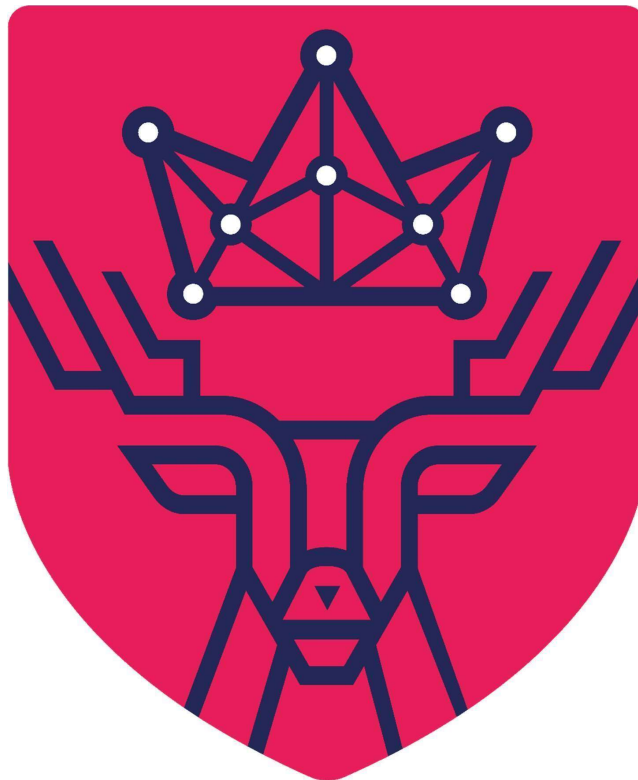




# Fairlands Middle School

We Collaborate, Achieve & Belong

## Behaviour and Anti-Bullying Policy



\*This policy must be read in addition to the Wessex Learning Trust's 'Relationships Policy' which can be found here <https://wessexlearningtrust.co.uk/key-information/policies/>

<b>Approved by:</b> Rebecca Bennett	<b>Date:</b> June 2025
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## Contents

1. Aims .....	3
2. Legislation and statutory requirements .....	3
3. Definitions .....	4
4. Bullying and Child on Child Abuse .....	6
5. Roles and responsibilities .....	7
5.1 The local partnership board .....	7
5.2 The Headteacher .....	7
5.3 Staff .....	7
5.4 Parents .....	7
6. Pupil code of conduct .....	8
7. Mobile Phones .....	8
8. Rewards and sanctions .....	9
8.2 Malicious allegations .....	10
9. Behaviour management (See Also Appendices 4, 5, & 6) .....	10
9.1 Classroom management .....	10
Classroom routines and expectations .....	10
Classroom Behaviour System .....	11
9.2 Physical restraint .....	12
9.3 Confiscation .....	12
10. Monitoring arrangements .....	13
11. Links with other policies .....	13
Appendix 1 .....	14
Appendix 2 .....	17
Appendix 3 .....	18
The Fairlands Standard .....	18
Ready for Learning .....	18
Respect .....	18
Around our school .....	18

# 1. Aims

## 1.1 This policy aims to:

- Support **positive** and **consistent** relationships between pupils and staff. The school will ensure pupils and adults feel **safe**, and that adults hold consistent and **fair** boundaries and expectations for pupils, according to their age and stage of development.
- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including child on child abuse.
- Outline **how pupils are expected to behave**.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and sanctions**.

# 2. Legislation and statutory requirements

## 2.1 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 (updated for April 2026)  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Supporting pupils with medical conditions (DFE)

It is also based on the special educational needs and disability (SEND) code of practice (2024)

## 2.2 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 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

### 3. Definitions

**Positive behaviour** is defined as:

- Working well
- Being kind
- Showing perseverance
- Being respectful
- Being prepared for learning
- Being friendly
- Being helpful
- Completing homework
- Making a positive contribution
- Wearing uniform correctly

**Negative behaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Lateness to lessons
- Damage to property
- Refusal to follow instructions
- Swearing/foul language
- Truancy

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying or child on child abuse
- Sexual harassment, which is any sexual behaviour that causes humiliation, pain, fear or intimidation.
- Sexual assault
- Vandalism/graffiti
- Arson
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour

### **Possession of any prohibited items.**

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes/e-cigarettes
- 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 pupil)

Guidance on this is here, for any staff to refer to.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

### **Serious Incidents**

Any incident that may result in an FTE totaling 3-5 days or a PEX also triggers our 'Serious incident protocol' and response. This means greater scrutiny of any evidence and a managed timeline to ensure decisions are fair, reasonable, proportionate, and keep pupils and staff safe from harm.

## 4. Bullying and Child on Child Abuse

**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

(Appendix 1)

## **5. Roles and responsibilities**

### **5.1 The local partnership board**

The local partnership board reviews this relationships policy in conjunction with the Headteacher annually and monitors the policy's effectiveness through visits to the school, and the analysis and reporting of data and accounts relating to the behaviour of pupils, holding the Headteacher to account for its implementation.

### **5.2 The Headteacher**

The Headteacher is responsible for reviewing this policy alongside other colleagues with responsibility for behaviour in the senior team. The Headteacher will also approve this policy.

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

The Headteacher, working with the SENCO, is responsible for ensuring this policy does not disproportionately sanction pupils with SEND, and that reasonable adjustments are made for pupils on the SEND register.

### **5.3 The Deputy Headteacher**

The deputy headteacher is responsible for the implementation of this policy and for training other staff appropriately in how to manage behaviour positively. The Headteacher delegates the powers of suspension in their absence to the Deputy Head.

### **5.3 Staff**

Staff are responsible for:

- Implementing the relationships policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (using BROMCOM)

The School Leadership Team will support all staff in responding to any serious behaviour incidents should this be required.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the tutor promptly

## **6. Pupil code of conduct**

Pupils are expected to abide by the Fairlands Standard (See Appendix 3)

## **7. Mobile Phones**

Fairlands Middle School is a mobile free zone as part of our safeguarding and participation agenda.

In years 5 and 6, pupils hand their phone in at tutor time. This is locked in a secure drawer until the end of the school day.

In year 7 and 8, students are able to have phones in their bags/lockers, switched off, and use them once they have left the School building at the end of the school day.

Where a student is seen using a mobile phone after the first school bell until out of the classroom at end of school bell, the mobile phone will be removed and placed in a secure lockbox. The student can collect this at the end of the day. If there is repeated use of mobile phone, the parent/carer will be contacted to collect the phone. It may also be the case that the next steps include the student having to hand their phone in each day before school or an agreement is in place where the phone is not brought onto school site. These are typically set for a period of time.

If a student needs to use a telephone during the school day to contact a parent/carer, a telephone will always be available in the Main Reception. Urgent messages from parents/carers for their child can also be left at Reception.

Smartwatches or other devices with recording capabilities are not appropriate for school, and must be left at home.

Pupils bring mobile phones onto the school site at their own risk. The academy accepts no liability for any items lost, stolen or damaged whilst on school property.

## 8. Rewards and sanctions

### 8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Good news phone call/email home
- House points
- Certificates
- Positive Referrals
- House badges
- Headteacher badge
- Awards ceremony (end of year)

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

- Positive tracker card
- Removing the pupil to another class to complete work
- Letter, email, or phone call home to parents/carers
- Detention at break, lunchtime or after school
- Internal supervision
- External suspension
- Permanent exclusion

**Staff should record all incidents electronically, and on the same day**

### 8.2 Off Site

While travelling to and from the school (using school, public or own transport, or walking) students should recognise that they are representing the school and the community and that orderly, cooperative behaviour is expected at all times.

The highest standards of behaviour are also expected from all students participating in visits and activities arranged by the school during and outside the school day. Although all such trips will be supervised by staff, students may be given considerable freedom at times when they will be expected to take responsibility for their own behaviour; any abuse of this will be viewed extremely seriously. Students with poor behaviour records may not be permitted to attend school events and trips including both day trips and residential. The decision will be based on an active risk assessment and each case will be considered on an individual basis.

All students are required to remain on the school site at morning break and lunchtime unless specifically permitted to be off site; during these times students may use school facilities only in the manner and at the times stipulated by the supervising staff.

If a student is in school uniform off-site they are still representing the school and therefore the school has the right to discipline for any poor behaviour that may take place off site or/and out of school hours. This includes when a student is in some other way clearly identifiable as a student at the school.

### 8.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our Child Protection and Safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## 9. Behaviour management (See Also Appendices 4, 5, & 6)

### 9.1 Classroom management

#### Principles for Behaviour

The school aims to achieve this culture through establishing high expectations and clear principles for staff and pupils in its approach to behaviour. Key to these are the following:

- The school has a **'team approach'** and staff are visibly consistent (shared language)
- Investment in building and maintaining **'positive relationships'**
- When applying behaviour management, **certainty** is emphasised over **severity**
- Pupils are taught, supported and encouraged to **make positive choices & understand consequences**
- School adopts an approach where staff **reduce emotional heat** and **model assertive positive behaviours**

#### Classroom routines and expectations

- Teachers **'meet and greet'** pupils as they line-up silently outside the room – pupils quiet and calm.
- Teachers check the line for uniform, and then welcome pupils into the room quietly.
- Pupils must be seated according to the **seating plan** so that their individual needs are met
- **Whiteboards** out on desks
- Begin with **'Do Now'** - accessible to all pupils – 5/10 mins and retrieval based
- Staff to use **positive reinforcing language** as early as possible

- Registers taken every lesson
- Strong 'Exit' – supports corridor behaviour and next colleague. Pupils line up/ stand behind chairs prior to being dismissed.

### **Classroom Behaviour System**

Within all lessons pupils will adhere to the Fairlands Standard and comply with the classroom expectations and routines that their teacher sets. All staff will follow the school behaviour system to manage and log all positive and negative behaviours.

Before a 'Consequence' action is given, teachers will use their behaviour management strategies to set-up, support and manage pupil behaviour. This can include:

- Focus on positive language
- Re-emphasis of the classroom expectations – what you want to see
- Non-verbal cueing & communication
- Seating plan adjustment
- 'Thank you' not 'please'
- Proximity – standing close by them for 2-3 mins
- Quiet word with pupils
- Short term aim's 'In next 5 mins I want you to ...'
- Brief cooling off time – outside room – quiet 1 to 1 chat
- Scaffolded/adapted work
- Other strategies within pupil Passport/ILP/IEP/ EHCP
- Request 'push-in' support from a member of the learning support team.

## 9.2 Physical restraint

In very rare circumstances, staff may use reasonable force to prevent a pupil hurting themselves or others, or if they are damaging school property. As soon as a situation emerges that may result in a physical intervention being required, SLT must be alerted, and, if necessary all other pupils removed from the area.

Incidents of physical restraint must:

- Always be used as a last resort. De-escalation used in the first instance
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Include an alert to the nearest first aider following the incident to check all parties for any injuries
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Red Bound and Numbered Book in school office, monitored by the DSL.
- Be followed up with contact to the family on the same day
- Be followed up with a report to the DSL
- Follow the guidance for RPI as issued by the DFE (that comes into force in April 2026)

## 9.3 Confiscation

**Any items that distract pupils or others from their learning may be confiscated.** We will also confiscate any item which is harmful or detrimental to school life. These items will be returned to pupils or parents after discussion with senior leaders and parents, if appropriate, at the end of the day.

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

## 9.4 Pupil Support

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

The school's special educational needs co-ordinator (SENDCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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 pupil, 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.

## **10. Monitoring arrangements**

This relationships policy will be reviewed by the Headteacher annually. At each review, the policy will be approved by the Headteacher.

## **11. Links with other policies**

This policy is linked to the following policies:

Safeguarding (Child Protection) policy

Wessex Learning Trust Relationships Policy

## Appendix 1

### Anti-Bullying Policy and Child on Child Abuse

#### Rationale

*'We will make the most of the opportunity to teach children who are moving towards adolescence and coming to terms with their own growing up. Fairlands Middle School will support its pupils at this vulnerable time of their lives by developing their sense of security and belonging to family, school and society as a whole'. This is further developed as a key objective 'keeping children safe from bullying, harassment and discrimination'.*

*'Bullying is never tolerated and every reported incident is investigated, often dealt with through restorative approaches and always managed in an emotionally intelligent manner'. However, we accept that bullying may happen in all institutions including Fairlands Middle School.*

There are many links between this policy and other aspects of our work and associated policies; most notably: Safeguarding (Child Protection), SEND and our Relationships policy. Fairlands Middle School pupils have created their own 'Anti-Bullying Charter' which is clearly displayed around the school and is regularly referred to in assemblies and by tutors. The text of the charter is included at the end of this policy.

#### Definition

We adopt the definition produced by pupils as part of the Somerset UK Youth Parliament:  
*Bullying: A physical, psychological, or verbal attack on a person or a group of people, by a person or a group, causing harm to the victim. The bully is usually aware of the harm they are causing and often repeats their actions.*

Some examples may include:

- Physical – hitting, offensive or threatening gestures, theft or interference with personal belongings
- Verbal/messaging – name calling, cyberbullying
- Indirect – spreading rumours, excluding someone from social groups

#### Implementation of Policy

- Our school acknowledges that sometimes the worst aspect of bullying may be the fear of bullying and what might happen next. It is essential therefore that as far as possible the bullied pupil, and sometimes others too, understand that standing up to bullying by 'telling someone' is the right thing to do and will lessen the risk of bullying rather than make matters worse. We expect to have the reputation of being a 'telling' school.

- All staff must be alert to the signs of bullying and act promptly and consistently in line with this policy.
- To minimise bullying, pupils will be actively taught what bullying is and that it is unacceptable; through assemblies, tutor time, cross curricular work within the taught curriculum of subjects such as English, citizenship, PE and humanities. During November every year we have a particular focus week on Anti-Bullying as part of 'Anti-bullying Week'.
- We will also teach the role bystanders play in actively but safely tackling bullying.
- Pupils are regularly referred to the Anti-Bullying Charter which is displayed clearly around the school. The key expectation of the pupils' Anti-Bullying Charter is '*Tell someone*' both if a pupil has experienced or seen bullying.
- Information about bullying must be shared with the safeguarding team.
- Parents should inform the school of any concerns about bullying especially where there is information they feel we may be unaware of.

#### Policy into Practice

##### The school:

- Will investigate all incidents of alleged bullying with urgency
- Will ensure that clear accounts/statements will be recorded
- Will ensure that appropriate colleagues are fully informed
- Will ensure that wherever possible parents are fully informed. This is especially urgent where a child may be returning home in a distressed state
- Will deal with incidents professionally, with sensitivity and consultation with appropriate staff
- Will use anonymous surveys to establish the pupils' perceptions of bullying at least annually. This may include involvement in the national 'Pass' surveys

##### Those who are bullied:

- Are often those in a position where it is difficult for them to defend themselves. They will be supported with strategies and advice that will help them be part of the solution.
- Will be supported, often by the member of staff who discovered or to whom the bullying was first reported by the child. They will receive daily check-ins for a minimum of two weeks
- Will be given reassurance to restore confidence and raise self-esteem. They will be shown respect for their courage in confronting the bullying
- May need advice about how to minimise the risk of bullying in future life

Those who have bullied:

- Will be listened to
- Will be given a clear link between unwanted behaviour, outcomes for others (including both victims and bystanders) and sanctions
- Will receive daily check-ins for a minimum of two weeks
- Will have their parents fully informed in order for subsequent sanctions to be managed in partnership with families. Parents are expected to play a positive part in supporting this policy. Strategies/Sanctions which may be used include:
- Official warnings involving parents
- Restorative justice process
- Restriction of certain activity such as break and lunchtime
- Detention during or after school
- Internal supervision
- Fixed term suspension
- Will also be given strategies to enable them to develop more responsible attitudes and leave behind negative reputations.

## Appendix 2

Staff, pupils and parents at Fairlands Middle School are working together to create a school community where bullying is not tolerated.



We agree to:  
Anti-Bullying Charter

**1**

Think before we  
act

**2**

Respect other  
people

**3**

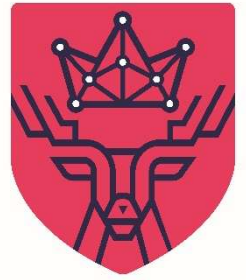
Tell someone if we  
see bullying

**4**

Tell someone if  
we are being  
bullied

**Be a buddy not a bully!**

## Appendix 3



# The Fairlands Standard

## Ready for Learning

- We always try our best
- We listen carefully and follow instructions
- We always have the correct equipment

## Respect

- We allow others to learn
- We are polite, respect ourselves and differences in others
- We care for other people's property as well as our own

## Around our school

- We wear our uniform correctly and with pride
- We move around our school sensibly and keep ourselves safe
- We look after our school

## Appendix 4



### Fairlands Middle School Behaviour Process

