



**Fairfield Spencer Academy's
Behaviour Policy
2026-2028**

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Our behaviour culture at Fairfield is built on belonging, connection and care. We maintain high expectations for every child and work together to create a calm, positive environment where all children can learn, flourish and show our SPARK values.

1. Our Values

Our behaviour policy is based on our SPARK school values, which are:

- Self-belief
- Pride
- Aspiration
- Responsibility
- Kindness

These values underpin everything we do. They are displayed in various places around school. At the start of each academic year, every class engages in discussions about our values to ensure that every child understands the standard of behaviour expected at our school. Additionally, we reinforce these values each Monday during our Values Assembly, where we look at each value in closer detail and the different aspects of these values.

Our behaviour policy is not simply about enforcing rules; it is rooted in the belief that shared values shape character, guide choices, and support children to grow into well-rounded, confident individuals. Through living these values together, we build a community where everyone can thrive and learn.

2. Roles and responsibilities

The Principal

The Principal demonstrates and champions our SPARK values. They:

- Oversee the review and consistent implementation of the behaviour policy.
- Ensure the school remains a calm, positive environment where every child belongs.
- Support staff in managing behaviour and applying rewards and consequences fairly.
- Make sure all staff understand expectations, routines and values, and receive training where needed.
- Review behaviour information to ensure fairness for all groups of children.

Staff

All staff model our SPARK values in their conduct and relationships. They:

- Create a safe, welcoming and positive environment.
- Set clear boundaries and use the behaviour policy consistently.
- Communicate expectations and routines through daily interactions.
- Build positive relationships and respond sensitively to children's needs.
- Record behaviour incidents promptly and seek the Senior Leadership Team (SLT) support when required.

Parents and Carers

Parents and carers are encouraged to uphold our SPARK values in their partnership with the school. They:

- Support their child in following the behaviour policy and school routines.
- Share relevant information that may affect their child's behaviour or wellbeing.
- Discuss concerns early and work with staff on any agreed support.
- Engage positively and respectfully with the school and contribute to school life where possible.

Children

Children are supported to show our SPARK values in their learning and interactions. They:

- Understand the behaviour we expect and the routines that help everyone feel safe.
- Know the rewards available and the consequences of not demonstrating our values.
- Seek support when needed and take part in discussions about behaviour in assemblies or class.
- Share their views about behaviour at Fairfield to help us keep improving.

The Governing Board

The governing board promotes our SPARK values in its leadership. It:

- Monitors how effectively the behaviour policy is being used.
- Holds the Principal to account for ensuring consistency and fairness across the school.

3. School behaviour curriculum

At Fairfield, we believe that behaviour is learnt, taught and modelled just like any other part of the curriculum. Our behaviour curriculum sets out the key habits, routines and expectations that help every child feel safe, ready to learn and able to show our SPARK values in all areas of school life.

We teach our behaviour curriculum explicitly, practise it regularly, and reinforce it consistently. This ensures that all children understand what positive behaviour looks like, what it sounds like, and how it feels to be part of a calm, respectful and joyful school community.

What We Teach

- **Our Values**
Our SPARK values (Self-belief, Pride, Aspiration, Responsibility and Kindness) are woven into daily life and explicitly taught through weekly values assemblies.
- **Whole-School Routines**
To ensure consistency across the school, we use a small number of simple routines that all staff and children follow.

STAR Sitting

Used to support readiness to learn:

- Sit up • Track the talker • Arms empty • Ready to respond

Stop Signal

When a member of staff raises their hand, children stop, look and listen and also raise their hand.

This supports calm transitions and shared attention.

Corridor Code

We use visual symbols to help children remember to walk calmly, quietly and on the left-hand side.

Read Write Inc 1–2–3 Transition Routine

1 — Stand

Children stand behind their chairs when the teacher holds up one finger.

2 — Walk

Children walk quietly to a location or behind their chairs when the teacher holds up two fingers.

3 — Sit/ Walk

Children sit down or start to walk in their line

These routines promote safety, respect and a sense of belonging across the school.

- **Relationships**

Staff model positive relationships at every opportunity. Children are taught to:

- greet others politely
- use kind words
- show gratitude
- take turns and listen well
- resolve difficulties respectfully

- **PSHE and Personal Development**

Our PSHE curriculum supports our behaviour culture by teaching:

- emotional regulation
- managing friendships
- problem-solving
- resilience and confidence
- keeping safe

This learning helps children understand themselves and others, strengthening the foundations for positive behaviour.

At Fairfield, we recognise that children's emotional wellbeing is central to their learning, behaviour and overall development. We support children to understand, regulate and express their emotions through a range of targeted interventions, delivered by trained staff in a calm, supportive environment. This may include ELSA (Emotional Literacy Support Assistant) sessions to develop emotional awareness, resilience and self-confidence; time with Yogi, our Pets as Therapy dog, to support emotional regulation and wellbeing; access to counselling or play therapy for children who need more specialist support; and friendship or social skills groups to help children build positive relationships. These interventions are thoughtfully matched to individual needs and reviewed regularly, with the aim of helping children feel safe, understood and ready to learn.

4. Recognition

At Fairfield, we believe that recognising and celebrating positive behaviour helps every child feel valued, motivated and proud of their achievements. All staff show unconditional positive regard for our children and look for every opportunity to notice and reinforce the many positive choices they make each day.

When a child meets, or goes above and beyond, our expected behaviour standards, staff acknowledge this through positive recognition and rewards. These celebrations help us strengthen our school culture, promote our SPARK values and encourage children to continue making positive choices.

Our reward systems are applied clearly, consistently and fairly so that all children understand how their actions contribute to a happy, respectful school community.

Marble jars – Class Reward

Each class has a Marble Jar that is used to celebrate and reward collective positive behaviour. Classes earn marbles for demonstrating our SPARK values as a team. For example, they may receive a marble for lining up responsibly or for showing self-belief during a performance.

When a class fills its Marble Jar, they earn a class reward. These rewards can take place at any appropriate point once the jar has been filled.

Class Dojo points – Individual Rewards

Children who demonstrate our *SPARK* values will be recognised through Class Dojo points linked to each value. Points accumulate across the term. At the end of each term, children take part in a Rewards Afternoon with a range of activities to choose from.

- 50+ Dojo points – Bronze Reward
- 100+ Dojo points – Silver Reward
- 150+ Dojo points – Gold Reward

Dinner Time Dojos

Our midday team also recognise when children are displaying our values by giving them a 'Dinner Time Dojo' sticker. After lunch during register, children explain which value they got their dojo point for and the teacher then adds this to dojo.

Weekly Celebration Assembly

Each Friday, we hold a Celebration Assembly in which one child from each class is recognised for demonstrating a particular SPARK value. These children are celebrated in front of their peers and parents and are awarded a certificate acknowledging their achievement.

5. Responding to behaviour

When a child's behaviour does not display our SPARK values, staff will respond in ways that prioritise safety, calm and connection, and support the child to return to learning as quickly as possible.

We recognise that all behaviour is a form of communication. Behaviour may reflect unmet needs, developmental differences, emotional distress, or difficulties with regulation. Therefore, our responses

are grounded in curiosity and understanding, rather than judgement, and focus on identifying and addressing the underlying cause of the behaviour.

Relationships underpin everything we do. We believe that children are best supported to meet behaviour expectations within positive, trusting relationships. All staff hold unconditional positive regard for every child, ensuring that children feel valued, respected and safe, even when their behaviour is challenging.

Regulate - Relate - Reason

We acknowledge that when a child is dysregulated, the parts of the brain responsible for logical thinking and reasoning are less accessible. In line with the work of Dr Bruce Perry, staff follow the principle of:

Regulate – Relate – Reason

This means that:

- Children are first supported to feel safe and regulated
- Adults then focus on connection and co-regulation
- Reflection, discussion and learning come later, once the child is calm and ready

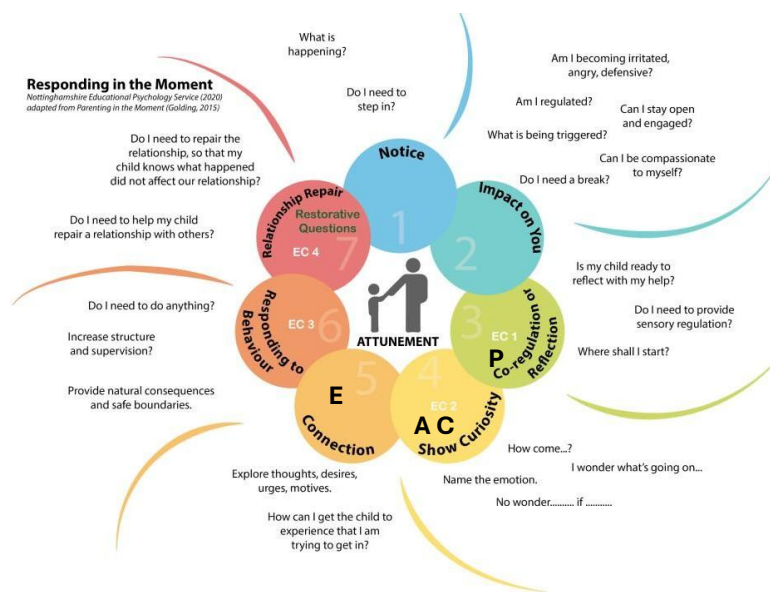
Approaches Used When Responding to Behaviour

When responding to behaviour, staff use a blend of complementary, evidence-informed approaches, as captured in the *Nottinghamshire Educational Psychology Service “Responding in the Moment” model*. These include:

- **PACE (Playfulness, Acceptance, Curiosity, Empathy)**
A trauma-informed, therapeutic approach (Dr Dan Hughes) that supports children to feel safe, understood and emotionally held.
- **Emotion Coaching**
A relational approach that helps children to identify, understand and regulate their emotions, supporting the development of internal self-regulation over time. There are four clear steps (appendix 1).
- **Restorative Approaches**
The use of restorative questions to support reflection, accountability and repair of relationships once the child is calm and regulate (appendix 1).

These approaches support children to learn from experiences, understand the impact of their behaviour, and develop the skills needed to make positive choices in the future.

“Responding in the moment” model (EC – Emotion Coaching steps/ P,A,C,E – PACE steps)–



Consistency, Equity and Inclusion

All children are treated equitably, with responses tailored to individual needs, developmental stage and personal circumstances. Staff take into account any factors that may have contributed to the behaviour, including additional needs, trauma, or safeguarding concerns.

Responses to behaviour are:

- Consistent, so children know what to expect
- Fair and proportionate, maintaining dignity and respect
- Predictable, helping children feel safe and secure

Staff will always consider what support a child may need to help them meet behaviour expectations in the future.

6. Consequences at Fairfield

In line with the principles outlined above, our response to behaviour is rooted in relationships, emotional regulation and understanding the underlying causes of behaviour. We recognise that children learn and thrive best when they feel safe, connected and understood.

Alongside this relational approach, we believe that clear boundaries, shared language and predictable responses are essential in creating a calm, safe and fair learning environment for all. Consequences are not intended to punish children, but to teach, guide and support them to make better choices, take responsibility for their actions, and repair relationships.

To support consistency and fairness across the school, we use a staged approach to consequences, alongside a behaviour and response overview. Together, these provide clarity for children, staff and families about how different types of behaviour are typically responded to across different age phases.

The staged system (appendix 2):

- Ensures a graduated response where behaviour is addressed early and proportionately
- Provides structure and predictability, helping children understand expectations and boundaries

- Supports adults to respond calmly and consistently, even in challenging moments

Where behaviours repeat, staff will move through the stages Prompt to Reflection with SLT.

The Behaviour and Consequences Overview (appendix 3):

Behaviour	Value this does not show	EYFS	KS1	LKS2	UKS2
Low Level Behaviours					
Talking over others	ARK				
Talking when not asked to	ARK				
Being slow to start work	SAR				
Not following instructions first time	RK				
Not joining in	SAR				
Misuse of technology (changing settings on iPad)	R				
Persistent low-level behaviours	SARK				
Throwing Items					
Throwing things (no target)	RK				
Throwing things (at a person, with intent)	RK				
Damage to School Property					
Equipment misuse (not breaking it)	PR				
Deliberate damage to property - mild (ruler snapped)	PR				
Deliberate damage to property - severe (iPad screen)	PR				
Deliberate ripping of displays	PR				
Graffiti on school property	PR				
Tipping a chair or table	RK				
Classroom Turnover (large-scale damage to the room)	RK				
Threatening Behaviour					
Threat of harm towards a child	K				
Threat of harm towards adult	K				
Online harassment (threats, intimidation, repeated malicious communications)	RK				

- Helps staff to identify and categorise behaviours

- Acknowledges that age and developmental stage matter, and expectations change across EYFS, KS1 and KS2

The grid is intended as a guidance tool, not a checklist. Not all behaviours will neatly fit into a category, and responses are never automatic. Staff will always use professional judgement, taking into account:

- The context and frequency of the behaviour
- Additional needs, trauma, SEND or safeguarding considerations
- The child's level of regulation at the time

A relational approach at every stage

At every stage, staff continue to use trauma-informed and relational approaches. These approaches ensure that children are supported to regulate their emotions, understand the impact of their behaviour and repair relationships and return to learning.

While stages may involve increased adult support or time for reflection, we aim to minimise time out of learning wherever possible and ensure that any removal from class is purposeful, supportive and dignified. If the child is not ready, the reflection will be delayed until they are regulated.

Children are never defined by their behaviour. Every interaction is approached with unconditional positive regard and each new day, lesson or moment is treated as an opportunity for success.

Consequences at Lunchtime

At Fairfield, we recognise that lunchtimes are an important part of the school day and can present different challenges for some children. The same high expectations, values and relational approaches apply at lunchtime as they do in the classroom. All staff supervising lunchtimes play a vital role in promoting positive behaviour, supporting regulation and modelling our SPARK values.

A child may be asked to reflect with a midday and spend up to 5 minutes with them. Where this has happened, middays will inform class teachers at the end of lunchtime who will also speak to the child and then the class teacher will record this on Arbor to notify parents.

If a child displays a behaviour that would need a reflection with a year group lead or a member of the SLT, middays will inform these members of staff during lunchtime.

Communicating behaviour with parents and carers

When a behaviour incident occurs, members of staff log the incidents on Arbor (apart from those which require Quality First Teaching responses). This will notify parents and carers by email of the behaviour and the response. Parents and carers can contact class teachers for further information after the school day has finished. If the behaviour has required reflection time with a member of the senior leadership team, parents will also receive a phone call.

Persistent behaviour

Where there have been three behaviour incidents within a half term, the behaviour lead and Principal will discuss with the class teacher, appropriate action alongside the SENDCo where appropriate. This may be a meeting with parents and carers and possibly using a personalised behaviour support plan.

7. SEND

The school recognises that some children with special educational needs and/or disabilities may require a different or adapted approach to behaviour support. This is in line with the SEND Code of Practice, which emphasises the importance of understanding behaviour in the context of a child's developmental stage, communication needs and emotional regulation.

For some children, behaviour expectations and responses may need to be reasonably adjusted to reflect a developmental stage that is below that of their peers, or difficulties with regulation, communication or sensory processing. Where this is the case, agreed approaches to supporting behaviour will be clearly outlined within a child's SEND Support Plan, Education, Health and Care Plan (EHCP) or Personalised Behaviour Support Plan. These plans will set out proactive strategies, supportive responses and any adaptations to the school's staged consequences, ensuring consistency for the child and the adults working with them.

The school acknowledges that some children with SEND may become dysregulated more frequently and may require additional or different support to regulate, reflect and learn from their behaviour. Staff are trained to recognise this and will continue to use relational, trauma-informed approaches, with a focus on regulation, connection and learning.

However, having SEND does not negate a child's responsibility to keep themselves and others safe. Serious incidents of behaviour, including but not limited to physical assault, deliberate harm, or behaviour that places others at significant risk, will not be tolerated, regardless of a child's additional needs. In such cases, the school will respond in line with its behaviour, safeguarding and suspension policies, while ensuring that any response remains lawful, proportionate and takes account of the child's needs.

Following a serious incident involving a child with SEND, the school will review the incident holistically, considering:

- Whether reasonable adjustments were in place and effective
- Whether additional assessment or support is required
- Whether the child's support plan needs to be amended

The aim in all cases is to ensure the safety and wellbeing of all children and staff, while continuing to support children with SEND to succeed within clear, consistent and fair boundaries.

8. Personalised Support Plans

At Fairfield, where a child's behaviour is persistent, repeated or causing concern, and universal strategies are not sufficient, we may develop a Personalised Behaviour Support Plan (PSP). PSPs are designed to provide additional, targeted support and are rooted in understanding the individual child's needs, strengths and developmental stage.

A PSP will clearly outline:

- Specific, achievable targets linked to behaviour, regulation or emotional development
- Potential triggers or situations the child finds challenging
- Agreed strategies and reasonable adjustments to support the child consistently in school

This may include, but is not limited to, approaches such as the use of a 5-point scale, planned regulation or movement breaks, adapted routines, or access to targeted interventions such as ELSA, counselling or small-group support.

PSPs are developed collaboratively and shared with the child in an age-appropriate way. They are reviewed regularly with parents/carers, the class teacher and relevant staff to ensure strategies remain effective and responsive to need. At Fairfield, adjustments will be made as required, with the aim of supporting children to develop self-regulation, re-engage positively with learning and experience success within clear, consistent boundaries. A template of a PSP can be found in Appendix 4.

9. Reasonable force

At Fairfield, we are committed to creating a safe, caring and inclusive environment for all children and adults. We place a strong emphasis on de-escalation, regulation and relational approaches, and the use of reasonable force is always a last resort.

In line with current legislation and Department for Education guidance, reasonable force may be used by staff only to prevent a child from:

- causing harm to themselves or others
- damaging property
- committing a criminal offence
- seriously compromising good order or safety

Reasonable force means no more force than is necessary, for the shortest possible time, to achieve the intended outcome. Any use of force will be proportionate, appropriate to the age, size and needs of the child, and carried out in a way that maintains dignity and respect.

Some staff at Fairfield have received specific training (e.g. Team Teach) to support safe and appropriate responses when physical intervention is necessary. However, no member of staff is expected to put themselves or others at risk, and force will only ever be used when other strategies have not been successful or are not appropriate in the moment.

The use of reasonable force may be particularly relevant for children who are highly dysregulated. While we make reasonable adjustments and provide additional support where needed, serious incidents of behaviour, including physical assault or behaviour that places others at significant risk, will not be tolerated and will be responded to appropriately, regardless of a child's additional needs.

Any incident involving reasonable force will be recorded on CPOMs and parents/carers will be informed as soon as reasonably possible. Following an incident, we will review what happened and consider any further support, adjustments or planning required to reduce the likelihood of recurrence.

9. Mobile phones

Our approach follows DfE guidance that schools should be mobile-phone-free environments throughout the school day to reduce distraction, disruption and safeguarding risks. Children in Years 5 and 6 may bring a phone for safe travel, but all phones must be handed in on arrival and stored in a locked box, remaining inaccessible until home time, in line with guidance recommending secure storage to prevent use. No child may use, see or hear their phone during the day, reflecting national expectations for strict prohibition. Children in other year groups must not bring phones onto the school site; any phone brought in without permission will be confiscated and returned only to a parent, with repeated breaches following standard behaviour sanctions. Any misuse during the day results in immediate confiscation and parental collection. Exceptions may be made for medical, SEND or exceptional personal needs, consistent with DfE expectations for reasonable adjustments.

10. Searching and confiscation

At Fairfield, we recognise that searching children or their possessions is very rare and would only be carried out when it is considered necessary to keep everyone safe or to maintain a positive learning environment. Any searching, screening or confiscation is conducted in line with the Department for Education's current guidance.

We may confiscate items that are harmful, unsafe or significantly distracting from learning. Children are not expected to bring toys or personal items into school unless they have been specifically requested by a member of staff for a set purpose. Where appropriate, items will be returned following discussion with senior staff and parents/carers.

If it is considered necessary to search, this will be carried out by a member of staff authorised by the Principal, and will be done sensitively, respectfully and with the child's dignity in mind. In practice, this would usually involve asking a child to open their bag, remove items from a pocket, or show the contents of outer clothing such as a coat. Fairfield would not routinely carry out more intrusive searches.

Any search will be proportionate and will take place only where there are reasonable grounds to believe that a child is in possession of an item that poses a risk to safety or learning. Where possible, searches will take place away from other children, and another adult may be present to provide reassurance and support.

If a child's possessions are searched, it is the class teacher's responsibility to inform parents/carers, ensuring transparency and trust. All searches are handled with care, consideration and in the best interests of the child.

11. Behaviour outside of school

At Fairfield, we believe that behaviour is not confined to what happens within school. By working together with parents and carers, we aim to help children understand that our values travel with them – shaping who they are, not just what they do at school.

We expect our children to live out our SPARK values wherever they go – within school, beyond the school gates and online.

Where behaviour outside of school does not reflect our values and expectations, we may respond accordingly.

We recognise that behaviour beyond school often sits within the shared responsibility of school and home. Therefore, any response to behaviour outside of school will be handled in partnership with parents and carers, with the aim of supporting reflection, learning and positive future choices rather than punishment.

Consequences for behaviour beyond school, including online behaviour, will be considered on a case-by-case basis, taking into account context, age, intent and impact. Responses will remain consistent with our relational approach and may include restorative conversations, reflection time or other appropriate actions agreed with families.

12. Suspensions and permanent exclusions

At Fairfield, we believe that children learn best within strong relationships, clear boundaries and consistent support. We work proactively to support positive behaviour through high-quality teaching, early intervention and relational, trauma-informed approaches. Suspension and permanent exclusion are used only as a last resort, where behaviour is serious or persistent and has not improved despite in-school sanctions and targeted support.

The decision to suspend or permanently exclude a child is made by the Principal and will always be lawful, reasonable and fair. Any decision will take account of the individual circumstances of the case, including the child's age, additional needs, developmental stage and any safeguarding considerations. We will work closely with parents and carers throughout the process.

Internal Suspension

At Fairfield, an internal suspension may be used as part of our graduated response to behaviour. This involves a child being temporarily removed from their usual class environment while remaining on the school site and being supervised by an appropriate adult.

Internal suspension is used purposefully and proportionately, usually following a serious incident or where repeated behaviour has not improved despite support and intervention. During this time, children will continue with their learning and take part in reflective or restorative activities. Parents/carers will be informed, and reintegration back into class will be supported through discussion and planning. Internal suspension is not a punishment and is not used routinely. It is intended to support regulation, reflection and safety, and to allow additional strategies or provision to be considered.

Suspension and Permanent Exclusion

In line with Department for Education statutory guidance, suspension or permanent exclusion may be considered in response to:

- Serious breaches of the behaviour policy
- Persistent breaches of the behaviour policy where behaviour has not improved despite support, intervention and in-school consequences
- Behaviour that seriously harms or risks harming the education or welfare of the child or others

This may include (but is not limited to):

- Physical assault against another pupil or an adult
- Use of, or bringing into school, an offensive weapon or prohibited item
- Serious or persistent bullying, including prejudice-based bullying
- Racist, sexual or discriminatory abuse
- Sexual misconduct or harassment
- Serious damage to property
- Theft
- Drug- or alcohol-related incidents
- Verbal abuse or threatening behaviour towards staff or pupils
- Persistent disruptive behaviour where extensive support has not led to improvement

A suspension may be used as a short-term measure to allow a situation to de-escalate, reflection to take place and further support to be put in place. A permanent exclusion will only be considered where allowing the child to remain in school would seriously harm the education or welfare of the child or others.

At Fairfield, our approach balances compassion with clarity, ensuring the safety and wellbeing of the whole school community while continuing to act in the best interests of every child.

13. Bullying

The Department for Education defines bullying as ‘behaviour by an individual or group, repeated over time, that is intended to hurt another individual or group, either physically or emotionally.’

To help our children understand this, we explain it as Several Times On Purpose or S.T.O.P.

Bullying can be:

- Emotional- being unfriendly, excluding, teasing
- Physical- pushing, kicking, hitting, pushing or use of violence
- Racist- racial taunts, graffiti, gestures
- Sexual- unwanted physical conduct or sexually abusive comments
- Homophobic- language or gestures linked to an individual's sexuality
- Verbal- name calling, sarcasm, spreading rumours, teasing
- Cyber- misuse of email and internet chat rooms, threats by mobile text messaging or calls, misuse of camera and video technology, misuse of social media websites and apps

We are committed to the safety of our children at Fairfield, and we use various strategies to promote positive behaviour and discourage bullying behaviour.

These include all the strategies outlined in our behaviour curriculum section above in addition to specific teaching on bullying through PSHE and assemblies. We specifically teach children about bullying during anti-bullying week each November but consistently remind them of this throughout the year.

Children are encouraged to actively seek support from school should they ever feel unsafe or anxious. We aim for parents to feel confident that their children are safe and cared for in school and that any incidents that do arise are dealt with prompt and thoroughly. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

The following steps will be taken when dealing with incidents of bullying:

- A member of the Senior Leadership Team will investigate the incident with all parties, recording all of the facts
- When a decision has been reached, inform the children as well as their parents
- Children involved will complete restorative work with a member of SLT
- Support where required with all parties put into place
- Details of all incidents are recorded on CPOMS

14. Child-on-child Abuse

At Fairfield, we recognise that children can abuse other children. Child-on-child abuse (sometimes referred to as peer-on-peer abuse) occurs when a child is subjected to harmful or abusive behaviour by another child. All children involved are under the age of 18, and the abuse can take place inside or outside of school, face-to-face or online.

Child-on-child abuse can take many forms and is not limited to sexual abuse. It may include:

- Bullying, including cyberbullying and prejudice-based bullying
- Physical abuse such as hitting, kicking, biting or causing injury
- Sexual violence and sexual harassment
- Consensual or non-consensual sharing of nude or semi-nude images (sexting)
- Initiation or hazing type rituals

- Abuse in intimate or friendship relationships

Child-on-child abuse is harmful to all children involved. We recognise that children who display harmful behaviour may themselves be vulnerable and in need of support.

At Fairfield, we adopt an “it could happen here” approach. Behaviour that is abusive will never be dismissed as “banter”, “having a laugh” or “part of growing up”. All concerns about child-on-child abuse will be taken seriously and responded to in line with our safeguarding procedures, with the safety and wellbeing of all children as our priority.

Where staff believe an incident is child-on-child abuse, they will record the incident on CPOMs first and inform a DSL. Staff may also be asked to log the incident on Arbor in line with our behaviour policy.

Where child-on-child abuse is identified, Fairfield will respond through both safeguarding and behaviour procedures. Appropriate behaviour consequences may be applied in line with our staged responses where this is suitable, alongside intervention and support. All incidents will be reported to the Designated Safeguarding Lead (DSL), and a risk assessment will be completed where necessary to ensure the safety and wellbeing of all children involved.

For incidents involving sexual violence, serious physical harm, coercive or threatening behaviour, or where there are significant safeguarding concerns, safeguarding processes will take precedence over behaviour sanctions. In these cases, responses will be focused on protection, safety planning and appropriate external support, with behaviour consequences considered only once risk has been managed.

15. Risk Assessments

At Fairfield, where a child’s behaviour presents a potential risk to themselves or others, including child-on-child incidents or physical aggression towards peers or adults, we will consider the need for a risk and needs assessment. This process helps us to understand the factors contributing to the behaviour, identify triggers or situations that may increase risk, and determine what support, adjustments or protective measures are required to ensure safety for all children. Risk and needs assessments are used to inform supervision, provision and behaviour support planning, and are reviewed regularly or following any significant incident. Where required, assessments will be recorded using the Risk and Needs Assessment template (Appendix 5). Our approach focuses on reducing risk, supporting positive behaviour and enabling children to remain engaged in learning wherever possible, while maintaining clear boundaries and appropriate safeguarding measures.

16. Training

All members of staff are required to read and understand this behaviour policy and receive training on its principles and implementation as part of their induction. This ensures a consistent, shared approach to behaviour across the school.

As part of induction and ongoing continuing professional development (CPD), staff receive regular training on managing behaviour, including:

- De-escalation techniques and strategies to support regulation in the moment
- Trauma-informed and relational approaches, including understanding behaviour as communication
- Social, Emotional and Mental Health (SEMH) strategies
- How SEND and mental health needs may impact behaviour and engagement
- The needs and profiles of the children at Fairfield

Behaviour management and emotional wellbeing remain a key focus of ongoing CPD to ensure staff continue to develop their knowledge, skills and confidence in supporting children effectively. Training is refreshed regularly to reflect current guidance, best practice and the evolving needs of our school community.

17. Monitoring arrangements

At Fairfield, all behaviour incidents are recorded by staff on Arbor. These records are used to monitor behaviour across the school and, where appropriate, to inform parents and carers.

Mr Headley, Vice Principal and Behaviour Lead, alongside Mrs Gregory, Principal, has strategic oversight of behaviour monitoring. Mr Headley will regularly analyse behaviour data to identify patterns, trends and areas for further support. This work is carried out in partnership with class teachers, who monitor the effectiveness of Personalised Behaviour Support Plans (PSPs) and oversee the regular review of Risk and Needs Assessments.

Behaviour data is analysed from a range of perspectives, including:

- Whole-school trends
- Age group and phase
- Individual pupils
- Individual members of staff
- Time of day, week or term
- Protected characteristics

This analysis supports Fairfield in meeting its duties under the Equality Act 2010. Where patterns, trends or disparities are identified between groups of children, we will take appropriate action, including reviewing practice, provision or policy to address these.

Behaviour is a regular item on leadership meeting agendas, enabling leaders to respond promptly to findings from ongoing monitoring and ensure a consistent, fair and effective approach across the school.

This behaviour policy will be reviewed by the Principal and Behaviour Lead at least annually, or more frequently where monitoring, guidance or school need indicates that changes are required.

Appendix 1 – Emotion Coaching Steps

Emotion Coaching UK Steps

1. Recognise the child's feelings and empathise with them	• Recognising, empathising, soothing to calm • e.g., 'I can see you are upset; I'm here'.
2. Labelling feelings and validating them	• e.g., 'Sounds like you might be feeling angry about that'. 'I might be feeling angry if that had happened to me.'
3. Setting expectations to behaviour	• If needed • e.g., 'We can't always get what we want'.
4. Problem-Solving	• With the young person. • e.g., 'We can sort this out'.

Restorative Questions

- What happened?
- How were you feeling at the time?
- Who has been affected?
- How can we make things right?
- Which SPARK value could you use next time?

Appendix 2 – Staged approach to consequences

Stage		What does this look like?
Quality First Teaching	Prompt	Staff will inform the child that their behaviour is not following our values through a look, an action, a gesture or by saying their name.
	Verbal reminder	If the behaviour continues, staff will speak to the child/children and state the behaviour that does not show a particular value. e.g. You are continuing to ____ and this does not show our value of ____.
	Restorative conversation with the member of staff involved	If the behaviour continues, staff will speak to the child in the moment using the steps of Emotion Coaching. They will discuss why they are displaying the behaviour and how the child can put it right.
	Reflection with staff	The member of staff involved will speak to the child using the steps of Emotion Coaching and restorative practice. This will take place at play, lunchtime or during the afternoon for a maximum amount of 5 minutes.
	Reflection with year group leader	The year group leader will speak to the child using the steps of Emotion Coaching and the child will answer a set of restorative questions. This will take place at play, lunchtime or in the afternoon for a maximum amount of 10 minutes only when appropriate.
	Reflection with the Senior Leadership Team	The class teacher will speak to the child using the steps of Emotion Coaching and the child will answer a set of restorative questions. This may take place at play or lunchtime for a maximum amount of 10 minutes only when appropriate.
	Internal suspension	The child is removed from their usual classroom and peers for a fixed amount of time but remains on the school site. This will be with a member of SLT where they will be expected to continue with their learning and carry out a reflective task.
	Suspension	The child is temporarily not allowed to attend school because of a serious behaviour incident or persistent breach of the behaviour policy. This is used as a reset and allows time for staff to put provision in place for when the child returns.

Appendix 3 – Behaviour and Consequences Overview

Behaviour	EYFS	KS1	LKS2	UKS2
Low Level Behaviours				
Talking over others				
Talking when not asked to				
Being slow to start work				
Not following instructions first time				
Not joining in				
Misuse of technology (changing settings on iPad)				
Persistent low-level behaviours				
Throwing Items				
Throwing things (no target)				
Throwing things (at a person, with intent)				
Damage to School Property				
Equipment misuse (not breaking it)				
Deliberate damage to property - mild (ruler snapped)				
Deliberate damage to property - severe (iPad screen)				
Deliberate ripping of displays				
Graffiti on school property				
Tipping a chair or table				
Classroom Turnover (large-scale damage to the room)				
Threatening Behaviour				
Threat of harm towards a child				
Threat of harm towards adult				
Online harassment (threats, intimidation, repeated malicious communications)				
Physical Aggression				
Assault on a child (aggressor)				
Assault on a child (retaliator)				
Assault on a child (aggressor) – serious injury				
Assault on a child (retaliator) – serious injury				
Assault on staff – no injury				

Assault on staff – injury caused				
Inappropriate Language				
Name calling				
Unkind language – low level				
Unkind language - aggressive				
Non directed swearing				
Non directed discriminatory language				
Directed swearing at a child or member of staff				
Directed discriminatory language				
Theft				
Theft - minor (sweets, pencil etc)				
Theft - major (iPad, money etc)				
Other				
Leaving class without permission				
Spitting				

Appendix 4 – Personalised Behaviour Support Plan (PSP) template



Personalised Support Plan

Name:	
Reason for the plan:	
Target/s:	
Situations I may find difficult: •	What you can do to help me: •
Specific support/provision in place: •	

Week commencing:	
Parent/teacher meeting/review notes:	•
Any tweaks made to the plan:	• •

Appendix 5 – Risk Assessment

Spencer Academy Trust Needs and Risk Assessment

Version Number					
Student Name		Risk Rating (High/Medium/Low):			
D.o.B.					
School					
Completed by Reviewed by					
Time & Location of Incident					
Action Required to Make Location Safer (if applicable)					
Area of Risk	Considerations	Child A	Child B	Notes	Actions
Details of Risk	- How serious is the incident? Was it a crime? - Do we need to plan to limit contact between the children involved? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes) - How did we find out about it? Was it reported directly or by someone else with knowledge of the incident?				

Social Risks	• Do the children share a peer group? Are people in their friend group likely to take sides? • Do they both attend our Academy? • Do other people know about the incident? Do those people understand: A. Who can they talk to if they have concerns about the people involved, or about their own safety and wellbeing? B. The importance of confidentiality C. If, and how, they may need to be involved in any further investigations. • Are they likely to be the subject of gossip, bullying or further harassment? • Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)? • Do they risk being alienated from their friend group(s) because of this incident?				
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Physical Risks	• Do they feel, or continue to feel, physically threatened by the other child? • Do we have reason to believe they pose a continued risk to the safety and wellbeing of the victim, or other students and staff? • Are they at risk of physical harm because of this incident (for example, bullying or 'retribution' by peers) • Do they share classes/break times/etc.? • Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of the Academy? How can such contact be limited?				
Environment Risks	• Do they live in a home where violence or abuse has occurred? • Do they live in or near an area or location known to police to be high risk for sexual harassment or assault? • Are they active on social media? If so, how? Do they know how to protect themselves from online grooming? • What activities do they take part in outside of the Academy? • Are parents clear about: A. How the Academy (and partner agencies) are handling the incident? B. Confidentiality? C. The conduct expected of them while an investigation is ongoing?				

Reviews	Agreed Review frequency:		
Date	Updates Made	Reason for Update	Updated by

