



Fakenham Junior School Behaviour Policy (inc. bullying)

Approved: 23/9/25

**Review Date: September 2026 (or to meet new legislation and
practices)**

Signed : Adam Mason Executive Headteacher

This policy should be read alongside other key policies:

- Safer working practice document
- Acceptable touch policy
- Anti-bullying Policy
- DfE Teachers' standards
- E safety policy
- Code of conduct (covers staff induction)
- Synergy MAT suspension and exclusion policy

This is not an exhaustive list.

Aims

- To create an ethos of honest and respectful members of the school community who take responsibility for their actions.
- To secure a learning climate where effective teaching and learning can take place.
- To help children build positive relationships through self-respect and making the right choices.
- To motivate all children to enjoy and achieve.

Our Strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with social, emotional education.

Rights and Responsibilities

- Good behavioural practice is the shared responsibility of all staff.
- Pupils have the right to staff who will provide consistent positive encouragement to motivate them to behave.
- Staff and pupils have the responsibility to behave in line with the school expectations.
- All staff have the right to define the limits of acceptable and unacceptable behaviour in line with the school expectations.
- All Staff and pupils have the right to be safe from physical and verbal abuse.
- Pupils have the right to learn, free from disruptive behaviour, both inside and outside of the classroom.
- All pupils, not just those with a neurodiversity (autism, ADHD etc.), have the right for the behaviour policy and expectations to be adjusted. School staff will decide on reasonable adjustments to the behaviour policy depending on individual needs.

As laid out in the DfE Teacher's Standards (Part One point 7), a teacher must:

Manage behaviour effectively to ensure a good and safe learning environment.

- have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- have high expectations of behaviour using praise, logical consequences and rewards consistently.
- manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them.
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

This above ethos runs in tandem with our 3-point behavioural approach based around the workings of 'Paul Dix'

- **Be ready**
- **Be respectful**
- **Be safe**

School staff will acknowledge positive behaviour when expectations are being met.

For example:

- Being kind to each other
- Sharing equipment and resources
- Helping others if they are hurt or upset
- Producing the best work possible
- Listening to others
- Following instructions
- Using good manners
- Using acceptable language
- Allowing others to learn and work
- Telling the truth

Children will be encouraged and expected to take responsibility for their own actions and behaviour.

We believe that children achieve best when there is a partnership between home and school, and this applies particularly to behaviour. We expect parents to support the school in maintaining good behaviour, which in turn ensures good learning, by undertaking a home/school agreement as written evidence that they agree.

To help us manage behaviour we use a **'Fakenham Primary Federation – Managing Behaviour Flow Diagram'** which can be viewed in the appendix.

We will keep parents involved and aware of positive and inappropriate behaviour. As far as possible, parents/carers will be informed via:

- Notes or emails to parents
- Communication books (if required).
- Phone Conversations.
- The Learning Review' Evenings.
- Formal emergency meetings. (these may need to be virtual).

Teaching and Modelling Positive Behaviour

It is an important part of our work that we directly teach what good behaviour looks like, signpost it when we see it and recognise it. We do this via some of the rewards below. We support children by teaching positive behaviour in breaktime and lunchtime nurture clubs, via PHRSE lessons and in assemblies. Staff also model positive behaviours both towards each other and towards children.

Rewards for Positive Behaviours

The rewards for positive behaviour should be intrinsic, and we recognise that feeling good and proud about something you have done is a significant reward. We also aim to reinforce positive behaviour with praise and recognition in a variety of ways. These include (but are not exhaustive):

- house points
- stickers and stamps
- whole class rewards; it is expected that all classes will have a whole class marble jar (25 marbles to achieve) to earn a whole class reward.
- good work badges and certificates during celebration assembly for good work, being an AR Star and a 'Ready, Respectful, Safe' award.
- Notes/phone calls/ texts home to parents

In addition, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school, to promote positive behaviours.

Logical consequences and a restorative approach for inappropriate behaviour

In Class:

Rewards are more effective than consequences in encouraging and motivating students. Staff should always attempt to use the principles of Restorative Practices and should not rely solely on consequences to resolve the effects of inappropriate behaviour. Failure to respond to restorative interventions may lead to logical consequences being imposed.

What is meant by logical consequences?

A logical consequence is **a consequence that's related to the behaviour.**

The advantage of logical consequences is they get the children to think about the issue, they feel fairer, and they tend to work better than consequences that aren't related.

For example:

- If a child ran down the corridor, then they would be stopped, and asked politely to go back and walk
- If a child makes a mess, they are expected to tidy it up
- If a child using inappropriate language to another they are expected, after a restorative discussion, to recognise the language used and apologise.
- Behaviours will be dealt with in a calm and restorative way. Identifying and discussing the expected behaviour. After this may follow a warning and pupils should be given appropriate take up time to respond and adjust their behaviour.
- If the pupil is still behaving inappropriately then the child may be required to spend some time in discussing their behaviour as a logical consequence during their time.
- If a child is placed on a positive behaviour plan it acts as a reasonable adjustment to all the above.
- If the behaviour is extreme, then members of the SLT or a DSL may be asked to intervene. We look to the class teachers to be at the forefront to logical behavioural consequences as these are the relationships that are critical to the well-being of the child.
- Staff need to record the incident as soon as possible on CPOMs.

Out of class logical consequences/response

Teaching/classroom assistants should inform the class teacher who will decide on the logical consequence. Midday supervisors should try to deal with behaviours outside and in the hall immediately. This might include offering opportunities to choose different behaviour, giving a warning, removing from an activity, or if serious, referring to the members of leadership team on duty.

Induction and transition of staff and pupils

We will work with feeder schools and partner agencies to ensure smooth transitions for both pupils and staff.

Serious breaches, or Consistent and Continuous Breaches of the School Expectations

Sanctions are rarely put in place but will be of an escalating nature and appropriate to the individual. They will be decided by staff members in school. This may include removal from the playground, internal exclusion, loss of privileges, job or right to represent the school.

When a pupil's behaviour continues to cause serious concern a risk management plan will be drawn up with the teacher, Pastoral support leader, Executive Headteacher/Senior Deputy and other adults involved with the child, to ensure a consistent approach. The plan should be shared with the child and their parents/carers.

Bullying (can be known as child on child abuse)

Bullying will not be tolerated at Fakenham Junior School

Bullying is defined via - 'Several times on purpose'. This is more than a falling out between children. It would be judged that one, or more than one child, is deliberately choosing to continually target another child either verbally or physical making them feel scared and worried.

Children will be educated about the impacts of bullying, spotting and reporting bullying and supporting bullied friends via PHSE, assemblies work with the pastoral worker. Bullying may occur in person or online, in school or out of school.

If an incident of bullying is reported and recognised as such then staff should alert a member of SLT. Staff and SLT will:

- Speak to the bully and bullied child
- Alert both sets of parents
- Put a plan including monitoring in place to stop the bullying; this may include moving children in class, removing children from the playground, referral to the pastoral lead.
- If bullying continues, fixed term and permanent exclusion will be considered in line with DfE guidelines.

E-Safety

A copy of the E safety Policy is on the school website.

It is an expectation that all students are expected to adhere to the E-safety policy and IT agreement.

Banned items

Phones, sweets and toys. If your child requires a concentration aid (also known as fidgets), this will be in their learning passport and provided by school.

Suspension and Exclusion from school

When there are serious incidents of inappropriate and unacceptable behaviour the Executive Headteacher or Senior Deputy Headteacher may use a suspension or permanent exclusion following the guidance issued by the Department of Education. If both are absent, then they can give permission to exclude via phone conversation with another member of the leadership team.

The Executive Headteacher, or Head of Phase, will decide upon length of fixed term exclusion or implementation of a permanent exclusion, dependant on

1. The severity of the incident
2. The number of previous incidents

Before returning to school the Executive Headteacher, or Head of Phase will hold a return to school meeting via the phone or virtual meeting space. Expectations will be made clear.

Further infringement could lead to further exclusions or permanent exclusions.

Children with disabilities or EHCPs will also be expected to follow the expectations and procedures however leaders and staff will allow more time for them to change behaviours and comply as long as the risk to others is not severe.

There is a Synergy Multi Academy Trust Suspensions and Exclusion Policy which is followed.

Expectations of staff

- The governing body, Executive Headteacher and staff are responsible for ensuring that all aspects of the school's behaviour policy and its application, promote equality for all students.
- The promotion of positive behaviour is the responsibility of the school community as a whole.
- All staff should endeavour to work together to make a positive impact on the behaviour of a child or children.
- All staff should record inappropriate behaviours that require a logical consequence on CPOMs; a logical consequence may be a restorative discussion with two pupils or a logical consequence that should be completed as soon as possible and on the day of the incident.
- All teachers should regularly check CPOMs for any inappropriate behaviour by children in their class.
- Members of leadership team, or pastoral support team, should respond as promptly as possible.

- Midday supervisors will inform teachers of inappropriate behaviour at lunchtime if necessary; if a child has responded to a restorative discussion this is not required. Serious behaviour will be referred to a member of SLT.
- All prejudice: *a favouring or dislike of something without good reason, or unfriendly feelings directed against an individual, a group, or a race*, related incidents will be recorded on CPOMs; a member of SLT or the pastoral lead should be made aware of these incidents and parents informed.
- Teachers should communicate/contact parents if they see a serious deterioration in behaviour.

Role of the Governing body

- The governing body will monitor the application of the policy
- The governing body will review the policy annually at the beginning of each academic year.
- In the case of a formal complaint, in relation to the behaviour policy, the governing body will investigate and report on the application of the policy by the Executive Headteacher and staff in school.

Appendix:

FPF - Managing Behaviour Flow Diagram

