



Finlay Community School

ASPIRE

BELONG

ACHIEVE

Behaviour Policy

Governor Committee Responsible:	FCSCC <i>Finlay Community School Combined Committee</i>	Staff Lead(s):	Hannah Williams
Status (Statutory / Advisory)	Statutory	Review Cycle	Annually
Last Review	03/09/2026	Next Review Date	September 2027
Chair of Governors	Mike Adlam Chair@finlay.gloucs.sch.uk		



Behaviour Policy

At Finlay Community School, we believe every child has the right to feel safe, belong and succeed. Our approach to behaviour is rooted in strong relationships, high expectations, inclusion and an understanding that behaviour is communication.

We explicitly teach pupils the behaviours they need to learn, play and participate successfully in our community. Adults model calm, respectful and consistent behaviour and seek to understand the need behind behaviour while maintaining clear and safe boundaries.

Our approach reflects our values of **Aspire, Belong and Achieve**. We believe in high expectations and high support: expectations remain ambitious for all pupils, while reasonable adjustments and additional support are provided where pupils need them.

Aims of the Policy

- To create a culture of exceptionally good behaviour: for learning, for life
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To help pupils take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Our Finlay Approach to Behaviour

At Finlay Community School, our approach to behaviour reflects our values of **Aspire, Belong and Achieve**. We believe that positive behaviour is created through strong relationships, clear expectations, explicit teaching and an inclusive understanding of individual need.

Our approach is underpinned by five principles:

1. Relationships First

Children are more likely to succeed when they feel safe, known and that they belong.

Positive relationships are at the heart of behaviour at Finlay. Staff model calm, respectful and consistent behaviour and take time to understand pupils as individuals. We recognise that behaviour can be a form of communication and that changes in behaviour may indicate an unmet educational, emotional, social or safeguarding need.

Adults will seek to understand what has happened and what a pupil may need, while maintaining clear boundaries and expectations.

We work in partnership with pupils, parents/carers, our pastoral team, SENDCO and external professionals where appropriate.

2. Behaviour is Taught

We do not assume that every child already knows how to behave successfully in every situation – we teach them.

At Finlay, positive behaviour is taught, modelled, practised and reinforced in the same way as other aspects of learning.

Pupils are taught what our values of **Aspire, Belong and Achieve** look like in classrooms, around school and during playtimes. Adults explicitly model and reinforce behaviours including kindness, respect, listening, cooperation, independence and positive attitudes to learning.



Our wider curriculum supports this. Through **oracy**, pupils learn to listen, articulate their views, disagree respectfully and resolve differences through discussion. Through **OPAL**, pupils develop cooperation, independence, creativity, managed risk and positive relationships during play.

Positive behaviour is recognised and celebrated through praise, praise points, star of the day, celebration assemblies and other opportunities to recognise pupils who positively contribute to our school community, building on the rewards already established within the policy.

3. High Expectations and High Support

Our expectations are high for every pupil, but the support required to meet those expectations may look different for different children.

All pupils are expected to behave safely and respectfully and to allow themselves and others to learn. However, equality does not always mean treating every pupil in exactly the same way.

Some pupils, including those with SEND, disabilities, SEMH needs or other vulnerabilities, may require **reasonable adjustments or additional support (more information can be found on page 8 of this policy)** to successfully meet our expectations.

4. Regulation, Reflection, Repair and Reconnect

Our aim following an incident is not simply to sanction behaviour, but to help pupils regulate, understand what happened, repair harm and successfully return to learning.

Our approach can be summarised as:

Regulate → Reflect → Repair → Reconnect

Regulate: Where a pupil is dysregulated, staff will prioritise calm communication, appropriate take-up time, space, co-regulation and de-escalation.

Reflect: Once ready, pupils are supported to understand what happened, what led to the behaviour and the impact of their actions. Discussion around appropriate consequences happens here.

Repair: Where appropriate, pupils are supported to put things right. This might include a restorative conversation, apology, repairing damage or considering how their actions affected another person.

Reconnect: Pupils are supported to make a successful return to their classroom, relationships and learning. A behaviour incident should not define the remainder of a pupil's day.

Where behaviour begins to escalate, staff will prioritise **prevention and de-escalation**, including identifying triggers, calm communication, controlled choices, time and space and seeking additional support. These approaches are set out fully within the school's **Restrictive Interventions (Including Positive Handling and Reasonable Force) Policy**.

5. Safety for Everyone

Every pupil and member of staff has the right to feel and be safe at Finlay.

Our inclusive and relational approach does not mean that unsafe or seriously disruptive behaviour is accepted.

Where behaviour presents a risk of harm, significantly disrupts the learning or safety of others, or represents a serious breach of our expectations, staff will respond promptly and proportionately.

This may include removal from the classroom/classroom exchange, involvement of senior leaders, individual risk assessment, additional pastoral or SEND intervention and, where appropriate, suspension or permanent exclusion in accordance with statutory guidance.

Where there is an immediate risk, staff will follow the school's **Restrictive Interventions Policy**. Restrictive intervention is used only as a last resort; it must be reasonable, proportionate and necessary and must never be used as a punishment or simply to secure compliance where there is no immediate risk.

Serious or concerning behaviour will also be considered from a **safeguarding perspective**. Where behaviour may indicate abuse, neglect, exploitation, child-on-child abuse or another safeguarding concern, staff will follow the school's Safeguarding and Child Protection Policy.

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

- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- [The Equality Act 2010](#)
- [Keeping Children safe in Education 2026](#)
- [Suspension and permanent exclusion guidance](#) (updated and effective from 26th July 2026)
- [Restrictive Interventions, including the use of reasonable force, in schools](#)
- [Searching, screening and confiscation - advice for schools](#)

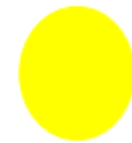
It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on: Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Putting Our Principles into Practice

Our whole-school behaviour system provides pupils, staff and families with a clear and predictable framework. The traffic-light system supports consistency across the school while allowing staff to exercise professional judgement and make reasonable adjustments according to pupils' individual needs. The purpose of the system is to recognise positive behaviour, provide early reminders and opportunities to regulate, address behaviour which falls below our expectations, and support pupils to reflect, repair and successfully return to learning. Pupils should always be given the opportunity to make a positive change.

The 'traffic light' system below is displayed in every classroom and is used consistently by all members of staff across school.

Gold: This is for children who go above and beyond the expected standards and consistently demonstrate excellent behaviour daily: Helping, good manners, positive attitude to learning, kindness Children who remain on the star daily, will receive a praise point.	
Green - Ready to Learn: At the start of every day, all children will begin every day on green. Behaviour Expectations: Showing respect to everything and everyone. Upholding our school values 'Aspire, Belong and Achieve'	 
Yellow - Reminder and Regulation: A pupil's name will be moved to yellow for Low Level disruption, this is a reminder of the behaviour expectations. Example 'Yellow' behaviours: Calling out, distracting others, not following instructions. When children are 'ready to learn' their name will move to green.	
Orange - Reflection and Repair If a child continues to demonstrate yellow behaviours, despite a reminder and take up time, their name will be placed on orange. The child will miss up to 15 minutes of lunch time in reflection time, but this time can be earned back by moving their name back up and demonstrating 'ready to learn' behaviours. The orange section is split into three separate parts, each representing 5 minutes (5,10,15)	
Red Behaviours - Serious behaviours / Immediate Response: Behaviour which causes or risks significant harm, seriously disrupts learning, involves aggression, discriminatory behaviour, absconding, deliberate damage or another significant breach of the behaviour expectations. Example 'red' behaviours: physical violence, stealing, rudeness, swearing, lying (serious or deliberate dishonesty which creates a safeguarding risk, makes a malicious allegation or significantly harms another person), leaving a room/playground without permission, deliberate unkindness, damaging school property intentionally Pupil's name will be placed on red, this will mean that the pupil will complete up to 30 minutes in reflection time. The Red circle is split into three separate parts, each representing 5 minutes (30,25,20) children are able to earn some time back for demonstrating 'ready to learn behaviours'.	



The traffic-light system is not necessarily sequential where serious behaviour occurs. A pupil may move directly to Red where behaviour meets the threshold for an immediate response.

Take Up Time

Children will be given 'take up time' of 3 minutes

For repeated low-level behaviour, pupils will ordinarily be given appropriate take-up time before progressing through the next stage of the traffic-light system. This does not apply where behaviour requires an immediate response because of its seriousness or the risk presented to the pupil or others.

Reflection Time

Reflection Time provides pupils with an opportunity to **regulate, reflect and repair** following behaviour which has fallen below the school's expectations. Pupils may miss an appropriate period of lunchtime play as a consequence of Orange or Red behaviour.

A designated member of staff will support the pupil to consider what happened, the impact of their behaviour, what they could do differently and, where appropriate, how relationships or harm can be repaired.

Staff will take account of the pupil's age, developmental stage, SEND and any agreed reasonable adjustments when determining how Reflection Time is completed. Reflection should be purposeful and proportionate and should support the pupil to successfully reconnect with learning and the school community

If a child has three Red reflection sessions in a week (Monday – Friday), they will complete their third session with a SLT member. Parents will be notified via a formal letter from the Headteacher and invited in for a discussion.

Reception

In Reception, children will follow a traffic light system the same as the rest of school, however if a child moves their name to orange or red, they will receive immediate time out rather than reflection time at lunchtime.

Behaviour beyond the school gate and online

The school's behaviour expectations may apply to pupils when they are taking part in a school-organised activity, travelling to or from school, wearing school uniform or otherwise identifiable as a Finlay pupil. The school may also respond to behaviour outside school, including online behaviour, where it poses a threat to another pupil or member of staff, adversely affects another member of the school community or has repercussions for the orderly running of the school.

Prevention, De-escalation and Positive Handling

At Finlay Community School, we recognise that the most effective way to manage behaviour is through positive relationships, early intervention, prevention and de-escalation. Staff seek to understand what a pupil's behaviour may be communicating and respond calmly and consistently, whilst maintaining clear expectations and ensuring the safety and wellbeing of all pupils and staff.

Where a pupil begins to show signs of distress, dysregulation or escalating behaviour, staff will use appropriate de-escalation strategies. In line with the school's Restrictive Interventions (Including Positive Handling and Reasonable Force) Policy, these may include identifying and responding to known triggers and early warning signs, using calm communication, offering controlled choices, providing appropriate time and space, adapting the environment and seeking support from senior or appropriately trained colleagues.

For pupils where behaviours that may present a foreseeable risk are identified, the school may develop an individual risk assessment and/or Positive Handling Plan. These will identify triggers and appropriate de-escalation strategies,



Finlay Community School uses a Team Teach-informed approach to positive handling, with identified members of staff receiving accredited positive handling training and regular refreshers. The emphasis is always on prevention and de-escalation.

There may, however, be exceptional circumstances where restrictive intervention or reasonable force is necessary to keep a pupil or others safe. Any such intervention will be reasonable, proportionate and necessary, use the minimum force required for the shortest possible period, and cease as soon as it is safe to do so. Restrictive intervention will only be used as a last resort and will never be used as a punishment, for staff convenience or simply to secure compliance where there is no immediate risk.

Following a significant incident, the school will ensure appropriate recording, communication, reflection and review takes place. Significant incidents are recorded on CPOMS, parents/carers are informed in accordance with statutory requirements, and relevant risk assessments and support arrangements are reviewed. Pupils and staff will be offered appropriate post-incident support and opportunities for reflection.

This policy should therefore be read alongside the school's Restrictive Interventions (Including Positive Handling and Reasonable Force) Policy, which provides the full framework for the prevention, use, recording, reporting and review of restrictive interventions.

Recording behavioural concerns/ incidents (CPOMS)

All incidents where a child's name has been moved to red will be recorded by the staff member on CPOMS. This information is then shared with parents, senior management team, SENDCO and the pastoral team. This enables all involved to monitor the behaviour, decide on necessary intervention and prevention alongside parents. This is done as early as possible to avoid behaviour escalating.

Behaviour which may constitute child-on-child abuse, including sexual violence, sexual harassment, harmful sexual behaviour, bullying or discriminatory behaviour, will be managed as a safeguarding matter in accordance with the Safeguarding and Child Protection Policy and will not be addressed solely through the school's behaviour system.

Star of the Day

In order to ensure the day is finished in a positive way, a star of the day is chosen and children receive a star of the day sticker. The star of the day is displayed on a board in every classroom.

Celebration Assembly

On a Monday, we celebrate:

- Star of the week, 1 child from every class.
- Home Learning Award, 1 child from every class.
- My happy mind certificate
- Praise Point Certificate
- Role Model of the term (termly)

If a pupil receives a praise point certificate, star of the week or role model of the term certificate, parents and carers will be invited to the assembly to share the celebrations with their child/ren.

Praise Points

Individual Commendations will be awarded by the class teacher and teaching assistant.

Praise points are awarded for exceptional work and consistently showing outstanding behaviour. Children who are on the Gold Star at the end of the day will receive 1 praise point.

When a child receives the following number of commendations, they will be awarded with:



50	Bronze Commendation Badge
100	Silver Commendation Badge
150	Gold Commendation Badge
175	Award from the Headteacher

Promoting positive behaviour

In order to promote positive behaviour staff will:

- ✓ Act as role models;
- ✓ Provide a curriculum designed to stretch and engage each child;
- ✓ Organise their classroom to ensure it is a conducive learning environment;
- ✓ Organise collaborative work within classes and across year groups which helps to develop good relationships;
- ✓ Hold a celebration assembly once a week.
- ✓ Respond promptly and appropriately to bullying, prejudice-related incidents and discriminatory behaviour, including behaviour relating to race, religion or belief, disability, sex, sexual orientation, gender reassignment or other protected characteristics.
- ✓ Handle misbehaviour calmly, appropriately and with a positive effect;
- ✓ Work in partnership with parents and outside agencies to promote good behaviour.

Individual Behaviour Support

Some individual children will have My Plans, and a risk assessment highlighting individual plans and reasonable adjustments. These will be a co-ordinated approach, jointly written by, parents and the child, the adults in the classroom, learning mentors, a Member of the Senior Leadership Team and external agencies where necessary.

Individual Behaviour Support and Reasonable Adjustments

Possible documents/support could include:

- My Plan/My Plan+
- EHCP
- Individual Risk Assessment
- Positive Handling/Restrictive Intervention Plan where appropriate
- pupil regulation plan
- individual timetable
- sensory/regulation strategies
- Learning Mentor/pastoral intervention
- reasonable adjustments
- external agency advice.

Where an individual plan identifies an agreed reasonable adjustment to the whole-school behaviour system, staff will follow the individual plan.

Reasonable Adjustments

Behaviour can be communication. At Finlay Community School, we recognise that behaviour can communicate an unmet need, difficulty, emotion or experience. We maintain high expectations for all pupils while recognising that some children require reasonable adjustments, additional teaching, intervention or individualised support to meet those expectations. Equity does not always mean treating every child in exactly the same way; it means ensuring every child receives the support they need to succeed.

Reasonable adjustments do not mean an absence of boundaries or consequences. The safety, wellbeing and learning of all pupils and staff remain paramount.

Strategies could include:

- Time outs / take up time
- Working with a named adult
- Alternative curriculum
- Pastoral Support
- Safe space

DFE Guidance on The Equalities Act 2010 states: Schools will not be expected to make adjustments that are not reasonable. School recognises the need to ensure a safe working environment for all children/staff. Behaviours that disrupt learning for others or cause harm to others, in spite of reasonable adjustments, may lead to sanctions such as potential suspension/permanent exclusion.

Consequences serious acts of misbehaviour

Actions	Consequences
• Physical assault • Bullying • Child on Child abuse • Absconding • Physical violence • Threatening behaviour • On-going red behaviours • Deliberately damaging school property • Persistent disruptive behaviour • Dangerous behaviour	Classroom Exchange Suspension Permanent Exclusion Classroom exchange is a planned removal from the pupil's usual classroom for a limited period following serious or persistent disruption. It is not a suspension. Pupils remain supervised, continue their education and are supported to reflect, regulate and successfully reintegrate into class. Please see school's suspension and permanent exclusion policy.

Decisions to suspend or permanently exclude a pupil will only be taken by the Headteacher in accordance with current statutory guidance. The governing body and local authority will be notified where required by statutory guidance.

Searching, screening and confiscation

Please see the searching, screening, and confiscation policy.

Unlawful exclusions

Pupils will not be informally excluded or sent home as a behaviour sanction. Where a pupil is required to leave the school site for disciplinary reasons, the school will follow the statutory suspension procedures.

Monitoring Behaviour and Inclusion

The Senior Leadership Team will regularly monitor behaviour information to identify patterns, emerging needs and the effectiveness of support. This will include consideration of repeated incidents, suspensions, classroom exchanges and restrictive interventions.

Behaviour information will be considered alongside SEND, disadvantage, attendance, safeguarding and other vulnerability information where appropriate. Leaders will monitor for disproportionality and use this information to inform reasonable adjustments, individual support, staff development and whole-school provision.



Governors will receive appropriate anonymised information to enable them to fulfil their strategic oversight responsibilities.

Reviewing

This policy will be reviewed by all stakeholders including the children. In order to provide children with opportunities to discuss appropriate behaviour and share their view, class teachers will include:

- A School Council of pupil and staff representatives which meets once a fortnight;
- Follow aspects of the 'Jigsaw Curriculum' in order to address any relevant issues.
- A programme of Religious Education (The Big Question), which includes ethical and moral issues;
- Weekly phase assemblies when a variety of issues are aired.

This policy will be renewed each year. In order to ensure involvement of all members of the school community, the senior management team will include:

- Regular meetings of teaching and non-teaching staff to review behaviour issues;
- Strategies relative to behaviour management for teachers, teaching assistants, midday supervisors and administrative staff;
- Frank and open debate about behaviour at governors' meetings.