



FRANCES OLIVE ANDERSON
Church of England (Aided) School



'Being different, Belonging together'

A WHOLE SCHOOL POLICY FOR BEHAVIOUR

Our School Vision: Being Different; Belonging Together.

Frances Olive Anderson Church of England Primary School is a place where all are welcomed and considered valuable and valued as unique children of God. As a school community, we aim for all to develop wisdom, hope for the future and a sense of self-worth - to aspire to be the very best we can be, and to enable us to serve others.

We have a strong and dedicated team, who endeavour to provide an exciting and enriched curriculum from which we can all learn. The academic and emotional needs of our community are considered, to enable everyone to flourish. Happy learners are lifelong and successful learners.

We strive for our children and adults to be resilient to face any challenges and become a voice for change in the world where change is needed.

"All of us are Christ's body, and each one is a part of it." (1 Corinthians 12:27)

Introduction

This policy is the foundation for a clear, shared understanding between teaching and non-teaching staff, children, parents and Governors of the school.

Our policy ensures consistency of approach throughout the school, to children's actions or reactions in given situations and/or to their environment.

Our policy is to create a safe, yet exciting, environment where all children are able to have full access to the National Curriculum.

Our policy:

- Reflects the philosophy and the Christian Ethos of a Church of England school;
- Reflects whole school curriculum guidance;
- Leads to consistency of approach;
- Is evident throughout the school;
- Is short, concise and easy to understand;
- Will benefit children, parents and staff;
- Is available to staff, Governors and parents;
- Will have regard to the diversity of children's cultural backgrounds;

(In accordance with Section 89 of the Education and Inspections Act 2006)

Agreed by Full Governing Body July 2026. To be reviewed July 2027.



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- Enables all pupils to be the best they can be.

A secure, accepting setting will encourage children to:

- Grow in self-awareness, and develop a positive attitude to their emotion, life and learning;
- Develop positive relationships with other people;
- Develop an interest in, and reflect upon, the world around them;
- Learn to respect other people and their property;
- Be the best they can be.

We all share responsibility for creating a secure and accepting setting by:

- Actively listening to each other;
- Responding sensitively and constructively;
- Being willing to negotiate;
- Valuing ourselves and others equally;
- Learning from mistakes;
- Agreeing plans of action;
- Acting responsibly.

1. Routines and expectations

Every child and adult who comes into our school should be aware of the daily routines which help the school to run smoothly and what is expected of the school community.

1.1 Starting the day

- School starts at 8.55 a.m.
- Children come straight into school from 8.45am
- Members of the leadership team are positioned at both entrances to school from 8.45 – 8.55am, both gates are locked at 8.55am.

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1.2 Assembly

- Collective Worship is at 3.10pm Monday to Thursday and 3.00pm on Friday
- Children should enter quietly, while listening to the chosen music of the day, supervised by their class teacher
- During Collective Worship, children should listen and pay attention at all times
- After Collective Worship, children leave quietly, listening to the chosen music
- The behaviour consequence ladder actions are followed to rectify behaviour, when children are choosing not to be the best they can be or in line with our expectations.

1.3 Playtimes

- KS1 playtime is at 10.30am – 10.45am and 2.45pm – 3.00pm. KS2 playtime is at 10.15am – 10.30am.
- At least two adults must be on duty, (see separate timetable in the staffroom). One to one staff must be on duty with their particular child, if necessary
- Children should be encouraged to play playground games e.g. skipping
- Football is allowed in the designated part of the playing field, with a non-leather ball
- There is a rota for which classes can play football on specific days
- Children not involved in the game must play in the other part of the playing field, for safety reasons.
- Children are not allowed to bring balls from home
- At the end of playtime, children must stand still when the bell is rung
- When the second bell is rung, KS1 and reception children will go into school and when the third bell is rung KS2 children go in sensibly
- Children who do not behave in a way which is being the best they can be, or in line with our expectations will be dealt with as stated on the behaviour consequence ladder. Serious incidents will be recorded using the behaviour software. If inappropriate choices of behaviour persist, further action will be taken.
- Minor injuries are recorded in an accident book in the first aid room. A bumped head must always be reported to parents. This is via Parent Hub.

1.4 Wet Playtimes

No class must be left unsupervised at any time. Children are encouraged to behave responsibly. Each class has an activity box and games for wet playtimes.

1.5 Lunchtimes

- Children are expected to show MSAs (Midday Supervisory Assistants) the same recognition and respect as any other member of staff

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- Children and MSAs will follow the Lunchtime Procedures.

1.6 Behaviour in the playground

- Children will follow the expectations to enable them to be the best they can be, at playtimes. Any backchat or disobedience to MSAs will be recorded and reported to the headteacher.

2 Illnesses, Accidents and Medicines

- See policy for Supporting children with Medical Needs.

3 Out of school

- On school visits, children will obey the instructions of the teacher/s in charge and any supervisory helpers.
- Children travelling on a coach or in a taxi must:
 - Stay in their seats at all times
 - Respect the driver and other adults on the bus
 - Keep the noise level down
- They will be expected to show recognition and respect for any guides, museum staff etc. and for members of the public.
- Swimming- children are expected to obey the special rules and to have the correct kit.

4 General Conduct

- As children become older, increasing emphasis is placed on self-responsibility.
- Children are expected to act in a manner to allow the smooth running of the school, for example:
 - Holding doors open for adults and each other
 - Greeting adults by name when possible and have a tone in their voice which is respectful
 - Being polite and considerate, especially with the younger children
 - Speaking quietly
 - Moving quietly and sensibly around the school.

5 Rewards and Sanctions

(In accordance with Section 89 of the Education and Inspections Act 2006)

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And then describing the impact of these behaviours, for example:

Positive behaviours are shared as examples of what we want to see and we describe the behaviour we are praising so other children can be clear on what our expectations are, for example:

Consistency & Detail: Narrate and Define the Positive

Consistency & Detail: Using Impact Statements

Constructing descriptive norms			Crafting injunctive norms	
Target behaviour	Concrete cues	Example scripts (with <i>majority</i>)	Target behaviour	Descriptive norm message with <i>injunctive norm</i>
Paying attention	forward forward still	Thank you to the <i>middle tables</i> who are showing me they're ready because their eyes and shoulders are facing me and their hands are still.	Paying attention	Thank you to the middle tables who are showing me they're ready because their eyes and shoulders are facing me and their hands are still. <i>You're helping others by being so quick to get on to the next step.</i>
Transition to independent work	open pencil moving	I can see that X's book is open and their pencil is working furiously . And Y's too. And the whole of Z's table . Thank you.	Transition to independent work	I can see that X's book is open and their pencil is working furiously. And Y's too. And the whole of Z's table. <i>Your class are so proud of how hard you're working.</i>

All children have been involved in creating our expectation in order to Be the Best we can Be and retain our EVERGREEN status. Posters to remind the children are around the school. Teachers use the statements to reinforce the Christian Ethos of the school.

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Frances Olive Anderson C of E Primary School



'Being Different, Belonging Together.'

To Be the Best we can Be

We are honest

We are gentle.

We are kind and
helpful.

We work hard.

We look after
our property.

Any misbehaviour will usually break one of the above and can be used therefore to promote and reinforce good behaviour by everyone working in the school.

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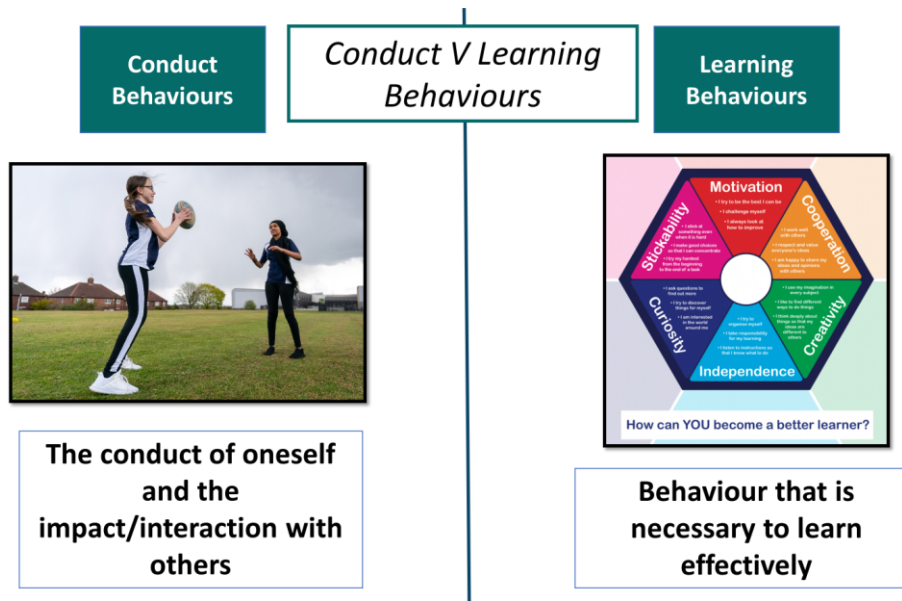


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At Frances Olive Anderson C of E Primary School, we recognise that there are different aspects to behaviour and both of these are supported by this policy and our day-to-day interactions with our pupils. Every interaction is an opportunity for intervention to promote a positive learning experience and environment for all, where all can flourish safely.



We are also aware that poor behaviour can be and usually is a method of communicating some underlying need which requires support.

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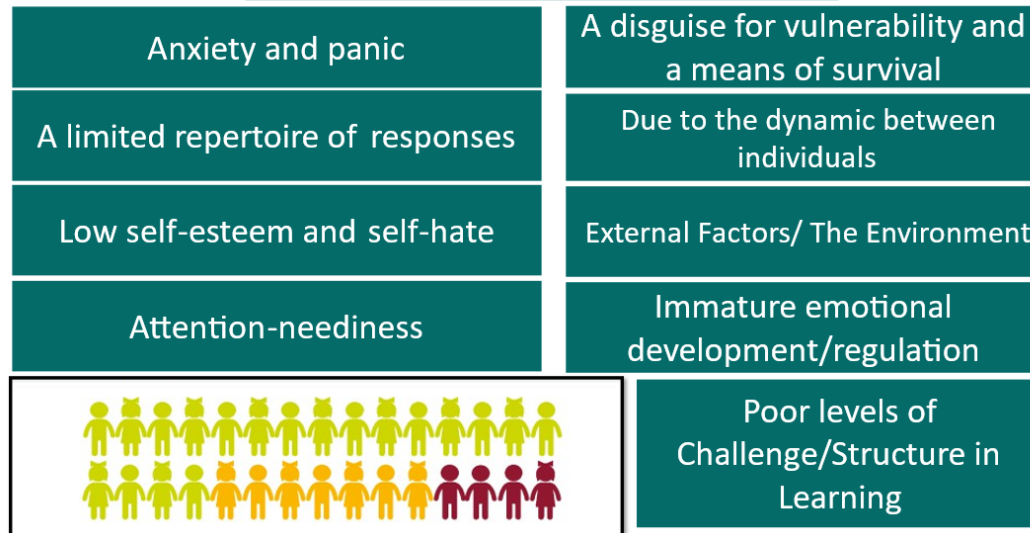


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Reasons for the Behaviours...



Please refer to our school's Child Protection and Safeguarding policy if there are any concerns and follow the advised procedures.

However, all must realise that there is a consequence if bad behaviour occurs.

In the classroom, expectations can be added which are pertinent to that class.
Each class has discussed and decided upon the following:

- 1) Expected behaviour all of the time
- 2) Unacceptable behaviours

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3) Behaviours which are above and beyond.

Each teacher may develop their own reward systems in addition to the school approach, which will be clearly communicated to parents via the termly curriculum letters, which will be published on the website and parents will receive a copy via Arbor.

EVERGREEN

Evergreen is our positive behaviour management system. The aim is to recognise and reward those pupils who always behave in the expected manner. Each child starts the week with 25 minutes choosing time / Evergreen on a Friday, if they stay Evergreen. There is a visible display in every classroom. Parents will be informed using Arbor that their child/children are still Evergreen on a Friday afternoon.

In order to lose Evergreen, a child may have had a reminder and a warning that a particular behaviour is not acceptable, they will then receive a green slip (**see Appendix iii**), if the behaviour continues, which is taken to the Headteacher or a member of the senior leadership team, if the Headteacher is unavailable. The green slip focuses a restorative practice approach discussion about the poor choice with behaviour. Parents are informed that their child has received a green slip and why. The pupil loses their choosing / Evergreen time as a result. Pupils then have the opportunity to gain some of their choosing /Evergreen time back over the week.

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If there is a serious breach, such as inappropriate language or hurting someone intentionally, then the child will lose their evergreen straight away without a reminder or warning – this will be at the adult's discretion.

At break times, the consequences are similar; the child will receive a reminder first of all, if the behaviour continues then the pupil will be given time out to calm down and think about their behaviour. If the pupil carries on the poor behaviour, they will then receive a green slip and the procedure is then the same. At times, pupils will miss break times if it is felt this is appropriate for the actions.

Behaviours which are above and beyond – pupils who display these behaviours will receive 'Above and Beyond' certificates in our Celebration Worship.

Possible rewards for Good Behaviour

- Verbal praise from the teacher and/or other children

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- Stickers to encourage good manners and hard work
- Best table trophy/team points/etc
- Superstar and Class certificates
- Good work praised by another teacher/headteacher
- Stickers by MSAs
- Tully Values Cups
- Evergreen treat
- Golden time
- In the Friday Collective Worship we celebrate good work and behaviour.
- The whole school is in four House Teams (named after churches which have a special interest in this school) - the children work through the week collecting individual team points for practising reading, spellings and timetables at home. Pupils from Year 6 are team leaders who will collect the points every Friday for the Friday Celebration Assembly. A silver cup will be the team cup and the winner each Friday will be displayed prominently – each term, the winning team receives a treat.
- Above and Beyond certificates.

Sanctions

Emphasis must always be focused on the good behaviour, thus paying very little attention to the poor behaviour (attention is what the child is usually craving).

Appendix (iv) is a useful document explaining some of the behaviours we expect from children at certain ages. It is important to recognise that some of the children in mainstream schools, and in our school, are months and years behind their chronological age in their development.

Consequences of unacceptable behaviour

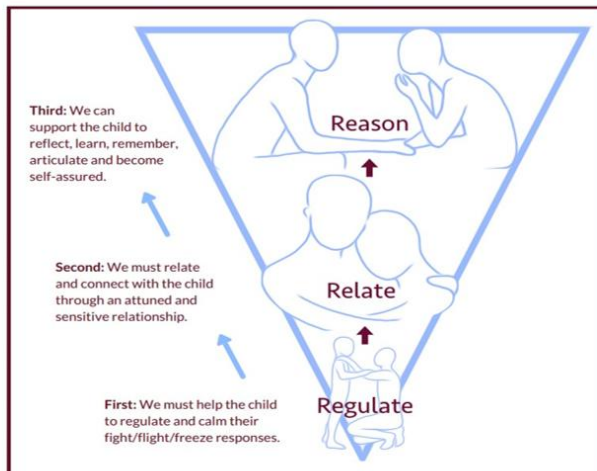
- Please refer to Appendix i and Appendix ii for behaviour ladders.
- Some pupils may have an Individual Behaviour Plan (IBP). The whole school approach may not meet their specific needs.
- We support pupils who find managing their emotions difficult by using the principles around ‘The Incredible 5 Point Scale’ by Kari Dunn Buron and Mitzi Curtis.
- We use the principles from ‘Kids Skills’ by Dr Ben Furman to support children to practice new skills which will modify their behaviour rather than focusing on what the ‘problem’ may be.
- As a staff, we are very aware of and use the principles shared by Dr Bruce Perry when supporting a child who is dysregulated:

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Dr Bruce Perry: The Three R's: Reaching The Learning Brain



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

- We have a Pastoral Lead Teacher on the senior leadership team, and we have a dedicated TAs assigned to the Health Mentor role within school.
- Support will be requested from the Lincolnshire Ladder of Behaviour Intervention Team for a BOSS worker to reduce the risk of exclusion from school.
- Formal exclusion is an option (see section 9).

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A child may be removed from the classroom for any of the following reasons-

- If the lesson cannot continue because a child is being disruptive
- If a child deliberately hits other children, threatens children, uses inappropriate gestures
- If a child swears or uses verbal abuse at other children or adults
- If a child throws things or kicks furniture
- If a child physically abuses staff
- If a child breaks school equipment or other children's property with malicious intent
- Another child will fetch an adult not in the classroom who will remove the child to cool off and to continue work in the hall.

Teachers and non-teachers must support each other with the discipline of the children and only use the Headteacher as a last resort, who will then involve the parents.

6 Special Cases

- Children with recognised behavioural needs already supported by outside agencies- parents of these children will be contacted earlier to discuss behaviour
- School visits – children whose behaviour in school gives rise to concern over their own or others' safety will be excluded, unless their parents are willing to support them.

7 Help from outside agencies

Should any child's behaviour give long term cause for concern, outside agencies will be asked to give support after parental consultation.

The STAPS (Specialist Teaching and Applied Psychology Service) can help provide appropriate work for children whose poor behaviour might be due to a mismatch between ability and level of work expected. This holds true for both the least able and the most able of children.

BOSS workers (through the Lincolnshire Ladder of Behaviour Intervention programme) give advice on behaviour modification programmes, which involves assessment of the needs of children, which will be put in place by the school.

8 Bullying

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The school has a separate policy for dealing with incidents of bullying within school. The school has a parental code of conduct and a staff code of conduct, which protects adults from bullying in school.

9 Exclusion from school

Please refer to our Suspension and Permanent Exclusion Policy.

At FOA we follow the exclusions from maintained schools, academies and PRU in England document, July 2026.

https://assets.publishing.service.gov.uk/media/6a102af79819be865f421c7d/Suspension_and_Permanent_Exclusion_guidance_July_2026.pdf

Exclusions from school are very infrequent and are seen as a last resort. There are only two types of exclusion-

- Suspension (formally known as fixed period exclusions) - when a child is given a definite date to return to school
- Permanent Exclusion- when a child does not return to the school again.
- Suspension (formally known as fixed period exclusions) at lunchtime – when a child is not on the school premises during the lunchtime break

Review

This policy will be reviewed annually by the whole staff and the Governing Body will be informed of any proposed amendments. It was approved by the FGB July 2026.

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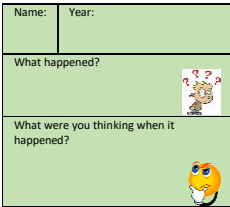


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Appendix (i) Playground behaviour

1) A reminder of the rule.	
2) Time out bench	
3) Green slip	Name: Year: What happened? What were you thinking when it happened? 
4) Sent to Head Teacher and loss of EVERGREEN.	
5) Parents informed	

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Appendix (ii) Classroom behaviour

1) A reminder of the rule.	
2) A warning to stop the unacceptable behaviour	
3) Fill in a green sheet and take it to Mrs Woolley or member of senior leadership team. Lose EVERGREEN and parents are informed.	
4) Chance to earn some EVERGREEN back.	

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Appendix (iii) greenslip

Name:	Year:	Date:	Staff member:
What happened? 			
What were you thinking when it happened? 			
How are you feeling now? 			
Who has been upset by this? 			
What needs to be done to make things right? 			
How could we make sure that this doesn't happen again? 			
To be completed by an adult:			
Signed:			

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Appendix (iv)

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A Framework for Impulse Control

	Age 3	Age 5	Age 7	Age 9	Age 11
Use Redirection	When a child is about to engage in impulsive behaviour, redirect their attention to another activity or toy.	Redirect to visual cues or charts to remind the child of specific rules or behaviours they need to follow.	Redirect the child to another task, set realistic goals and support them in monitoring their progress, teaching them to prioritise and plan.	Establish clear and age-appropriate rules for behaviour, explaining why certain actions are not allowed and the importance of self-control.	Redirect the child introducing time management strategies to help them plan and organise their tasks effectively.
Offer Choices	Provide the child with very limited choices to help them feel a sense of control.	Provide the child with limited choices to help them feel a sense of control and reduce impulsive behaviour.	Continue to develop choices and introduce the idea of being responsible for their choices.	Discuss the benefits of certain choices and that all choices are not always available but that controlling impulses when you don't get what you want is important.	Continue to develop the idea of making good choices and controlling impulses.
Model Self-Control	Demonstrate self-control and impulse control in your own actions, serving as a positive role model for the child.	Demonstrate self-control and impulse control in your own actions, serving as a positive role model for the child. Talk about when self-control is appropriate. Demonstrate how to wait for what you need and how to put your hand up etc.	Continue to demonstrate the importance of waiting for what you want and the benefits of this behaviour.	Encourage the child to delay immediate gratification in favour of achieving more significant, long-term goals.	Discuss the situations where impulse control is beneficial in the long term.
Offer Sensory Outlets	Provide opportunities for physical activity to help the child release excess energy.	Provide opportunities for physical activity to help the child release excess energy and reduce impulsive behaviours.	Engage the child in sensory play activities, which can help them manage their emotions and impulses.	Encourage children to find the best sensory experiences to enable children to manage their impulses and emotions.	Ensure children develop a bank of sensory outlets to enable them to manage their emotions and impulses.
Use Storytelling	Read books or tell stories that emphasise characters waiting for what they want.	Read books or tell stories that emphasise characters practicing impulse control and making thoughtful decisions.	Encourage the child to express their feelings and frustrations through words rather than impulsive actions.	Have reflective conversations with the child about their behaviour and decision-making, guiding them to think critically about their actions.	Have reflective conversations with the child about their behaviour and decision-making, praising when they think critically about their actions.

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A Framework for Impulse Control: Continued

	Age 3	Age 5	Age 7	Age 9	Age 11
Practise Patience	Be patient and understanding when the child struggles with impulse control. This is age appropriate.	Be patient and understanding when the child struggles with impulse control. Encourage them to try again and support their efforts.	Introduce strategies: introduce techniques like counting to ten, taking deep breaths, or physically removing themselves from a situation when they feel impulsive.	Provide the child with stress management techniques to help them cope with challenging situations calmly.	Encourage children to develop their own bank of stress management techniques to help them cope with challenging situations calmly.
Teach 'Stop and Think' Strategy	Introduce a simple 'stop and think' strategy so children are redirected to stop.	Introduce a simple 'stop and think' strategy where the child pauses before acting on an impulse and considers their actions.	Continue reinforcing the 'stop and think' strategy, where the child pauses before acting on an impulse and considers their actions.	Continue reinforcing the 'stop and think' strategy, where the child pauses before acting on an impulse and considers their actions. Encourage the child to see impulse control as a skill that can be developed and improved with practise and effort.	Enable children to recognise the 'stop and think' strategy as part of their normal day. Praise children when they use this consistently.
Foster Empathy	Let children see faces in stories and the faces of their significant adults and peers and talk about the emotions they are feeling.	Encourage the child to consider the feelings of others, fostering empathy and understanding by talking about emotion words.	Encourage the child to consider the feelings and perspectives of others, fostering empathy and understanding.	Introduce a more nuanced range of emotions for children to identify using a range of words for basic emotions like happy, sad, angry etc	Help the child develop empathy by considering the feelings and perspectives of others, fostering discussion, understanding and self control.
Problem solving	Model how to solve simple problems, like when there are not enough cups for all the children.	Help the child develop problemsolving skills, which can reduce the frustration that leads to impulsive behaviour. Set up scenarios where children have to solve simple issues like when the equipment, they need is not in the place they would usually find it.	Praise the children for problem solving and for resilience when things are not as they are usually.	Engage the child in discussions and problem-solving exercises to help them find constructive solutions when facing challenges.	Provide the child with stress management techniques to help them cope with challenging situations calmly.

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