



Behaviour Policy

Staff Responsible:	L Elliott
Governor Committee:	Teaching & Learning
Link Governor:	
Status & Review:	Autumn 2026
Next Review Date:	Autumn 2027

Purpose

Policy Introduction

At Town Farm Primary School we aim to provide a calm, safe and supportive environment where all pupils want to attend and where they can learn and thrive without disruption. Being taught how to behave well and appropriately is vital for all pupils to succeed personally. Our behaviour policy is based on the principle of inclusion and equal opportunity and reflects the values of our school and will therefore be monitored to ensure this. We expect all stakeholders to work with us to enable children to behave sensibly and safely.

This policy has been developed through a process of consultation with school staff, children and governors. It describes the school's behaviour approach and expectations of behaviour. This document sets out clearly the procedures for rewarding good behaviour choices and details the consequences for poor choices of behaviour.

Policy Aims

Our aims are to:

- Create a positive culture that promotes excellent behaviour, self-discipline and respect, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values and rules of the school.
- Outline the expectations and consequences of behaviour.
- Provide an effective approach to behaviour management that is applied consistently to pupils.
- Define what we consider to be unacceptable behaviour, including all forms of bullying and discrimination.

Legislation

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- Keeping Children Safe in Education
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles and gives schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

School Rules

It is essential that pupils at Town Farm School understand what is meant by excellent behaviour and that the rules we expect them to follow are clear and well understood by all. Our school rules are:

- **Excellence** (The quality of being outstanding or extremely good).
- **Endeavour** (Try hard to do or achieve something).
- **Equanimity** (Calmness in a difficult situation).

At the start of each half term, each class revisits the school rules, what they mean and how children can demonstrate them both in and out of the classroom.

What does excellent behaviour look like at Town Farm?

- Demonstrating our school values: ambition, courage, determination, enquiry, equality, integrity, resilience and respect.
- Always aiming for the Town Farm Standard – the relentless pursuit of the highest standards of behaviour.
- Demonstrating our 3 school rules.
- Demonstrating learning stars in lessons.
- Demonstrating manners and kindness.
- Demonstrating a good work ethic and focus.
- Walking silently on the left hand side of the corridor when travelling through school.
- Attending school every day, on time.
- Wearing the correct school uniform every day.

Leadership and Management

Roles and Responsibilities

The Headteacher and the governors have overall responsibility for the implementation of the school's Behaviour Policy. However, everyone in the school community has roles and responsibilities to ensure that Town Farm Primary School is a safe place to work, learn and play.

The role of Governors

The governing body will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The role of the Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

The role of all staff

The class teacher has overall responsibility for all pupils in their class during the teaching school day. All adults are responsible for:

- Implementing and promoting the behaviour policy consistently
- Building and maintaining positive relationships with all children in their class
- Modelling positive behaviour and teaching children how to behave

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Arbor and communicating with parents/carers and the Behaviour Lead, where necessary
- Recognising when support from the senior leadership team is needed
- Being curious about behaviour through a safeguarding lens

At the start of every school year, pupils in each class, in discussion with the class teacher, decide on what demonstrating excellence means to them. Those ideas are then displayed in the classroom as a constant reminder to the children. Expected learning behaviours (The 5 Learning Stars) are displayed in every class and are referred to on a regular basis so that all pupils know what is expected of them in order to learn well.

During PSHE lessons, relevant issues are discussed to promote good relationships between all pupils and adults. The Zones of Regulation are used to help children support their behaviour choices and regulate their emotions.

The role of parents and carers

Parents and carers have the right to know that their children work, learn and play in a safe and supportive environment. Parents and carers are expected to :

- Support their child in adhering to the school's behaviour policy and school rules.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Agree to and sign our home-school agreement.
- Work in partnership with the school positively

If parents/carers have any concerns, they should initially contact the class teacher. If the concern remains, they should contact their child's Phase Leader, then Deputy Head, then the Headteacher. If still not satisfied, the Chair of Governors. If these concerns cannot be resolved, a formal grievance or appeal process can be implemented.

The role of the pupil

Pupils have the right to work, learn and play in a safe and supportive environment. They are expected to:

- Behave in an orderly and self-controlled way and demonstrate the school rules and values.
- Show good manners and respect to members of staff and each other.
- In every learning environment make it possible for all pupils to learn.
- Move quietly and sensibly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct school uniform at all times.
- Have a clear understanding that all behaviours will contribute to either praise, rewards or consequences.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Our Behaviour Approach

Restorative Approach

Restorative practice lies at the heart of our school behaviour policy. This means that we put relationships at the forefront of all we do. Staff are trained to understand why building strong relationships matter - they are fundamental to a child's development and through these children learn how to think, understand, communicate, behave, express emotions and develop social skills and resilience.

Our approach rewards good behaviour choices and provides consistent consequences for poor choices of behaviour.

Restorative practice, including language, will be used throughout the school to:

- build, maintain and repair relationships.
- build and encourage resilience and independence.
- improve behaviour and prevent bullying.

Zones of Regulation

The Zones of Regulation is a framework used to help children understand and manage their emotions and build resilience. It divides feelings and states of alertness into four colour-coded zones: blue for low energy (e.g., sadness or tiredness), green for a calm and focused state, yellow for heightened alertness (e.g., stress or excitement), and red for extreme emotions (e.g., anger or frustration). This approach teaches children to recognise their emotions, develop self-regulation skills, build resilience and use strategies to move towards the green zone, where they can learn and interact more effectively.

Friendship Fallouts

Friendship fallouts are inevitable in primary school as children are learning how to navigate their own emotions and relationships. Fallouts might occur over small misunderstandings, changes in interests, or even the inclusion of new friends. While the conflicts can feel intense at the time, children often bounce back quickly and may mend their friendships after a short period. However, these early experiences teach valuable lessons about communication, empathy, and the importance of showing kindness and equanimity when maintaining friendships. Staff at Town Farm are here to support children and help them navigate friendship fallouts. One way we do this is through the use of restorative justice.

Restorative Justice

Restorative justice focuses on repairing relationships and resolving conflicts through open dialogue, empathy and accountability. This approach encourages children to understand the impact of their actions, take responsibility and work towards making amends. By fostering communication between those harmed and those responsible, restorative justice helps build a sense of community, promotes emotional growth and teaches children the important life skills of conflict resolution, empathy and the value of forgiveness. It creates a supportive environment where children can learn from their mistakes and grow positively. Staff at Town Farm are here to facilitate restorative conversations among children. Questions typically discussed in these conversations are:

What happened?

How did this make you feel?

Who was affected?

What do you need now?

What needs to happen now to fix it and make it better?

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within our school. They will:

- Greet pupils in the morning.
- Establish clear routines by teaching them to children.
- Communicate expectations of behaviour and teach children how to behave well.
- Highlight and promote excellent behaviour.
- End the day positively and start the next day afresh.
- Have a plan which includes different strategies for dealing with low level disruption.
- Use positive reinforcement.
- Demonstrate unconditional positive regard for all pupils.

Our School Behaviour System

The principles of rewarding good behaviour:

- Children need to understand why and when rewards will be given and there must be a consistent approach to the system of rewards by all staff.
- Rewards must promote and encourage good behaviour, positive attitudes and high standards.
- Rewards must be flexible in order to meet the needs of the individual.
- The system must enable all children to achieve and encourage peer cooperation.
- The system must be easily administered and understood by all members of the school community, including parents, in order that they can value their children's achievements.

EYFS - Rewards

Highly skilled staff work alongside children to model and teach excellent behaviour every day. One of the three prime areas in the Early Years Foundation Stage is Personal, Social and Emotional Development (PSED). PSED is recognised as one of the building blocks of success in life and it has three key strands - self-confidence and self-awareness, managing feelings and behaviour and making relationships.

Staff encourage children to solve their own problems and work together to form solutions.

In EYFS, 'Learning Stars' are taught explicitly and staff then praise children when they see them using them.



Behaviour management in EYFS focuses on clear expectations ensuring consistency and certainty, lots of reminding/reassuring and praise and rewards. Each class has 3 rules for learning – good looking, good listening and good sitting (accompanied by Makaton signs) . Children are also reminded to make good choices throughout the day.

Each class has its own marble jar – children can earn marbles individually or as a class. When the marble jar is full, the class can then select a whole class reward. Counting the marbles is an exciting part of the day which also provides real life maths learning.

KS1 and KS2 - Rewards

Town Farm uses a 3 tiered approach to rewards for excellent behaviour. Staff use the language of choice with all children.

Tier 1

Specific verbal and non-verbal praise will be given to children throughout each school day.

Tier 2

Each class, as a team, earns class reward points throughout the week in order to receive reward time on a Friday afternoon (15 minutes).

Once a class has hit certain milestones of points, other whole class rewards are given such as: 10 minutes extra break time, mufti day, extra computing time, extra art afternoon.

Children earn class reward points by demonstrating:

- Town Farm school rules.
- Town Farm school values.
- Impeccable manners.
- Kindness and care to others.
- Town Farm's behaviour for learning stars (see image below).



Class teachers and other staff members can also use additional incentives and strategies to motivate and reward their classes in a positive way e.g. communicating praise to parents, positions of responsibility, table trophy, star of the day, golden apple, secret student, Dojo points.

Tier 3

For children that go over and above the expected standard of behaviour in KS1, they will receive a special sticker or a special note that goes home.

In KS2, children have the chance to collect silver star stickers throughout the year. After receiving 15 stickers, a gold pin badge will be presented by a member of the Senior Leadership Team in Friday's celebration assembly.

Further rewards

Attendance Rewards

In Friday's celebration assembly, the class with the highest attendance percentage for the week and the class with the most improved attendance for the week receive the following:

- 10 extra minutes of reward time.
- They leave assembly first.
- An attendance trophy to keep in their classroom for the week

At the end of the autumn and spring terms, several classes receive a mufti day for the following:

- Being the class with the highest percentage that term.
- Being the class with the most improved attendance that term.
- Being the class that have had the most weeks of highest percentage that term.

At the end of the summer term, all children with attendance above 96% are entered into a prize draw. Two winners (one from KS1 and one from KS2) are chosen at random and they receive a special prize.

Certificates

One child from each class receives a special certificate in Friday Celebration assembly for demonstrating one or more of our school values or school rules that week. Other certificates are awarded throughout the year for activities such as swimming and Bikeability.

Rewarding Reading

Across the year, children can choose up to 4 reading books as a reward for regularly reading at home (5 times a week). Children have the opportunity to choose their own books to take home from our book vending machines.

Consequences

When giving consequences, staff will consider the following:

- Avoid whole group consequences that punish the innocent as well as guilty.
- Wherever possible, use consequences that are logical consequences of the pupil's inappropriate behaviour.
- Use consequences to help the pupil and others learn from mistakes and recognise how they can improve behaviour.
- Where appropriate, use consequences to put right the harm caused.
- Never use consequences that are humiliating or degrading.
- Always use consequences in a calm and controlled manner.
- Ensure that consequences are carried through consistently.
- Attempt to link the concept of consequences with choice so that pupils see the connection between their own behaviour and its impact on themselves and others and therefore take increased responsibility for their own behaviour.

Unsatisfactory behaviour examples:

- Ignoring instructions.
- Child off task and/or engaged in non-work oriented talk.
- Lack of cooperation and poor work attitude.
- Interrupting or interfering.

- Shouting out.
- Wandering around class.
- Ignoring health and safety, security or clothing rules.

Misbehaviour

Misbehaviour is defined as:

- Disruption or non-compliance in lessons, in corridors between lessons and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude, rudeness and/or unkindness.
- Dangerous or rowdy play.
- Incorrect uniform.

Serious misbehaviour

Serious misbehaviour must be reported to a member of the Senior Leadership Team who will deal with the incident in line with the policy. Severe behaviour can include, but is not limited to:

- Any form of bullying – including online.
- Persistent disruption to learning.
- Swearing – verbally or gestures.
- Absenteeism.
- Threats.
- Sexual violence or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments.
 - Sexual jokes or taunting.
 - Physical behaviour like interfering with clothes.
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Racist, sexist, homophobic or discriminatory behaviour.
- Physically hurting another child or adult.
- Theft.
- Vandalism.
- Possession of any prohibited or dangerous items such as but are not limited to:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of any person (including the pupil)

EYFS - Consequences

The EYFS uses the language of choice. When a child needs support in making good choices, adults will talk to them and model for them. Sometimes it will be necessary for staff to scaffold vocabulary/phrases for the child to hear, repeat and practise.

Occasionally, it is necessary for a child to have some thinking time. This would be a few minutes away from an activity where an adult will talk with the child at the beginning and the end of the time about what has happened, what should happen next and what should happen in the future. During the thinking time the child is given visual prompts to help them focus their thinking. This time acts as a re-set so that the child is able to continue their day positively.

On rare occasions where the child's behaviour is extreme, they may be given Reflection Time. This also starts and ends with adults talking with the child and using a reflection spot to sit on, visual prompts and a 3/4 minute timer. Reflection time is recorded and parents are informed so that consistent messages and support can be given to the child. Both thinking time and reflection time are followed by 'catching them being better' and praise is given as soon as possible.

KS1 and KS2 - Consequences

As with rewards, consequences also follow a 3 tier approach. Children are learning how to make excellent behaviour choices and ultimately that means that sometimes they may make poor behaviour choices along the way.

Tier 1

Staff use a range of effective behaviour management strategies to reset poor behaviour choices e.g. praising children making the right choice, giving encouragement, letting the child know what they would like to see them doing.

Tier 2 – misconduct

Children are given verbal warnings and reminders. The number given will depend on the child and the context but typically no more than 3 or 4 warnings will be given to try to improve a child's behaviour choices.

If a child is not able to follow instructions or make the right choices despite the warnings and reminders, they may be asked to spend some time in their Phase Leader's classroom in order to reflect on and reset their behaviour. This is known as being given a yellow card. They will complete a reflection sheet with the intention of them then being able to return to class and make better choices.

If the poor choices of behaviour continues, the child will be given a red card. When a red card is received, the child will spend their next break time with a member of the SLT. The class teacher will inform the child's parent and log the incident on Arbor.

Tier 3 – serious misconduct

Tier 3 will address any serious misconduct. There are several outcomes of children displaying serious misconduct depending on the context and individual circumstances that surround the incident: missing lunchtime, call home to parents, being put on SLT report, an IRT, suspension or permanent exclusion.

Internal Reflection Time (IRT)

A child may be given an internal reflection time. They will work away from their peers, for the remainder of the session or day alongside a Learning Mentor. Restorative practices may take place with a view to allowing empathy and good behaviour choices to develop. A learning session based on the behaviour displayed may also be held, if necessary. Following this, pupils will be expected to complete the class work assigned to ensure they do not fall behind. The length of the IRT will depend on the age of the child, individual behaviours demonstrated and circumstances that are apparent.

Suspension and Permanent Exclusions

The term suspension is a reference to what is described in legislation as an exclusion for a fixed period.

Our school aims to ensure that:

- The suspension and permanent exclusion process is applied fairly and consistently.
- The suspension and permanent exclusion process is understood by governors, staff, parents and pupils.
- Pupils in school are safe and happy.
- Pupils do not become NEET (not in education, employment or training).

For the vast majority of pupils, suspensions and permanent exclusions will not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

Suspension and permanent exclusions are based on statutory guidance from the Department for Education:

The principal legislation to which this guidance relates is:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014

Only the Headteacher, or Acting Headteacher, can suspend a pupil from school. A permanent exclusion will be taken as a last resort. Our school is aware that off-rolling is unlawful.

The school is committed to following all statutory suspension and permanent exclusion procedures to ensure that every child receives an education in a safe and caring environment. A decision to suspend or permanently exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's Behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Process for suspension and exclusion

Suspension procedures may commence in accordance with the DfE guidance.

The Headteacher will consider the following during this process:

- adopting a reliable method for monitoring the 45 day suspension rule, including suspensions received from other schools;
- ensuring there is a formal process for informing parents, social worker (where relevant), governing board and local authority, clearly setting out all reasons for the exclusion;
- providing up-to-date links to sources of impartial advice for parents;
- reintegrating suspended or permanently excluded pupils and supporting pupils' future behaviour;
- ensuring a formal process for arranging, at short notice, suitable full-time alternative education for pupils receiving suspensions over five school days.

In light of a serious incident at school that results in a person being hurt; damage to school property or disruption to the teaching and learning of other pupil's, the sanctions in the behaviour policy will be escalated immediately. The child may receive a suspension or permanent exclusion at the discretion of the Head teacher. Only the Headteacher (or an acting Headteacher) has the power to exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends or excludes a pupil, s/he informs the parents without delay of the time period and reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher must also notify the pupil's social worker or local authority if a pupil has an EHCP, the Virtual School Head if the pupil is a Looked After Child. The details of the suspension must also be provided in writing to the local authority.

The Headteacher must, without delay, notify the governing body of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);

- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test

In the case of a suspension which does not bring the pupil's total number of days of exclusion to more than five in a term, the governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents. The governing body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher.

Procedure Following a Major Infringement and/or Exclusion

Following a major infringement of the behaviour policy or a suspension, the child, with their parents/carers will attend a re-integration meeting upon returning to school with a member of the senior leadership team and a reintegration strategy will be put in place to support the pupil back into school. This will be recorded, reviewed and regularly adapted, if necessary.

Individual risk assessments or positive and proactive support plans may also be updated, if necessary.

Mobile Phones

Mobile phones are not permitted to be used in school or on the school site. Children in upper KS2 who bring them into school have their devices locked away for the day. They are given back to children at dismissal.

Pupil Transition

At the start of a new academic year, teachers will establish clear behaviour expectations with their classes. Teachers will also reiterate these expectations at the start of each half term and also if and when a new child joins their class throughout the year.

Staff Induction

All existing staff will have behaviour training at least annually as a whole team. Staff development will be specific for individual roles. The Behaviour Lead and members of the senior leadership team and the SENDCO will provide continual support for all colleagues.

Pupil Support

Recognising the impact of SEND on behaviour

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. We will consider our approach in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. The following approaches may be used:

- Time out opportunities e.g. movement breaks.
- Adjusting seating plans.
- Adjusting uniform requirements for a pupil with a sensory issue.
- Use of sensory room where pupils can regulate their emotions.
- Modified timetable.
- Social skills groups.
- Targeted behaviour interventions.
- Learning Mentor Support.
- School Counsellor.

Internal Support - Learning Mentors

The Hive is a welcoming room dedicated to support children with social, emotional and mental health (SEMH) needs. Support in The Hive is tailored to the needs of the individual pupils that attend and this usually takes place over a short intensive period. The process of re-integration back into class is then carefully managed to support the pupils effectively.

The Hive is also used when a child needs a short time to regulate and/or reflect on a situation in order for them to be able to reintegrate back into the class or activity when it is deemed appropriate.

It is also a space where behaviour or SEMH interventions take place when necessary.

Occasionally, pupils may require an internal reflection time (IRT) and this will be completed in The Hive. An IRT is often accompanied by an intervention or piece of learning to help ensure the same poor choice of behaviour is not repeated.

External Support Agencies

Town Farm has a strong working relationship with a number of educational and health agencies who can give additional input where it is deemed necessary to review a child's behaviour. This is undertaken with permission from parents/carers.

Safeguarding Concerns and Behaviour

Town Farm School will always consider whether misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, as set out in KCSIE, staff will follow the School's Child Protection and Safeguarding Policy and speak to the DSL or Deputy DSL. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

There are many types of bullying and these can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or inappropriate touching

TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

In the case of bullying and prejudice related incidents, an Anti-bullying and PRI form will be used to record the incident, which will then be resolved in accordance to policy.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

Child on Child Abuse

What measures are in place to prevent this?

- Clear child protection and safeguarding policy and training for all staff.
- Zero tolerance approach to sexual harassment and sexual violence.
- Jigsaw PSHE scheme.
- Restorative approach.
- Zones of Regulation check ins daily for all pupils.
- Anti-bullying week focus (including cyber bullying).
- Open culture where children are encouraged to talk to trusted adults.

Zero-tolerance approach to sexual harassment and sexual violence

Town Farm School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

The sanctions used by the school in response to sexual harassment and/or violence will be discussed and decided by the Head Teacher and DSL, and concerns, discussions, decisions and reasons for decisions will be recorded on CPOMs.

The school has procedures in place to respond to any allegations or concerns of sexual harassment and sexual violence as set out in the Safeguarding and Child Protection policy. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help or children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Off-site behaviour

It is expected that Town Farm pupils will uphold the excellent reputation of the school when off site. Consequences may be applied where a pupil has made poor behaviour choices off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of our school.

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Physical restraint

In some circumstances the use of reasonable force may be required to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint will always be used as a last resort and be undertaken in line with the procedures set out in the Touch and the Use of Restrictive Physical Intervention When Working With Children and Young People Policy. It will never be used as a punishment.

Screening and Searching Pupils

The school reserves the right to screen and search pupils or their possessions where they have a reasonable grounds to suspect that the pupil may have a prohibited items. This will be done respectfully and in accordance with the [DfE Searching, Screening and Confiscation advice 2022](#).

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in [The Schools \(Specification and Disposal of Articles\) Regulations 2012](#):
 - tobacco and cigarette papers (but not e-cigarettes or vapes)

- fireworks; and
- pornographic images.

When a pupil is searched at least two members of staff will be present. Pupils will be searched by a staff member of the same sex. Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the school's safeguarding reporting system CPOMS, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. The record will include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Parents will always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Misconduct of Parents on school site

In the event of a parent displaying misconduct on school property, the Headteacher will notify the parent with a written warning about the behaviour or in a serious breach of misconduct ban the parent from physically setting foot on the school site.

Misconduct of staff members:

In the event of a staff member being accused of misconduct, the Headteacher will follow the DfE guidance and advice in [Dealing with Allegations of Abuse against Teachers and Non-teaching Staff](#).

Staff members will not automatically be suspended after an allegation of misconduct, pending an investigation into the matter. The decision will be made in line with the Local Authority Designated Officer.

Monitoring arrangements

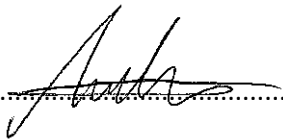
This behaviour policy will be reviewed by the Headteacher and governing body annually. At each review the policy will be approved by the headteacher. It should be read in conjunction with:-

Acceptable Use Policy
 Attendance Policy
 Uniform Policy
 Special Educational Needs and Disability Policy
 Staff code of conduct
 Anti-Bullying Policy
 Equal Opportunities Policy
 Online Safety Policy
 Safeguarding and Child Protection Policy
 Touch and the use of Restrictive Physical Intervention when Working with Children and Young People Policy

This policy was reviewed and updated by the Headteacher: September 2026

Reviewed by the Governing Body: September 2026

Date of Next Review: September 2027

Signed:.....(Headteacher)

Signed:.......... (Chair of Governors)

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.