The First Federation Trust
Pupil Behaviour Policy

Adopted:	May 2026
Review cycle:	Annual
Next review due by:	May 2027

This policy is a guide for Heads of Schools.

It is expected that Heads will always use their discretion on deciding which strategies and consequences to use with pupils in line with this policy. As such, individual schools will personalise sections of this policy to meet the needs of their cohorts and as they transition towards a 'Relational' policy approach.

Core Purpose
Working together to provide the best possible education for all.
Mission
Using our individual and collective strengths to work together to improve our schools. Providing all pupils the best education, enabling them to succeed.
Vision
Every child will aspire, flourish and achieve within the heart of the community

Within the First Federation Trust, we believe that every member of the school community has a responsibility for behaviour. Every member of staff should be seen to follow procedures confidently and consistently. All staff and pupils have an entitlement to achieve their maximum potential in a safe and secure environment where effective teaching and learning can take place. It is our belief that good behaviour needs to be taught, should be expected, and be consistently encouraged. Each school within the Trust has its own school values, rules, rewards and consequences to meet the needs of their cohort. Each school has its own vision which underpins the behaviour policy and systems in each setting.

Rationale

Relational practice and positive behaviour management are recognised as methods to support pupils' development through the promotion of positive behaviours and relationships. The main method of achieving this is through using relational practice, trauma informed care, and effective teaching and preventative responses which encourage praise, understanding, re-direction and co-regulation thus enabling pupils to be ready to learn. The staff who work with the pupils create appropriate role models for the pupils to follow. Through connection and understanding, adults in the school provide safe and secure environments for all pupils to be self-regulated learners. In extreme circumstances adults may need to take over control of a child's behaviour and in these situations, it may be necessary to provide physical intervention. This is used to ensure that a pupil does not cause injury either to themselves, a member of staff, another pupil or property.

Principles

To enable effective teaching and learning to take place, the school seeks to provide a safe, secure and caring environment in which positive behaviour is taught and consistently expected in all aspects of school life.

Children are entitled to

- feel connected, understood and cared for
- a safe and secure environment conducive to effective and stimulating learning and teaching
- consultation about school behaviour guidelines and expectations
- adults within school setting a good example
- the freedom from physical and verbal abuse in school
- a fair consistent, clear and calm approach to discipline from the school
- a clear set of guidelines and expectations about their behaviour in school
- have a voice and be listened to in school

Staff in school are entitled to

- a safe and secure environment conducive to effective and stimulating learning and teaching
- the freedom from physical and verbal abuse in school
- insist on a high standard of acceptable behaviour from children
- expect parents to help prepare their children to meet the school's expectations in ways acceptable to the school community
- implement agreed consequences when children behave in unacceptable ways, with support from the senior management team when required.
- have a voice and be listened to in school

Parents are entitled to

- expect the school to maintain a safe and secure environment conducive to effective and stimulating learning and teaching
- regular information and consultation with the school about their child's progress and behaviour
- a clear set of guidelines and expectations about their children's behaviour in school
- early notification from the school of any problems relating to their child's behaviour
- have opportunities to help the school address their child's behaviour difficulties
- have a voice and be listened to in school

The following behaviours will always be robustly challenged

- Bullying, fighting, racial harassment or any other form of discrimination against the protected characteristics (see Trust Policies)
- Inappropriate language
- Stealing
- Leaving school without permission
- Vandalism
- Dangerous behaviour
- Disruption to learning

Wider considerations

There are times that pupils in school present with difficult and challenging behaviours. These behaviours can differ in severity and the times at which they are displayed.

This policy has been produced through the consultation of the following documentation:

- Keeping Children Safe in Education (DfE, September 2025)
- Behaviour in Schools: Advice for Headteachers and School staff (DfE, February 2024)
- Behaviour and discipline in schools: guide for governing bodies (DfE, September 2015)
- Guidance for Developing Relational Practice and Policy (Babcock and DCC, October 2022)
- Mental Health and Behaviour Advice for Schools (DfE, March 2018)
- Promoting and supporting mental health and wellbeing in schools and colleges (DfE, April 2026)
- Supporting pupils at school with Medical Conditions (DfE, August 2017)
- Participation of young people in education, employment or training (DfE, April 2024)
- Working together to improve school attendance (DfE, August 2024)
- Alternative Provision (DfE, February 2025)
- Use of reasonable force and other restrictive interventions guidance (DfE, April 2026)
- Improving Behaviour in School (EEF, 2019)

Roles and responsibilities

Promoting positive behaviour is the responsibility of the whole Trust community.

- Trustees should discuss and agree policy, make recommendations, support its implementation and contribute to the process of evaluation
- All staff should support and consistently implement the policy

Promoting positive behaviour is the responsibility of the whole school community.

- Parents should work in partnership with the school to maintain high standards of behaviour
- Children should adhere to the expectations of the school and learn from those occasions when they fall short in this respect

Promoting positive behaviour management

It is essential that all members of each school community know the school rules and consistently apply them. Pupils will need to be taught the rules and be reminded of them regularly. These rules will include carrying out daily routines, emergency procedures and for contextual aspects of specific lessons within the curriculum. Supportive feedback then reinforces positive behaviours.

Behaviour agreement (including break and lunch times)
At the beginning of every academic year class teachers will agree a set of positively phrased class rules and expectations with their children. These will be on display in every classroom. The rules will be revisited at key points during the school year, including transitions, and reviewed and amended as necessary. We believe that these should be personal to each class but include the following themes:

1. Being respectful
2. Being gentle towards one another
3. Being kind and helpful
4. Being polite and listening
5. Looking after property
6. Being honest

Supporting pupils with SEND

The SEN Code of Practice states that special educational provision should be additional to, or different from, the educational provision made generally for children of their age.

In the First Federation we understand that children may experience a wide range of complex needs including social, emotional and mental health, Autism, attention deficit disorder, attention deficit hyperactive disorder or attachment-based difficulties. Children with speech, language and communication needs (SLCN) may also have difficulty in communicating with others. Any of these needs may affect a child's behaviour in school.

As a trust and within individual school communities, we always do our best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. All members of staff understand the need to make the adjustments when dealing with the behavioural needs of pupils with SEND, particularly regarding consequences.

If a member of staff feels that some apparent poor behaviour may be due to an undiagnosed special need or learning difficulty, they must seek advice from the school SENDCo.

Supporting pupils with behaviours that challenge

Some of our pupils' needs mean that they are unable to effectively regulate their own behaviour which may result in risk to themselves, other pupils and adults working with them. It is not always possible to immediately identify reasons why a pupil behaves in the way that they do. For these reasons, it is important to carefully monitor and record patterns of behaviour throughout the day, over time, incorporating different types of co regulation and mentoring approaches. Records of behaviour help us focus on the frequency, context and levels of behaviour.

Behaviour plans (including relational support and co-regulation plans) are co-constructed and implemented through a 'TEAM child' approach including the pupil, parents/carers, and key staff after behaviours have been fully analysed. All incidents are recorded, and all physical interventions recorded in the paper based Bound Book or completed electronically and uploaded to the Safeguarding System. Behavioural records, over time, will build up a profile of the pupil, identifying different methodologies, strategies, behaviours and triggers. Physical intervention records are monitored frequently by the senior leadership team.

Each school uses positive handling plans (PHP)/ behaviour care plans (BCP) for pupils who have identified recurrent behaviours linked to their needs or disabilities. These plans are used to provide guidance to staff on how to effectively apply strategies to support individuals' behaviour.

Identified pupils will have an individual risk assessment indicating any potential known risks to themselves, other pupils, environment and adults. All staff working with pupils should be made aware of the pupils' needs, risk assessment and work within the guidelines provided in this and the PHP/BCP document (if appropriate). A baseline identifying pupils' strengths and weaknesses is established, using a profile, and this forms part of the completed behaviour plan.

Once the behaviour plan is implemented and monitored there will be a timely review to ascertain its effectiveness. At this point, if behaviours are not improving, the school would seek to obtain further advice and support from professionals and Local Authority representatives to develop an appropriate way forward.

Expectations

Children are expected to

- attend regularly and be punctual
- wear correct school uniform
- be positive about learning and always try their best
- treat everyone and everything in the school community with consideration and respect
- always follow the school/site/classroom rules

Staff are expected to

- support and consistently implement the policy
- attend regularly and be punctual
- dress in an appropriate way
- follow the staff code of conduct
- treat everyone and everything in the school community with consideration and respect

Parents are expected to

- ensure their child attends regularly and punctually
- ensure their child wears the correct uniform
- be positive about their child's learning and encourage them to always try their best
- treat everyone and everything in the school community with consideration and respect

Working with parents

Parents/carers are key partners in their children's behaviour. Parents should be made aware if there are difficulties with their child's behaviour and this should be handled in a supportive way. Often, behaviour is part of the child's learning difficulty or disability and therefore should be treated as an aspect of their educational needs. Parents should be involved in the design of behaviour and co-regulation plans (alongside school staff and relevant outside agencies) as they are often the experts when it comes to planning strategies for behaviour management. Where appropriate, parents should sign and agree to behaviour plans (the title of these documents are school specific) before they are implemented. If there is planned physical intervention, or the behaviour is risk assessed as requiring possible physical intervention, parents should be talked through the processes and agree to physical intervention through a signed consent form.

Recording and reporting

In all schools, inappropriate behaviour is routinely recorded on the school's online recording system or paper logs (see Appendix for an example of a Behaviour Log and the tables within the Rewards and Consequences sections which states when incidents should be recorded formally). Additionally, physical interventions, as defined below, are recorded in a bound and numbered book or uploaded to the Online Safeguarding Recording System.

The school must record all occasions when physical intervention has been used. Within the report the following areas are recorded:

- Name of pupil
- Names of all staff involved
- Details of the incident, including the hold/escort used, date and times
- Any injuries to pupil or staff (an IR1 and first aid book completed)
- Signatures of staff quality assuring the report
- Communication to parents/carers
- The voice of the child is recorded

The physical interventions records are monitored regularly by the HOS, SIOs and Link Directors

Physical intervention

- Physical intervention should always be the last resort and will only be used in the best interest of the pupil
- Physical intervention will always consider the rights and needs of the pupil
- Pupils will always be encouraged to regain control without the need for physical intervention
- At no time during physical intervention will pain be intentionally inflicted

Physical intervention is used to

- prevent the pupil harming self or others
- prevent the damage to property
- prevent them from committing an offence
- maintain good order and discipline
- prevent the pupil regretting or being upset about their actions afterwards

Physical intervention will take place in accordance with the restrictive interventions policy.

The use of restriction of liberty

The Trust recognises appropriate use of restriction of liberty in the following circumstances that are designed to keep our young people safe;

- retaining a pupil in a space (with an adult present or monitored by an adult who must be able to clearly see and hear the pupil) who has lost control of their behaviour and/or who may place themselves or others in significant danger if we were not to take control.
- Internal isolation is a planned strategy in response to a serious incident involving other pupils, staff or damage to property. This allows pupils, who have behaved inappropriately, to attend school and access their learning without interfering with the learning of others.

Child-on-child abuse

The Trust is clear that sexual violence and sexual harassment are never acceptable.

We will not tolerate this behaviour online or offline under any circumstances, and pupils whose behaviour fall below the school's expectations will be sanctioned.

School staff will never condone or normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. It is our policy that staff will challenge all inappropriate language and behaviour between pupils or towards other members of the school community.

If we have concerns regarding sexual violence and sexual harassment, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE).

We will take all reports of sexual violence and sexual harassment or child-on-child abuse seriously. Those affected will be reassured that they will be supported, kept safe and are being taken seriously, regardless of when the incident(s) took place. Abuse that occurred online or outside of the school premises will be taken equally seriously.

In instances where child-on child abuse is found to have taken place, the school will take disciplinary action in line with this behaviour policy.

The school's designated safeguarding lead (or deputy) will lead the school's initial response. Each incident will be considered on a case-by-case basis. Referrals will be made and support services engaged as appropriate.

Behaviour outside school

Pupils' behaviour outside school; on school trips, travelling to and from school and sporting events is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.

Staff induction and training

We recognise that to facilitate effective behaviour management, staff need to be given adequate training and support. We offer regular training to staff; some of this will be delivered to the whole staff. In other instances, it may be relevant to offer personalised support to individuals or groups of staff.

Staff are given specific training on the school's behaviour policy and approaches to behaviour management during the induction process and regularly thereafter.

If an individual member of staff is struggling with their behaviour management, they will be given support to develop this. The approach taken will be determined by the needs of the member of staff but could include additional training, one-to-one coaching/mentoring and, if required, the implementation of a support plan. If staff feel that they need any additional support with their behaviour management, they should approach their line manager or Head of School to request this.

All staff will be made aware of the Academy policy and government legislation, with which they will be expected to comply. This policy should be read with referral to the Safeguarding policy, Equality Policy, Suspensions and Permanent Exclusions Policy and the Anti-bullying policy.

Rewards and consequences procedures

Rewards

For most of the time children behave in desirable ways and this behaviour will be rewarded with praise, encouragement and recognition of their achievement. This may be through positive body language, facial expressions or verbal praise from an adult, which is given as an affirmation of the behaviour. Positive behaviours can be reinforced by selected rewards for example, positive phone calls home or notes to parents.

Some children may need more tangible rewards and used well these can be great motivators for pupils. Be sure to give these rewards straight after the behaviour has been demonstrated, where appropriate.

Positive recognition could be for:

- Demonstrating core values
- Consistently high standards
- Consistent effort over time
- Services to the school
- Other reasons as identified by the teacher
- Excellent attendance weekly/ half termly/ yearly
- Punctuality
- No negative consequences in a week
- Courtesy, courage, co-operation and contribution

Reward systems will be designed by each individual school and will take the form of:

- Class-based rewards, e.g. marbles in a jar
- Individual reward system, e.g. praise postcards, Class Dojo points
- School-wide rewards, e.g. house points

Consequences

If a child breaks any of the agreed rules there will be a consequence. Consequences should be applied consistently and fairly resulting in boundaries being clearly drawn and therefore good behaviour promoted. All members of staff are responsible for promoting good behaviour across the school and must, therefore, be responsible for not accepting inappropriate behaviour.

It is important that adults label the behaviour and not the child. Labelling children is unacceptable. Pupils need to know that they are understood, valued and cared for.

Consequence strategies will be designed by each individual school. Staff will endeavour to use these sequentially, however certain behaviours will proceed to the later stages if they are of a particularly serious nature. Strategies will include:

- Rule reminder
- Behaviour warning
- Loss of playtime/lunchtime
- Sent to another class to complete work
- Sent to senior leader
- Internal isolation
- Suspension (see Suspension and Permanent Exclusion Policy for further information)

Suspensions and Permanent Exclusions

A suspension, or a permanent exclusion, is an extreme step and will only be taken in cases where;

- long term misbehaviour is not responding to the strategies in place and the safety and learning of others is being seriously hindered
- an incident of extreme seriousness has occurred
- in such circumstances where the Head of School sees fit, and in accordance with the Suspensions and Permanent Exclusions policy.

A suspension will take the form of either;

- internal isolation where the child is withdrawn from lessons for a fixed period or
- external suspension where the child is sent home for a fixed period
- A permanent exclusion is where the child will be sent home and the local authorityis responsible for arranging suitable full-time education to begin no later than the sixth day after the first day the permanent exclusion took place.

Reasons to suspend or permanently exclude

Suspension

There will always be a need to ensure full understanding of the situation before deciding on this course of action. The Head of School needs to be clear there was intent or clear reasoning if the child concerned did one of the following:

- Failure to comply with a reasonable request from senior staff
- Breaches of Health & Safety rules
- Verbal or physical assault of children, staff, or other adults
- Failure to comply with the consequence system as described
- Wilful damage to property
- Bullying
- Homophobic or racist bullying
- Sexual misconduct
- Theft
- Behaviour which calls into question the good name of the school
- Persistent defiance or disruption
- Minor assaults or fighting
- Other serious breaches of school rules.

Permanent exclusion

- Serious and persistent breaches of the school's behaviour policy and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of pupils or others in the school.

Permanent exclusion may happen for the first or 'one off' offence. These may include:

- Serious actual or threatened physical assault against another child or member of staff
- Sexual assault or abuse
- Supplying an illegal drug
- Carrying an offensive weapon
- Making malicious or false claims against staff
- Potentially placing members of the public in significant danger or at risk of significant harm

These instances are not exhaustive but indicate the severity of such offences and the fact such behaviour can affect the discipline and well-being of the school community.

When suspending or permanently excluding pupils, schools will follow the Trust suspensions and permanent exclusions policy

Rewards and consequence procedures at lunch times, before and after school clubs

Rewards

Meal Time Assistants (MTAs), and any staff providing before and after school clubs, should follow the agreed school reward systems.

Consequence procedures

MTAs should follow the procedure below when tackling unacceptable behaviour at lunch time. To prevent poor behaviour, remind children how we play, suggest games, etc. If you can foresee a situation arising, take immediate action to diffuse the situation.

Consequence systems will be designed by each individual school but may include:

- Rule reminder
- Verbal warning
- Time out on the playground
- Sent in from playground

If required, MTAs are to seek support from an identified teacher or school leader and are to inform class teachers at the end of lunch if a child has been sent in from the playground.

This policy was adopted by the board of directors on: 14th May 2026. It will be reviewed annually.