



Behaviour Policy 2026/27

Updated September 2026

Next review September 2027

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.” (Education Observed D.F.E)

At Farmilo Primary School our Behaviour Policy is aimed at making school a safe, caring and ordered learning environment in which all children can do their best. It is based on the principle of inclusion and equal opportunity and will be monitored to ensure this. All staff members endeavour to make Farmilo a place where children are happy and able to respect others and themselves. Our policy then, is based upon clear expectations for all pupils which set high standards, clear consequences and a reward system that celebrates positive choices and behaviours.

Core Principles

1. Behaviour expectations for ALL children are consistently high. (St St)
2. To provide a **consistent** approach in rewarding good behaviour
3. To provide a **consistent** approach in responding to unacceptable behaviour
4. To ensure that behaviour does not inhibit learning or impede potential enabling the school to be “*calm, orderly and purposeful*” (St St)

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to try to raise the levels of pupils’ self-esteem and make them feel safe
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide a safe learning environment and quality resources that suit the needs of the class
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To ensure that parents are kept well informed of any incidents that occur in school, including consequences and resolution.
- Provide staff with appropriate support and training to manage behaviour effectively.



Role of the Teacher and the Teaching Assistant

Teachers and Teaching Assistants need to work together with the children to establish positive trusted relationships where staff understand the needs of individual children. **Positive expectations, praise and reward are the key to successful classroom management.** Pupils need to know how to make good choices with the support of adults. They need to receive consistent positive encouragement as a means of motivation and be taught to manage their own behaviour through emotion coaching and self-regulation. Teachers and Teaching Assistants will use **restorative questions** as teachable moments after any incident which had led to a more serious sanction.

Learning Behaviours

Learning to Learn (identifying strengths and areas to develop)

Self-regulation (being able to manage emotions, links to resilience)

Motivation (learning is worthwhile to them)

Critical Thinking (different ways of knowing and applying knowledge)

Communication (use of language both orally and written, also includes listening)

Problem Solving (recognise patterns and relationship and able to draw conclusions)

Mathematical Thinking (use of Maths in real life situations to solve problems)

Farmilo School Rules

It is essential the children understand what is meant by good behaviour and that the rules we expect them to follow are clear and understandable. Farmilo School Rules should be displayed in all Teaching Areas ...

Be Kind and Thoughtful
Be Safe and Responsible
Be Respectful and Celebrate Difference
Be Polite and Listen
Work and Learn Together

Rewards

- ❖ Rewards for individuals
- ❖ Class rewards, decided by each class
- ❖ Headteacher's Awards



- ❖ Whole school achievement display/assembly
- ❖ Good behaviour disco/ activity afternoon/ sports afternoon
- ❖ Contact parents – newsletters, etc
- ❖ At the end of the school year awards will be presented to pupils who have excelled in specific subjects.
- ❖ Dojo rewards
- ❖ Hot Chocolate Reward
- ❖ Verbal Praise
- ❖ Rewards for TTRS

Class Dojo

- ❑ Teachers in F2 to Year 6 will use **Class Dojo** to reward children for a variety of reasons. This will be made clear to ALL staff and monitoring arrangements made by SLT.
These include
 1. For using and displaying an understanding of our *Whole School Values*.
 2. For Creative Home Learning (see home learning policy)
 3. For Reading at home (see home learning policy)
 4. For Effort in both learning and behaviour.
 5. Achievement
- ❑ Dojo will also inform the Bronze, Silver, Gold and Platinum awards each year. Children who receive 50 Dojo's will achieve their Bronze (Dip in the box) 100 their Silver (Book) 200 their Gold (Activity Afternoon) and 300 their Platinum (Voucher and enter raffle for bike)
- ❑ A poster will be displayed in each classroom outlining the targets and agreed structures for home learning and reading (Home Learning Policy) This will be shared with parents in the September Newsletter and on the School Website.
- ❑ Staff will only ever award up to 3 Dojos and any one given time.
- ❑ Each half term **Phase Leaders** will monitor the consistency of Dojo's across the classes and feedback to staff when appropriate.
- ❑ Class Dojo will not be displayed on the Whiteboard in Classrooms.
- ❑ Parents will be encouraged to log in to their child's account for their total.
- ❑ Teachers will be mindful of individual needs when rewarding children within their classes

Sanctions



To eliminate low-level disruption in class such as constant chattering, not listening or completing work etc, in the first instance the Class Teacher may give a **“look”**. If these “low level behaviours” continue, the sanctions below must be followed with the children’s names being recorded by the Teacher in a daily behaviour journal. If specific children are receiving sanctions for low level disruption daily, this will be discussed with Phase Leaders and a decision made to decide next steps EG Child starting following day on the next level of sanction

1. **Verbal warning “LOOK” (this will be recorded in the behaviour journal)**
2. **Sad Side**
3. **Sad Side with a Tick** Miss the next playtime and sit outside HT office, recorded on CPOMS.
4. **Sad Side with 2 Ticks** Time out in paired class for ... **time determined by age and needs** ... with work given by Class Teacher. No child should be sent to an unsupervised area. If a **paired class** is out for some reason eg PE, children will be sent to another class or the DHT. The child must always be accompanied by a TA when moving to the time out classroom and then be collected at the end of the time out period. It is the class teacher’s responsibility to inform parents of this time out and explain why their child has received this sanction. This incident is then recorded on CPOMS.
5. **Sad Side with 3 Ticks** Sent to DHT or HT
6. Severe clauses beyond this point **Suspension and Exclusion**

Restorative Conversations

All staff have copies of the following restorative questions to support their discussion with children after a significant incident.

Hear Repeat what happened and how child was feeling, discuss why this might be.

Explain What the boundary was and why we have these rules in school.

Link Next time what could you do differently?

Plan What the best distraction technique was- use this when next trigger arises

The most **valuable teachable moments** in these instances are after the event when they can be supported by a practitioner to “pick apart” what happened and learn from it.

Suspension/Exclusion



All children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Suspension will be considered in response to a serious incident or in response to persistently poor behaviour which has not improved following in-school sanctions and/or interventions. Suspension occurs following an incident of:

- physical assault against a pupil;
- physical assault against an adult;
- verbal abuse or threatening behaviour against a pupil;
- verbal abuse or threatening behaviour against an adult;
- use, or threat of use, of an offensive weapon;
- bullying;
- racist abuse;
- abuse against sexual orientation or gender reassignment;
- abuse relating to disability.

This is a non-exhaustive list. It is not definitive, and each incident will be considered on an individual basis.

(See “Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement” DfE 2022.)

The length of the suspension depends on the severity of the incident or offence. The Headteacher will use their professional judgement in each case and will consider the individual circumstances of the child involved.

Re-integration Meeting

Re-integration meetings always follow an exclusion, as part of our restorative ethos. These meetings involve the child and the parent(s). The purpose of the meetings is to discuss strategies to enable the child to return to the class and to help the child to return to mainstream education successfully without a recurrence of the behaviour which led to the exclusion.

Year 6

In the last half term of Year 6 Lunchtime Detentions will be given. These will last for 15 minutes and be given to support our children with the transition to Secondary School. They will be for

1. Not wearing school tie
2. Not having planner
3. No PE kit

4. Not completing homework

Foundation Stage

In Foundation 1, children receive a warning for not following instructions then have “time out” on the “thinking chair” and are shown a blue sad face. A simple restorative conversation will then take place using feelings cards.

In Foundation 2, the children will follow the school sanctions procedures with one exception at stage 2. Instead of missing a playtime, they will have time out in another class as in FS they are entitled to continuous outdoor provision rather than a set playtime.

Use of Mobile Phones:

In line with the Department for Education’s latest guidance (January 2026), our school operates as a *mobile phone-free environment* throughout the entire school day. Pupils are not permitted to use or carry mobile phones, smart watches, or other devices with similar communication or recording functions during lessons, transitions, breaktimes or lunchtimes. This approach supports a calm, safe and focused learning environment, free from distraction and disruption. We recognise that there may be exceptional circumstances—such as specific medical or additional needs—where reasonable adjustments are required, and these will be agreed in advance with parents and carers.

If children in Upper Key Stage 2 require a device for safety reasons when travelling to and from school, they must hand in their device at the school office before the start of the school day. They can then collect it and then collect from the school office at the end of the day. Children attending breakfast club, should hand in their device as they arrive and then collect from the school office at the end of the day.

All devices will be stored away in a lockable cupboard.

Any unauthorised use of phones will be dealt with in accordance with our behaviour policy, which may include confiscation. Parents are asked to reinforce this policy at home and support the school in promoting positive digital habits.

SEND

At Farmilo, we have a number of children with a range of special educational needs. These children will often have a separate behaviour plan that encompasses their needs and appropriate sanctions.

When this is the case it is imperative that all staff who will come into contact with them are aware. It is the responsibility of their class teacher to communicate this to MDS and DHT.

Good Behaviour Disco

The number of times a child misses a playtime will be monitored. Each time the child misses a playtime this must be recorded on CPOMS and parents informed. If they miss 1 playtime



then they miss 10 min of the behaviour disco at the end of the term. If this reaches 6 missed playtimes then the pupil will be placed on a daily report by the DHT.

Lunchtime Behaviour Rewards

- Praise
- Stickers for wet playtimes
- A raffle ticket may be given to a child for good behaviour, they then exchange this for a marble which goes in a jar. Once the jar is full the whole class receive a reward.

Lunchtime Behaviour Sanctions

- ❑ The child will be given a yellow card after one verbal warning. A yellow card will mean that the child has an agreed amount of time out, subject to age and need. This will take place in the reflection area on the playground and must be recorded on CPOMS by office staff who will TAG the class teacher. Midday staff will also **verbally report this to class teacher's or teaching assistants** so they can inform parents.
- ❑ A child in F2 will have 5 minutes time out then reflection time.
- ❑ For a more serious incident a Red Card will be issued which means that the child will spend the following lunchtime in either the HT or DHT's office. Parents must be informed about this and it recorded on CPOMS. Midday staff will report this to class teacher's or teaching assistants.
- ❑ If a child gets 2 red cards in a term they will spend 2 lunchtimes in the HT or DHT's office and parents informed.
- ❑ 3 red cards in a term means a child will spend the next 5 lunchtimes in the Headteacher's office.
- ❑ Another set of three red cards in a term will result in an exclusion at lunchtime until the end of that half term.
- ❑ Children in Foundation 2 who receive a red card will spend half of the following dinnertime in the Headteacher's office due to their age.
- ❑ Persistent poor behaviour and allocation of red and yellow cards will result in the child going on "Lunchtime Report" which is monitored by the DHT.

Severe Clause

In the case of violence, bullying, insolence, racism, homophobic comments, defying a teacher, etc. any or all of these stages may be missed out and the child sent directly to the Headteacher when the following actions may be taken:

- ☐ Policy of choices and consequences explained
- ☐ Parents informed of behaviour and consequence
- ☐ Parents will be contacted immediately and asked to come to discuss the situation
- ☐ Child will be put on report and individual behaviour plan drafted
- ☐ Child will be excluded internally
- ☐ Parents and child meet with governor and HT
- ☐ Child will be excluded fixed term and outside agencies involved
- ☐ Child will access alternative provision or will have a managed move to another school allocated through the Local Authority
- ☐ Support from Family SENCO and SAP to draw up a SEMH plan- this will be shared with parents and reviewed regularly

All incidents recorded on CPOMS and reported to the Governing Body by DHT

Children on Behaviour Report

Reports kept in school and a photocopy sent home to keep parents informed of progress

- ☐ Parents asked to come in if a child is to be placed on report to see what this means and find out how they can support at home
- ☐ Parents invited to review behaviour at regular intervals:
- ☐ If behaviour satisfactory child taken off monitoring, certificate of achievement
- ☐ If behaviour is unsatisfactory but improved continue behaviour report
- ☐ If behaviour worsens continue behaviour report but inform of consequences leading to exclusion

Physical Intervention

The school will follow the guidance set out in the local authority's booklet, **"Code of Practice: Guidance on Physical Intervention between Staff and Pupils"**.

- wherever possible, avoid confrontation or de-escalate conflict to avoid the necessity of a physical intervention
- where physical intervention is unavoidable, use the minimum restraint needed to prevent harm to the child or others
- record all incidents on CPOMS
- inform parents of all incidents



- Named members of staff have received up to date **CRB** training on the physical Handling
- If it is felt that a child may require handling at school due a specific need a detailed care plan will be drawn up in close partnership with parents

Runners

Should a child in KS1 or KS2 run out of class the following action will be taken:

Monitor where the child has gone (TA, teacher or if appropriate another pupil) and then:

- Give time to calm down
- Send a message to the Headteacher regarding their absence from the classroom
- Contact parents if they refuse to comply

If the child leaves the school premises then:

- Phone home immediately
- A member of staff will follow the path taken
- If unable to contact home then contact the police

If the runner is a child in the Foundation Stage we will take appropriate action, informing parents and/or the police

CPOMS

At Farmilo, we use CPOMS to monitor behaviour throughout the school. CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral, behavioural and welfare issues. Teachers, Teaching Assistant's and Office Staff have access to this system and are expected to record incidents of serious, disruptive or continued poor behaviour. These incidents may have occurred in class, on the playground, at lunchtime or whilst out on trips and residential.

CPOMS allows all staff involved with specific children and their families, to be aware of patterns of behaviour and how this is being dealt with in school. SLT, specifically the DHT, then manage and monitor the chronologies of behaviour to identify actions for improvement. This is then summarized and fed back to the Headteacher and Governors.

When recording behaviour incidents on CPOMS select Behaviour Log. For general incidents and communication with parents select "Behaviour Incident" If a child receives a red or yellow card at Lunchtime the MDS's will inform DW and she will record on CPOMS under Red and Yellow Card. If a Red Card is issued

a letter is given to the Teacher or Teaching Assistant and it is their responsibility to pass on to parents.

Staff Well-being



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Equality and Achievement

SLT will support all staff with managing behaviour concerns within school. Time for reflection will be provided if necessary as well as time to discuss incidents and further planning for individual children. Staff recognise their own emotions and how this can impact on them and their work.

Vanessa Blore Deputy Headteacher Monitoring 2026/2027 Ofsted Questions

Do leaders understand the issues?

Are expectations high?

Are systems consistent?

Do leaders identify barriers early?

Do interventions make a difference?

Are vulnerable groups receiving the right support?

Do pupils feel safe, respected and able to learn?

Is improvement sustained over time?



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Equality and Achievement