



# FCVS

# Behaviour Policy

September 2025

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## **Aims**

To enable children to:

- recognise good behaviour through positive encouragement.
- respect and value each other.
- develop a sense of responsibility for their own actions.
- learn from their mistakes and make amends.
- have the skills to manage minor conflicts and problems.
- feel safe.

This should be read in conjunction with the School's Behaviour Principles document and school SEND policy.

## **Values**

We promote our school values through the learning environment, assemblies, during lessons and our own role modelling. Our values are:

- Respect
- Resilience
- Innovation
- Empathy
- Integrity

## **Rights, Rules and Responsibilities**

At the Farnham Common Village Schools everybody has:

### **Rights**

Pupils have a right to be heard, a right to learn and a right to be safe.

Teachers and Staff have a right to teach and work in a friendly, safe and satisfying school that is supported by the school community.

Parents/Carers have a right to feel welcome and to know that their children learn and achieve in a friendly, safe and supportive school.

### **Responsibilities**

We all need to be concerned about ourselves, other students, parents, carers, teachers, our belongings, our school and equipment.

At the Farnham Common Village Schools everybody has to follow the rules. To help protect and encourage, we have basic rules for our classrooms and outside. These rules are common throughout school:

- We are considerate

- We are kind and helpful
- We listen
- We are honest
- We try our best
- We look after property

**Our philosophy and aims are developed through the following:**

### **Building a Positive Classroom Climate**

FC Village Schools believe in actively promoting positive behaviour for learning. We will do this by:

- good quality teaching.
- regular marking to help pupils make progress.
- giving rewards.
- having clear and consistent expectations.
- ensuring a pleasant, safe and stimulating learning environment.
- offering a wide range of extra-curricular activities.
- having high standards and high expectations.
- encouraging positive relationships.

### **Positive Rewards**

The lists below are intended as suggestions. Teachers should feel free to use strategies appropriate to the age and make-up of the class as well as those with which they feel comfortable.

- Public praise in the classroom and at celebration assemblies.
- Badges and stickers for good behaviour and good work.
- Praise during circle time.
- Displaying the children's work in the classroom to acknowledge their achievements.
- Call in or phone parents to acknowledge good work.
- "Just A Note" to let parents know children have done well.
- Pupil of the Week.
- Awarding DoJos for good work and behaviour.
- Class rewards – marbles in a jar and class treats.

### **Special Mentions**

The main school-wide system for celebrating and rewarding success is through the award of special mentions in celebration assembly. Children can be awarded special mentions or certificates for a range of positive actions including:

- Achievement
- Perseverance and determination to succeed
- Excellent progress (related to previous best)
- Excellent behaviour – perhaps on a trip or in a particular situation
- RTRT – doing the Right Thing at The Right Time
- Taking responsibility

- Consideration for others (over and above what we expect)
- In the Junior School Class Dojo, a certificate / recognition in assembly is given to the child with the most points in each class and the House with the most points. Dojo points are given during the week based on the demonstration of the school values: Respect, Resilience, Innovation, Integrity and Empathy. A class of the week is also chosen and rewarded.

### **Problem Resolution**

When faced with a conflict with their peers, children are taught to:

1. Say 'Stop, I don't like it'
2. If the problem continues to find a member of staff to help them.

When children approach staff for help the following procedures should be followed:

1. Talk through the problem & gather information
2. Talk to witnesses
3. Talk to other parties
4. Arrive at conclusion and deal with all parties accordingly
5. Complete the pupil problem resolution form if appropriate
6. Inform parents and record the problem as an incident log if appropriate.

If problem re-occurs, follow same process and involve a member of the leadership team. Specific times may also be given to regularly touch base with children and staff to rigorously follow up incidents. The Head teacher is kept up to date of issues and concerns.

### **Sanctions**

Should children be unable to behave within the classroom then it is the responsibility of the class teacher first and foremost to apply fair, clear and consistent sanctions. Sanctions should be applied fairly and should be appropriate for the behaviour, in terms of severity and duration. The purpose of a sanction is to:

- help children learn that consequences follow actions
- deter the children from misbehaving again
- deter other children from misbehaving
- show that a society has rules

The lists below are intended as suggestions. Teachers should feel free to use strategies appropriate to the age and make-up of the class.

- Verbal warning
- Asked to change activities
- Separated from those with whom they are behaving inappropriately
- Taken aside and spoken to quietly by a member of the staff. Together they will discuss what has happened and talk about the consequences of the child's actions and how to redress it.
- Finish their work in their own time
- Forego privileges

- Miss a part of a playtime
- Work in another classroom for a limited period
- Rectify and make good any damage they have caused
- Sit and discuss with the teacher or another adult the consequences of his/her actions and how to avoid such situations in the future
- Parental discussion if none of the agreed class sanctions work

The Traffic Light System provides a framework for warnings and sanctions. See appendix

For persistent issues and severe problems an individual behaviour plan will be drawn up with the support of the SENDCo and where necessary advice sought from external agencies. See the SEND policy for support offered where there is a SEMH concern.

### **Exclusions**

Exclusions would usually be the last option following the use of problem resolution and mediation strategies. It is our desire as a school to find the cause of behaviours and to try and address these before getting to the stage when exclusions are needed.

However, very serious incidents including violence, verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in either an internal exclusion or a fixed term exclusion, depending on the severity. A permanent exclusion would be considered where there are persistent breaches of the school rules or after a serious one-off incident such that if the child were to remain in the school it would seriously harm the education or welfare of the others in school. Unfounded malicious allegations made against staff will result in a fixed term exclusion, or if very serious a permanent exclusion. Parents are always notified and expected to attend a meeting with a senior member of staff.

Following an exclusion, pupils will be supported to manage their return to school life and to help them develop strategies to resolve their problems and enable them to make a significant change to their behaviours.

### **Physical Restraint**

Should physical restraint be needed it should only be used:

- if every other effort has been made to resolve the issue without resorting to physical techniques
- the child is at risk or in danger of harming themselves or others, or of seriously damaging property and the child is seriously affecting the educational entitlement of other pupils
- the member of staff has good grounds for believing this and the child is warned orally that physical restraint will be used unless he/she desists.

To avoid any misinterpretations by anybody present of the actions of the member of staff, he/she should state in a clear voice what he/she is doing and why he/she is taking this action. Only minimum

force necessary to prevent injury or damage should be applied. Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants and witnesses. As soon as is safe, restraint should be gradually relaxed to allow the child to gain self-control. The incident should be recorded and support provided by the management team for the member of staff.

Staff will have guidelines in the Staff Handbook, revised and presented to staff each September, on the physical restraint that may be used. From time to time, it may be necessary to develop an Individual Behaviour Support Plan, detailing the arrangements for addressing pupil behaviour and discipline problems. External advice and resources will be sought and the effectiveness of the behaviour support arrangements assessed.

The impact of the discipline policy will be monitored, with any undue over-representation of a particular group of pupils investigated to ensure that the policy does not discriminate against them, either directly or indirectly. Records should be kept of persistent difficulties or offenders.

### **CPOMS**

Any serious incidents of negative behaviour or persistent low level negative behaviour is recorded on CPOMS so that we can identify trends and be able to support that child.

### **Code of Conduct**

All parents are issued with a Home/School Agreement and Code of Conduct when their child first starts school. This Code of Conduct gives information about:

- Arrival and departure
- Attendance and punctuality
- Expected behaviour of pupils and adults
- Use of PE apparatus
- Lunchtimes and playtimes
- Supporting good behaviour
- Management of unacceptable behaviour

Parents are invited to read the Code of Conduct and the school aims before signing the Home School Agreement.

## **Appendix 1 – Junior School traffic light system**

### **Strategy / Sanctions For Low Level Disruptive Behaviour—The traffic light system**

Resources:

A traffic light poster will be displayed in each classroom at all times allowing any adult who is leading the class to use it.

A chart for each week should be used to record the names / initials of children.

Initially, at least, it may be useful / appropriate for any other adult in class to assist with the recording of names / initials to minimise any disruption to the flow of the lesson. Hopefully, most pupils will soon comply with the expectations and the amount of recording needed will reduce.

The chart for each week should be kept so any emerging patterns can be identified.

**GREEN Step 1:** Child will be given a reminder of expected behaviours. This will be communicated to the child through either a verbal or non-verbal cue depending on the child/situation. Teacher will write their name / initials down on their copy of the lights on their desk, next to Step 1 (green). There will be no names on a display.

**Amber Step 2:** Child will move to 'amber' on the 2nd reminder – this is now a warning. This will be communicated to the child through either a verbal or non-verbal cue depending on the child/situation. Teacher will write their name / initials down on their copy of the lights on their desk, next to Step 2 (no names on a public display). Reset to green at start of next session.

**If a child has difficulty regulating and would benefit from taking a movement break, this needs to be done at / by this point – either with an adult or ask them to do an errand etc. depending on the child.**

**At any point in this process, consider strategies for help the pupil / class to get back on track e.g. sitting somewhere else in the classroom, a quiet word, giving the pupil / class an individual / paired task to complete, movement break.**

**Red Step 3:** If the behaviour continues, the child will move up to red. Teacher / adult will write their name / initials down on their copy of the lights on their desk, next to Step 3 (no names on a public display). At this point the consequence will be a loss of 5 minutes of break/lunch (or next day break time if afternoon session). If the class teacher is not teaching the class, they should be made aware. If a child reaches this step three or more times within a one-week period, parent/carer to be notified by the class teacher as continuous low-level disruption (in person, as a dojo message or by phone) and recorded on CPOMS. Reset to green at start of next session.

**RED Step 4:** If the behaviour continues: 10 minutes of break/lunch (or next day break time if afternoon session). Phase Leader to be notified and parent/carer contacted. If behaviour continues, consequences move to a severe clause. Reset to green at start of next session.

**Step 5: Severe-** if behaviour continues, the child will leave the classroom for immediate reflection. A decision will be made whether it is appropriate for a child to return to class.

The child will then miss a breaktime or lunchtime to make up for the missed work. If necessary, a behaviour report chart and / or behaviour support plan will be put in place (depending on the severity) if the classroom system is not working for a particular child.

A choice of two behaviour reflection sheets are available to be used.

## Appendix 2 – Infant School Traffic Light System

Within the classroom – a number of strategies have been listed above for both rewards and sanctions.

We use a 'warning' system at the Infant School.

Children are given 3 warnings if they are behaving in a way that is not appropriate. Classroom rules should be displayed in each room so that children are clear on how they are expected to behave. Once a child receives a third warning, they will have a short time out within the classroom. The

teacher will then ensure that they have a restorative conversation with them and help them to see how they can improve their behaviour moving forwards.

If a child continues to behave inappropriately after this, they will need to go to Miss Wright’s office. They will have a further time out there and Miss Wright will speak to them about what has happened. The child will take home a slip (see Appendix 3) that informs parents of this time out with a short explanation written as to what happened.

### Appendix 3 – Infant School Time Out Slip

