



ALLFARTHING SCHOOL

BEHAVIOUR POLICY

Reviewed: Autumn 2025

Next Full Review: Summer 2027

Persons Responsible: Headteacher and Headship Team

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable, consistent approach does not come from a tool kit of strategies, but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals. They respect adults and accept their authority.” Paul Dix

[Contents](#)

Policy Statement, Purpose of policy, Legislation	3
Three Allfarthing Values, Our Behaviour Curriculum, Family induction	4
Responsibility and Expectations	5
Recognition and Rewards for Effort	5
Supportive approach to self-regulation	7
Practical steps in managing and modifying behaviour	7
Unwanted behaviours	9
Supporting pupils with SEND	10
Safeguarding	10
Supporting behaviour at lunchtimes	10
Mobile Phones	11
Approach to anti-bullying Positive Handling	11
Exclusions	11
Related policies and research	12
Appendices	13

Policy Statement

Allfarthing Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. The Equality Code is at the heart of the Allfarthing curriculum, and the community. Our behaviour policy echoes our core values and places a heavy emphasis on respectful behaviour, a team-approach to managing misbehaviours and dynamic interventions that support all learners. Our aim is to prepare all of our children to be exemplary future citizens.

The school has three simple values, **'Be Kind, Be Safe and Go Above and Beyond'**, which are referred to, explicitly taught and modelled every day.

Purpose of the policy

- To support children to be role models, demonstrating exemplary behaviour in school and amongst the wider community.
- To foster and develop excellent relationships across our community.
- To create a culture of exceptional attitudes towards learning and life.
- To ensure that all learners are treated fairly and afforded respect.
- To teach appropriate behaviours through positive interventions.
- To help learners to recognise that every action has a consequence.

Legislation, statutory requirements and guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

Three Allfarthing Values:



Our Behaviour Curriculum

It is our view that, even with excellent academic results, an understanding of society and a plan for their place in it, unless children understand how to behave impressively and appropriately, they will be disadvantaged. For this reason, we consider the teaching of behaviour to be just as significant as academic learning and readiness.

The school's behaviour curriculum is aimed at enhancing the following:

- ✓ developing emotional resilience and positive mental health
- ✓ developing responsibility
- ✓ building confidence and self-esteem
- ✓ developing the understanding of the importance of healthy relationships
- ✓ developing the understanding of what bullying is and how to stop it
- ✓ developing an understanding of how to stay safe
- ✓ developing skills in self-management and self-regulation

Family Induction

Families will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's three values and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Teachers' Standard 7

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, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly*
- *manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them*
- *maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.*

Responsibility and Expectations:

Pupils are expected to:

- ✓ Behave in an orderly and self-regulated way
- ✓ Show respect to members of staff and each other
- ✓ In class, make it possible for all pupils to learn
- ✓ Move calmly and quietly around the school
- ✓ Treat the school building and school property with respect
- ✓ Wear the correct uniform at all times
- ✓ Reflect on impact of misbehaviour, once ready and regulated
- ✓ Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Staff are responsible for:

- ✓ Creating a calm and safe environment for pupils
- ✓ Establishing and maintaining clear boundaries of acceptable pupil behaviour
- ✓ Implementing the behaviour policy consistently
- ✓ Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- ✓ Communicating behaviours and incidents clearly with parents and families
- ✓ Modelling expected behaviour and positive relationships
- ✓ Providing a personalised approach to the specific behavioural needs of particular pupils
- ✓ Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- ✓ Recording behaviour incidents promptly

Parents and carers, where possible, should:

- ✓ Get to know the school's behaviour policy and reinforce it at home where appropriate
- ✓ Support their child in adhering to the school's behaviour policy
- ✓ Inform the school of any changes in circumstances that may affect their child's behaviour
- ✓ Discuss any behavioural concerns with the class teacher promptly

- ✓ Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

Recognition and Rewards for Effort

At Allfarthing, we use **Dojo points** to motivate children towards demonstrating our values consistently. We also use them to support reflective conversations.

Allfarthing Dojo rules:

- Positive points are given consistently, for all children. Teachers focus on identifying the difference between 'visible' and 'non-visible' children, ensuring not to create a 'token economy'. (Paul Dix, 'When the Adults Change, Everything Changes', p.29)
- Every child begins the day with 2 dojo points, for coming in to school and starting the day positively.
- The maximum number of points to be given to each child is 5 per day. This is to ensure that the children are only being given points for behaviours that demonstrate our values, and not for expected behaviours.
- 'Needs work' points are taken away privately, focusing on the 3R's (as below). It should not be used as a threat/warning and should be done at the discretion of the teacher.
- Only one 'needs work' sanction can be removed per incident.
- Individual plans are created for children with behavioural SEND (see below).

What does that mean for you and your kids?

 A positive culture for your kids Students will know they are valued and belong. They're an important part of our classroom community	 YOU are deeply connected to the classroom ALL families will be part of our classroom community. With the help of ClassDojo you'll get a window into your child's learning	 Your children are actively engaged in their learning Students participate in building a positive culture where we make mistakes, take on big challenges, and cheer each other on
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Teacher + students + family = We're a team 🤝

and teamwork makes the dreamwork

Other positive rewards

Other positive reinforcement methods include a positive note home, a phone call or a face-to-face conversation with parents to recognise great efforts in behaviour and celebration assemblies.

Celebration Assembly

Our celebration assembly is on a Friday, where children will be chosen as follows:

- One child from each class is written into the 'celebration book' for demonstrating one of the school values
- One child from the key stage becomes the Star of the Week, for demonstrating all three values, therefore demonstrating excellence.

ALLFARTHING EXCELLENCE AWARDS

Our Excellence Award is awarded to children who have consistently demonstrated excellent citizenship across the school. The Excellent Award will be awarded to the pupils who:

- Earn 900 or more Dojo points throughout the year, demonstrating our three school values consistently.
- Contribute to the wider community through any or more of the following: demonstrating respect across the community; representing the school with excellence on trips or competitions; extra-curricular activities; being dedicated members to clubs; carrying out activities that contribute to the wider community overall.
- The pupil's parents will be invited to celebration assembly, where the Excellence Badge will be presented (see Appendix 1).

Supportive approach to self-regulation

Emotional coaching and co-regulation

*Before moving on to the practical steps below, all staff need to ensure that the child they are supporting is **emotionally regulated**. Staff use the **Zones of Regulation** to support pupils to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people (see Appendix 2).*

Zones of Regulation

What is it?

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult/ uncomfortable emotions, known as 'self-regulation'. Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. It is defined as the 'best state of alertness of both the body and emotions for the specific situation'. From time to time, all of us (including adults) find it hard to manage strong/ uncomfortable feelings such as worry, anger, restlessness, fear or tiredness and this stops us from getting on with our day effectively. When children are experiencing these emotions, it can be very difficult for them to adjust their behaviours. For more information, please visit our website: <https://www.allfarthing.org.uk/Zones-of-Regulation/>

Practical steps in managing and modifying unwanted behaviour

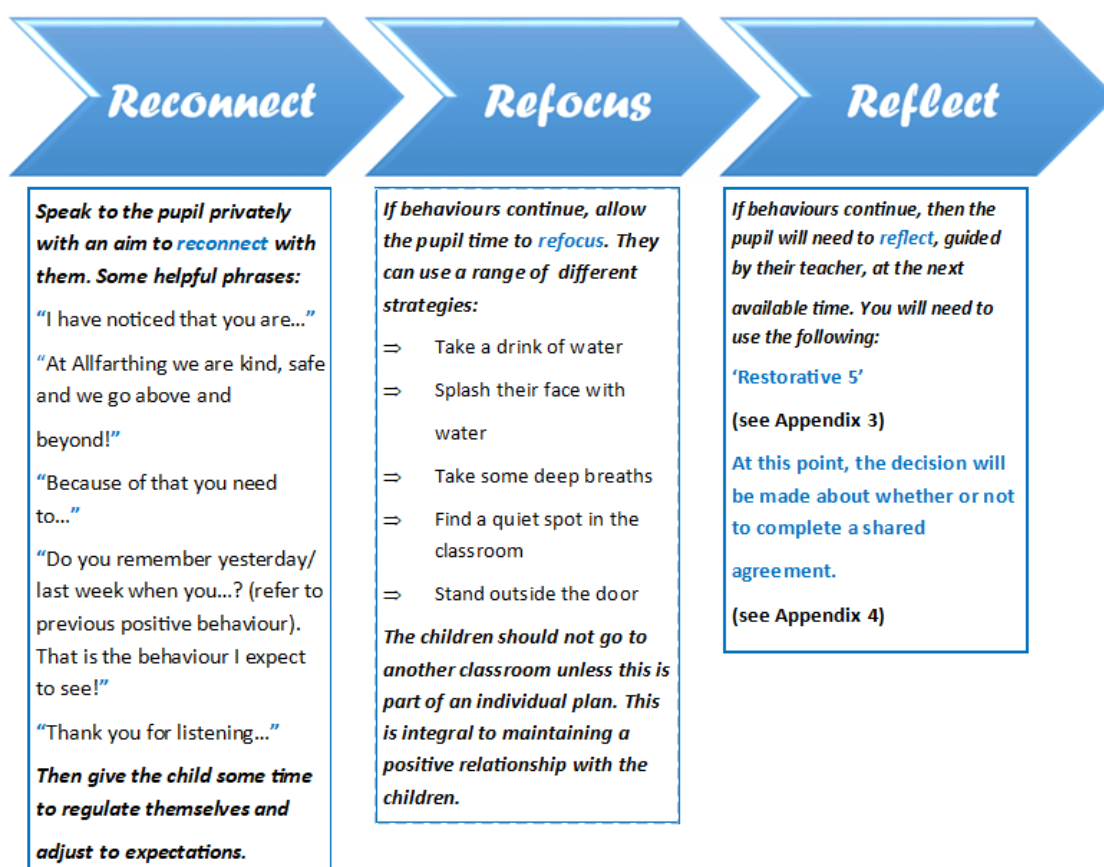
- Pupils are held responsible for their behaviour.
- Staff will deal with behaviour without delegating.
- Staff should always and consistently be parsing the behaviour they want to see.
- Staff should only miss steps for examples of escalated unwanted behaviours (see Appendix 3).
- Staff will always deliver behaviour intentions calmly and with care.
- Staff will use the steps the 3R's for dealing with misbehaviour.

*Redirections

A kind check in: A reminder of our three simple rules – **Be Kind, Be Safe, Go Above and Beyond**, privately, wherever possible. Praise will be given if the learner is able to model good behaviour as a result.

*Reminders

A clear verbal reminder: This should be delivered privately where possible, making the learner aware of their behaviour. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. **If behaviour begins to escalate further, the 3R's should be used:**



The above strategies should work to de-escalate low-level behaviours. If not, the below table outlines the follow-up actions necessary for unwanted behaviours.

Unwanted behaviour

Staff level	All school staff	Leadership team	Headship team
Behaviour	• Calling out • Out of seat • Near-by distraction • Running in school • Work avoidance • Not following instructions • Name calling/teasing • Snatch/throw to disrupt • Misuse equipment (no damage) • Accidental damage • Not lining up • Shoving/ nudging • Littering • Unsafe play	• Repeated behaviours from the previous column • Not accepting responsibility • Vandalism/graffiti (low cost) • Refusal to follow instructions • Using objects with intent to hurt • Targeted/repeated name calling/teasing • Refusal to complete work • Disrupting class • Disrespectful to others • Deliberate dishonesty • Deliberate use of feet to hurt (i.e. kicking) • Deliberate use of hands to hurt (i.e. hitting) • Deliberate use of mouth to hurt (i.e. biting) • Deliberate actions to upset • Swearing (reaction/to shock) • Stealing (minor) • Pushing (minor) • Leaving classroom	• Threatening/intimidating (pupils) • Threatening/intimidating (staff) • Discriminatory language (gender, sexuality, race, religion, heritage) • Vandalism/graffiti (repair/replace) • Intentional disruption to learning • Running away/ around school • Risk to safety • Swearing (intimidate/ threaten) • Bullying • Stealing (major) • False accusations against staff • Fighting • Refusal to leave/ blocking room • Open defiance to staff • Derogatory to staff • Assault on staff • Bringing/sharing prohibited items • Attempting to leave premises • Risk of/actual injury to others
Follow Up Action(s) All	• Discuss with classroom adults • Removal of Dojo 'Unwanted 1' • Reflection time if necessary • Restorative action if necessary • Reference consequences if necessary	• Discuss with phase leader, removal of Dojo 'Unwanted 2' • Shared agreement or individual behaviour plan • Set date for behaviour review meeting if necessary	• Discuss with SLT • Removal of Dojo 'Unwanted 3' • Evaluate current provision • After school detention • Formal letter to parent (see Appendix 5) • Risk of exclusion meeting, internal exclusion, fixed term exclusion or permanent exclusion
Reporting	• Raise in phase meeting if necessary • Note on My Concerns if these behaviours are out of character	• Arrange meeting to share concern with parent and phase leader if necessary • Raise concern at phase meeting if necessary • Record on My Concern • Decide upon ABC	• Meeting to share concern with parent and headship team • Record on My Concern • Headship team evaluate outcome and decipher next steps

Behaviour Reporting

As per our Equality Statement, Allfarthing aims to meet their obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

In light of our Equality Statement, when reporting behaviour concerns or incidents on My Concern or with families, we must ensure we remain objective, using only facts **without the presentation of emotion, perception and bias**. This includes information such as:

- What happened
- When it happened
- What happened next/sanctions in place
- Next steps to prevent recurrence of behaviour

Any wellbeing that may have been affected can be discussed internally with a member of the Senior Leadership Team, who will provide the necessary advice and support.

Adults who may have been impacted are also encouraged to seek support from our many available wellbeing services if they feel this would be beneficial.

Example Scenario

An incident occurred in a maths lesson where Child X shouted aggressively at their teacher because they were asked to sit down. This was reported using My Concern:

Teacher A (emotional response)

X shouted at me very aggressively and in an intimidating manner during maths today. X was sanctioned in accordance with our school behaviour policy, spending break time discussing the incident with me and losing 2 Dojo points. I was very disappointed with Child X's behaviour and hope it won't happen again.

Teacher B (appropriate response)

In maths, X was asked to return to his seat and shouted at me in response. X was sanctioned in accordance with our school behaviour policy, spending break time discussing the incident with me and losing 2 Dojo points. We agreed that he was already in the yellow zone because X was told off at home this morning. I reminded X of the Zones of Regulation to support them with this.

The above examples and guidance should also be applied when sharing such incidents with families in person, on the phone, or online.

Supporting pupils with SEND

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are displaying negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calm, clear way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as something that we can help them to understand and manage. As referred to above, using the Zones of Regulation approach will help identify the child's feelings, triggers and appropriate way to respond.

All adults who will be teaching a group of pupils, are personally responsible for knowing a pupil's individual needs before teaching them. Where applicable, they should ensure they have accessed the pupil's 'Education and Health Care Plan', know of any external agencies that are involved in their development, or begin an ABC form to analyse any triggers (see appendix 5).

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Supporting behaviour at lunchtimes

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, MMS staff will consistently catch children being demonstrating our values. MMS staff will engage in structured games and activities to support pupils to play kindly and safely with their peers.

Behaviour incidents should be managed at lunch time in line with the policy. Children who are displaying unwanted behaviours should be spoken to first and given a warning. If this continues, they should follow the 3R's. Escalated unwanted behaviours should be addressed as per the table above.

Mobile phones and smartwatches

At Allfarthing, students are not permitted to bring mobile phones to school. All smartwatches and devices with internet access, calling or recording capabilities are strictly prohibited. In a world where young people are increasingly exposed to the pressures of constant connectivity, we believe school should be a space where they can be fully present—engaging with their peers, focusing on learning, and developing healthy, balanced habits around technology use.

We understand that there may be exceptional circumstances in which a student needs to

bring a phone to school. If you feel this applies to you and your family, please do not hesitate to contact a member of the Senior Leadership Team for support.

For families with exceptional circumstances, the following guidance applies:

All mobile phones should be named and handed into the school office at the beginning of the day and collected at the end of the day. If parents want their child to bring a phone it is on the understanding that they agree with the following limitations on use, namely:

- Mobile phones must be switched off at all times during the school day, including break and lunchtimes, and remain off whilst pupils are on the school premises.
- It is not permitted to film or photograph anyone on school grounds.
- The phone will be kept in the main office during the day and for all clubs.
- The school will not be held responsible for the security of a mobile phone brought into school unless they are handed/ sent to the office for safekeeping.

Approach to Anti-Bullying

Our approach centres on prevention. There is an ethos and expectation of good behaviour for all children. Children and staff are encouraged and expected to show respect to others and to be treated with respect. They are taught to 'make the right choices' and understand the impact of their behaviour on the wellbeing, learning and safety of others.

Expectations and messages are shared in assemblies, PSHE lessons and in the way behaviour incidents are dealt with throughout the school. Levels of adult supervision, training and an ethos that bullying is not tolerated mean that all staff are aware of different forms of bullying and their responsibilities to act upon it.

Positive Handling

Allfarthing Primary School makes use of the DfE guidance, 'Use of reasonable force in schools (2013)'.

Any force used should always be the minimum needed to achieve the desired result. Key staff at Allfarthing Primary School have had the appropriate training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents will be kept on My Concern. Parents will be informed of any incident where force or restraint has been used on their child.

Exclusions

If a child continues to demonstrate behaviours that do not align with our school values or there is an escalation of behaviour over time, then a half-day internal exclusion can be used to support the child to reflect on the impact of their behaviours, establish and reset

behaviour expectations. Children will still be expected to complete their school work during this period.

External exclusion is always a very last resort and only considered if it is unsafe for the child to remain in school. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion. There will be a discussion about positive steps forward at the beginning of the exclusion and before the child returns to school at a reintegration meeting. All steps will be taken in line with the DfE guidance 'Exclusion from maintained schools, academies and pupil referral units in England'. In some examples a risk assessment or a reduced timetable may be used to support a child's return to full time education with the primary aim being for the child to return safely to full time provision as soon as possible.

Related policies and research

- 'When the Adults Change, Everything changes: Seismic Shifts in School Behaviour' by Paul Dix
- Anti-bullying Policy: https://www.allfarthing.org.uk/docs/policies/Anti-bullying_Policy.pdf
- Allfarthing Equality Code: https://www.allfarthing.org.uk/docs/policies/The_Equality_Code.pdf
- Inclusion Policy: https://www.allfarthing.org.uk/docs/policies/Inclusion_Policy.pdf
- Safeguarding policy: https://www.allfarthing.org.uk/docs/policies/Child_Protection_Safeguarding_Child_Abuse_Policy.pdf
- Well-being Policy: https://www.allfarthing.org.uk/docs/policies/The_Equality_Code.pdf

APPENDICES

See all copies of appendices saved here:

Appendix 1- Excellence Awards



Appendix 2 – Guide to Emotional Coaching

1) Recognising the child's feelings and empathising

"I can see you're feeling _____ and that's okay,"

"It seems that you are _____"

"That must have been tough,"

"I'm really proud of you for getting through that,"

2) Set limits on the behaviour – (If needed and once calm)

"I understand that you felt _____ however, in school we need to stay safe so we use calm hands,"

"In school we have guidelines to follow to keep us safe and help us learn,"

3) Support with problem solving.

"Let's think of a different way to deal with your feelings,"

"What can you do now?"

"When you're ready, ____ would appreciate you saying sorry"

Appendix 3 – Restorative 5

*'Five questions is enough. Choose your restorative five from the suggestions below to try in your reflection meeting... As you address each question together, remember that in-between your truth and their truth is **the** truth.'*

('When the Adult Changes, Everything Changes', Paul Dix, p.128)

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Appendix 4 – Shared Agreement

<u>Shared Agreement</u>	
Be Kind Be Safe Go Above and beyond	
I will....	
I will....	
My teacher will...	

Signed by teacher and pupil:

review date:

<u>Shared Agreement</u>	
Be Kind Be Safe Go Above and beyond	
I will....	
I will....	
My teacher will...	

Signed by teacher and pupil:

review date:

Appendix 5 - Behaviour reminder letter template

Insert address

Child's full name

Date

Dear Parent/ Carer,

Recently, name, has not been demonstrating behaviour in line with our school values. This has taken the form of _____ and this behaviour has been recorded on My Concern. It is important that your child understands the need to adhere to our school values;

- Be Kind
- Be Safe
- Go Above & Beyond

We will continue to support name to regulate their behaviours and understand the importance of our school values. We would appreciate it if you could discuss this behaviour with them at home. Going forward if further intervention is needed we will invite you in for a meeting to discuss how best to support name.

If you would like to speak to us about this letter or anything that you are worried about, please speak to a member of the leadership team in the playground or call the school on 02088741301.

Yours sincerely,

SLT name:

SLT signature:

Appendix 6 - ABC

ABC Recording Form

<u>Date and time</u>	<u>Antecedent</u>	<u>Behaviour</u>	<u>Consequence</u>

Appendix 7 – Scaffold for examples of behaviours that meet the Allfarthing values

		
Be Kind	Be Safe	Go Above and Beyond
• Being a considerate talk partner • Telling an adult if someone is being treated poorly • Offering to include people in games, especially if they appear lonely • Consistently using manners • Supporting your family at home	• Safe hands • Tucking chairs in • Tidy learning space • Following all instructions • Respecting the school environment • Telling an adult if someone is upset or worried • Telling an adult when you are upset or worried • Being an upstander	• Contributing to the wider community: taking part in clubs, litter picking etc. • Being a role model in school • Being a role model when in the wider community: trips, competitions etc. • Showing excellent focus throughout the day • Linking your prior learning to enhance your current learning • Extending your learning beyond the classroom e.g home learning

Positive

Needs work



Above and Beyond



Excellence



In school and ready to learn!



Kind



Safe



Edit skills

Positive

Needs work



Unwanted behaviour -1



Unwanted behaviour -2



Unwanted behaviour -3



Edit skills

