunch provision put in place before doing so as we need to monitor these children throughout school and the impact the plans have. We are also trying to make sure we have a consistent approach to the plans across school.

Multiple cards

After 3 red and/or grey cards, children will be expected to attend a reflection time with a member of the senior leadership team and a different provision may be applied at the times the child is struggling to manage their own behaviour e.g. alternative break time provision.

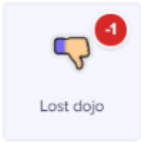
Break/Lunch times

Most repeat cards seem to happen at unstructured times so we will continue to have some alternative provision for children to be directed to e.g. lunch clubs.

When on duty, please be mindful of the different areas you spread yourselves to so you can intercept any issues when needed.

Appendix 2: Behaviour reminder one page profile

Behaviour Chart

Child						

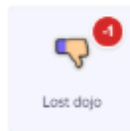
Appendix 3: Behaviour reminder one page profile

Good to be Green

Talking when you shouldn't be	Not following simple instructions	Distracting others
Moving around the classroom when you shouldn't be	Shouting out	General unacceptable classroom behaviour
	Off task	



Warning given



Dojo taken off



Warning given



Yellow Card
5 minute reflection



Warning given



Red Card
10 minute reflection

Grey card

Violent behaviour including play fighting	Purposeful damage to property	Disrespecting members of staff
Derogatory name calling	Inappropriate comments or swearing	Homophobic or racist language
Refusal		



Grey Card
15 minute reflection