



FARNEY CLOSE SCHOOL

Behaviour Policy including Behaviour Principles

Date First Written	November 2021
Last reviewed	March 2026
Review Date	March 2027

Approval Level	<input checked="" type="checkbox"/> Governing Body <input type="checkbox"/> Principal to Determine
Signed	Philip Hunt
Role	Chair of Governors
Date Approved	Approved at Board 12.05.26

Farney Close School acknowledges its duty of care to safeguard, protect and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice. This knowledge has informed the writing of this policy.

The children of Farney Close have been an active part in the creation, review and future updates of this policy.

Contents

Policy Statement	2
1. Our Aims	3
2. Legislation and statutory requirements	4
3. Definitions	4
4. Bullying	5
5. Roles and responsibilities.....	6
5.1 The governing board	6
5.2 The Principal.....	6
5.3 Staff	6
5.4 Parents / Carers	7
6. Young person code of conduct	7
7. Rewards and sanctions.....	7
7.1 List of rewards and sanctions	7
7.2 Off-site behaviour	8
7.3 Untrue allegations.....	8
8. Behaviour management.....	8
8.1 Classroom management	8
8.2 Physical restraint	9
8.3 Confiscation.....	9
8.4 Young person support.....	10
9. Young person transition	10
10.Regulation spaces.....	10
11.Training.....	12
12.Monitoring arrangements.....	12
13.Links with other policies.....	12
Appendix 1: written statement of behaviour principals.....	12

Policy Statement

Farney Close School strives to create a school community which embodies our aspiration to build a nurturing, caring ethos which permeates our school environment. We have developed a behaviour policy which places relationships as the cornerstone for pupils to thrive, both academically and in relation to their wellbeing.

Our trauma-informed approach to behaviour management benefits all pupils and staff for the following reasons:

- Relationships and a young person's sense of safety and security are placed at the heart of classroom management.
- Our approach encourages nurture, respect and empathy, even when a young person is presenting with behaviours that are of concern.
- Individual circumstances are taken into account.

- A sense of community and belonging is promoted

A trauma-informed approach is underpinned by relationship. Through relationship we can help a child or young person to understand and support them in managing their feelings appropriately. The key elements for successful relationship are: Protect, Relate, Regulate and Reflect which altogether build a person's resilience.

1. Our Aims

This policy aims are:

- To ensure that all members of the school community feel respected and safe.
- To encourage relationships between all members of the school community that facilitate effective learning.
- To allow pupils to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others, nurtured through our expectations of a Farney Close Citizen.
- To teach pupils how to communicate their thoughts and feelings in a way that is beneficial now and in their adulthood.

Principle One:

Building relationships, empathy and a feeling of safety take precedence over other means of discipline.

The root of "discipline" is the word disciple, which means "student", "pupil", and "learner". A disciple is not a recipient of punishment, but one who is learning through instruction. (Siegel and Payne Bryson, 2018).

Principle Two:

Discipline represents an opportunity to teach and nurture

When pupils exhibit behaviours of concern, in the first instance, we use the four steps of emotion coaching to build relationships, empathy and a feeling of safety:

- Step 1: Recognise and empathise with the feelings.
- Step 2: Label and validate the feelings.
- Step 3: Set limits on behaviour (if needed)
- Step 4: Explore and agree solutions for the problem.

Principle Three:

We aim to understand the function behind the behaviour.

Principle Four:

The pupil is separate from their behaviour.

Principle Five:

Routines help people to feel safe, but some pupils need differentiation within an overall structure.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

At Farney Close, we aim to understand what a pupil might be trying to say to us through their behaviour. Behaviour that causes concern is not seen as a choice, but as being a communication of an unmet need. At Farney Close, we see pupils as separate from the

behaviours that they may exhibit; we demonstrate this through our language of choice – words and phrases used to describe the pupil and their behaviour. Whilst the majority of pupils will thrive when our whole school approach to behaviour is applied, we recognise that some of our pupils will need further support and intervention, and a few will require more intensive, individualised support. As such, our behaviour policy outlines the different levels of support available dependent on an individual's level of need.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting young people with medical conditions at school](#)

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 children.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property.

3. Definitions

Minor misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes and during the residential hours
- Non-completion of classwork or homework
- Incorrect uniform with no valid reason.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting

- Smoking or vaping
- Possession of any prohibited items. These are:
 - Mobile Phones
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the young person)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about

	sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

5. Roles and responsibilities

5.1 The governing board

The school's governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

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

5.2 The Principal

The Principal is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Principal will also approve this policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised, trauma led approach to the specific behavioural needs of particular children
- Recording behaviour incidents on CPOMs in a timely manner which is no later than that same day dependant on the level of severity

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents / Carers

Parents / carers are expected to:

- Support their child in adhering to the young person code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's Link Worker or class tutor promptly

6. Young person code of conduct

Children are expected to:

- Wherever possible, behave in an orderly and self-controlled way. We recognise that this is not always possible given the needs of the children we are working with.
- Show respect to members of staff and each other
- In class, make it possible for all children to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

The school has a separate Rewards and Sanction Policy which is detailed briefly below.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges including trips out
- Pocket money based on a points system (see Rewards and Sanction policy for a breakdown of points and pocket money)

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning
- Time out
- Expecting work to be completed after school, or at break or lunchtime

- Attendance at after school lessons
- Referring the young person to a senior member of staff
- Letters, emails or phone calls home to parents
- Agreeing a behaviour contract
- Putting a young person 'on school report' where behaviour is closely monitored and children are given opportunities to reflect and incentives to manage their behaviour.

We may use the 'send to' classroom or inclusion unit in response to serious or persistent breaches of this policy. Children may be sent to the send to class during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Children who do not attend an after-school lesson are sent to the evening duty office to complete their work.

The send to classroom and inclusion unit is managed by a teacher and TA, and supported by members of the care team.

7.2 Off-site behaviour

An offsite ban may be applied where a young person has misbehaved whilst off-site when representing the school, such as on a school trip or on the way to or from school. This is to provide the child with an understanding about how to behave when within the wider community.

7.3 Untrue allegations

Please refer to our policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Principal will ensure that work is undertaken with the person making the allegation if it is identified as being untrue, to explore the reasoning behind this and the support required to enable this person to recognise the impact their actions may have had as well as rebuilding bridges with the staff member that has been their focus.

The Principal also recognises the importance of considering the pastoral needs of staff accused of misconduct.

8. Behaviour management

Farney Close believes in a positive approach to managing behaviour which is trauma informed, celebrating success and using "sanctioning" as a means of reflection with a view to making the right choices moving forward. All pupils at Farney Close have a Risk Assessment and Behaviour Support Plan which looks at identifying triggers and strategies to reduce negative behaviours. Risk Assessment and Behaviour Support Plans are reviewed termly or when the need arises if sooner.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages children to be

engaged

- Display the young person code of conduct or their own classroom rules
- Develop a positive relationship with children, which may include:
 - Greeting children in the morning/at the start of lessons
 - Using a trauma informed approach with all children
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a young person to prevent them:

- Causing significant disorder
- Causing harm to themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in children's possession will be confiscated. These items will not be returned to children with the exception of their mobile phone which will be returned at the end of the week for residential pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

Searching and screening children conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Young person support

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to behaviour of concern may be differentiated to cater to the needs of the young person.

The school evaluates a young person who exhibits behaviour of concern to determine whether they have any underlying needs that are not currently being met. We assess how best to meet these needs within each young person's individual risk assessment, their educational passport and their care plan. This includes an evaluation of adverse childhood experiences (ACE) and how best to support with practice that is trauma informed.

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

When acute needs are identified in a young person, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Young person transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to young person's behaviour issues may be transferred to relevant staff at any point that this is deemed appropriate to support their ongoing learning. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

10. Regulation spaces

Farney Close School has designated areas to support co-regulation with members of staff, the Hush room and the Amber room.

The Hush room –

The Hush is a room which is used throughout the 24-hour day, providing a quiet space dedicated to stimulating, developing, and relaxing the senses. Unlike a school classroom, where children are usually expected to watch and listen to the teacher, the Hush is a sensory room that allows our pupils the freedom and autonomy to explore the environment for themselves, in their own time, using all of their senses. It is a calming space providing a therapeutic environment for our pupils who are experiencing emotional or behavioural difficulties. It allows them to learn to manage their emotions in a controlled environment, supported by emotionally available adults who provide co-regulation and reassurance.

The Hush is a place where children should feel safe enough to communicate their feelings and thoughts that may not surface in classroom-based discussions. It provides an environment to meet the needs of the varied learning styles of individual pupils.

As our understanding of how children learn and how the brain develops grows, we recognise the importance of providing varied and creative learning environments to meet individual needs. The Hush is a nurturing space where pupils feel emotionally and physically safe,

allowing them to regulate their emotions and build resilience with the guidance of trusted adults who model self-regulation and emotional safety.

The Hush can enable pupils to develop at their own pace. Furnished with equipment such as bean bags, cushions, mats, lights, and tactile toys, the Hush provides a unique and stimulating learning environment that allows many of our young people to thrive.

Dealing with behavioural issues can be a challenge, but the Hush provides a space that helps young people feel safe, heard, and supported in managing their emotions. The calming environment allows pupils to work through any difficult feelings in a safe and nurturing space, together with emotionally available adults. Handling behavioural challenges in this way builds emotional resilience, strengthens relationships, and fosters self-regulation.

The Amber room –

The Amber Room has been created as a dedicated, quiet, and calm space within the school, specifically designed to support pupils who need assistance in regulating to enable them to return to their lessons.

It is intended for use by pupils who are in the blue or orange zones of emotional regulation, where they are not yet ready to engage with academic learning effectively. Pupils who are in the red zone would be more appropriately supported in the Hush. The Amber Room serves as a temporary space for co-regulation, where a pupil can be supported by trained staff in a structured environment.

It is important to emphasize that the Amber Room is not a general-purpose room for meetings, staff gatherings, or private conversations. Its primary focus is to support pupils in reaching a state of calm readiness to reintegrate into their educational activities.

The Amber Room is intended to function as a space for co-regulation, meaning that staff and pupils work together to manage and de-escalate the pupil's emotional state. Importantly, this is not a space where pupils can be sent on their own; they must always be accompanied by a staff member. Staffing within the Amber Room is carefully managed to ensure it remains a focused and supportive environment. At no time should more than two staff members be working in the Amber Room. A rota will be in place during educational hours from Monday to Friday, with a focus on ensuring that Senior Residential Social Care Workers (SRSCW) and the Day Duty Coordinator are assigned to this space.

In both the Hush and Amber room:

- Two adults must always be present unless an individualised risk assessment determines that one-to-one or alternative supervision is appropriate.
- The room must never be locked while in use, ensuring free access at all times. Staff should ensure the door remains unobstructed.
- No young people will be left in the room on their own.
- Staff will be required to wear lanyards with electronic access cards to ensure secure entry to the Hush.
- Young people will be supported in identifying when they feel ready to transition back to other activities. Staff will use relational and trauma-informed approaches to guide this process, ensuring the child does not feel forced or punished.
- Any mess needs to be cleaned up immediately, and the cleaning team informed if it needs a deeper clean.
- Damage should be reported immediately to the Site Manager, in person and in writing.

- All electrical equipment must be checked daily, and any faults should be reported immediately to the Site Manager for maintenance.
- These rooms are not to be used for class work, meetings or any purpose other than supporting the pupil to regulate.

11. Training

Our staff are provided with training on managing behaviour which most importantly focusses on working within a school that is trauma informed. The school views it vital that all staff (no matter what their role) understands both the short- and long-term impact of trauma for our children.

Learning and knowledge taken from Trauma Informed School (TIS):

Trauma is a response to any event/s encountered as out of control, frightening experiences that disconnect us from all sense of resourcefulness, safety, coping and/or love (Tara Brach, 2011)

Trauma is not an event itself, but an emotional response to a painful and shocking event where there was no- one there to help you with what was happening at the time (Margot Sunderland)

The Impact of Trauma on the Readiness and Ability to Learn

- Trauma can impact on our relationships, self-esteem and behaviour,
- Trauma replaces social engagement with defensive behaviours
- Halts our capacity to learn
- ALL schools have children who have experienced trauma
- Schools have a vital role to play in supporting all children and not unwittingly contributing to or re-traumatising children

The school also uses the Team Teach method of supporting children to manage their behaviour, all face-to-face staff are trained in the 12-hour course. This focuses in ways to deescalate children with a 5% recognition that on the rare occasion physical intervention may be required.

Behaviour management forms part of continuing professional development. A staff training log is maintained for all Farney Close employees.

12. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and full governing body every year. At each review, the policy will be approved by the Principal.

The schools written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every 2 years.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Anti-Bullying Policy
- Rewards and Sanction Policy

Every young person understands they have the right to feel safe, valued and respected, and learn free from the disruption of others:

- All children, staff and visitors are free from any form of discrimination.
- Staff and volunteers always set an excellent example to children.
- Relationships in the school are key to the work we do, and these are formed by means of a trauma led approach.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by children and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in fixed-term and permanent exclusions.
- Children are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and children's' home life.

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

This written statement of behaviour principles is reviewed and approved by the full governing body every 2 years.