



**Fairfield**  
Prep School

## **Promoting Good Behaviour Policy including EYFS**

## Document Management Information

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| <b>Approved By:</b>        | Fairfield Board                                                   |
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## Revision History

| <b>Version</b> | <b>Update Information</b>                    | <b>Date</b> |
|----------------|----------------------------------------------|-------------|
| Vn. 2          | Updated policy template and complete rewrite | 22/05/2026  |
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## 1. Introduction

### 1.1. Policy Statement

Fairfield Prep School promotes positive attitudes and high standards of behaviour through a supportive, educational and values led approach. We believe our pupils want to behave well and that recognition, encouragement and clear boundaries best enable them to succeed.

We are committed to creating a calm, safe and inclusive environment where all pupils can flourish academically, socially and emotionally. Pupils are encouraged to respect this environment and understand the role they play in maintaining it.

### 1.2. The promotion of good behaviour is closely linked to our School Values

‘We are Fairfield’ : We AIM High :

We are

- Aspirational
- Independent
- Mindful

Pupils are supported to understand the links between our Values and how these values enable us all to behave to expectations. In addition, specific behaviour procedures and routines will be delivered and modelled as described in our Fairfield Behaviour Curriculum.

### 1.3. Although this policy applies primarily during the school day and on school premises, it also applies to behaviour outside school where that behaviour could have an impact on the School community. This includes behaviour on school trips or visits, conduct that may bring the School into disrepute, incidents where pupils are identifiable as members of the School (including when wearing school uniform/kit), and behaviour that takes place online.

### 1.4. Behaviour Expectations

The Fairfield Golden Rule is ‘Treat others as you wish to be treated’ and this used at the start of each academic year to support pupils in collaboratively establishing age appropriate classroom rules.

Regardless of age, there are clear expectations for how a pupil should conduct themselves during the school day. Pupils are taught to make good choices, to treat others as they wished to be treated and to take time to self-regulate in challenging situations.

Unkind teasing, discriminatory language or behaviour relating to a protected characteristic (under the Equality Act 2010) is taken seriously and may constitute bullying. Bullying of any form is unacceptable and is addressed in line with the Fairfield Anti Bullying Policy.

## 1.5. Mobile Phones

Fairfield pupils are not permitted to have mobile phones within school unless express permission has been sought by their parents from the Headmaster for exceptional circumstances (such as travelling to/from school via public or school bus transport). In such cases, the mobile phone must be handed to the class teacher to be returned at the end of the school day.

## 2. Aims

At Fairfield Prep School, positive behaviour is actively promoted and celebrated so that pupils clearly see that good choices receive greater recognition than negative ones.

Promoting good behaviour is a shared responsibility. All adults act as role models, fostering positive relationships with pupils and parents based on mutual respect, self discipline, courtesy and good humour. The School provides frequent opportunities for pupils to succeed and to be recognised.

Praise is an integral part of daily school life, given both formally and informally across lessons and activities. It is often linked to our School Values and may include kind words, encouragement and visible approval to reinforce thoughtful and respectful behaviour.

Praise is given in an age-appropriate manner and some of the ways (neither exhaustive nor exclusive) are as follows:

- A written positive comment on the pupil's work.
- An AIM sticker/badge.
- An AIM postcard home.
- Sticker charts.
- Book Of Achievement visits to the HM.
- Kindergarten Star of the Week presented by the HM.
- Being recognised in end of term assembly for achieving via AIM.
- Visit to one of the Deputy Heads for praise & age-appropriate reward.
- A public word of praise in front of a group or class.
- A note, e-mail or verbal feedback to parents informing them of a deserving action or achievement.
- The awarding of House Points (Upper Prep).
- Being recognised in and/or celebrated during, assemblies, newsletter
- 'Pom-pom' jar (EYFS).
- Specific class/ year group accolade.
- Opportunity for older pupils to role model to younger (such as listening to readers).
- Nomination for the Pre-Prep Courtesy Cup and related certificates.

## **Promoting Good Behaviour**

### **The House System (Upper Prep)**

The (Upper Prep) House System supports the School's reward framework and underpins internal competitions in areas such as sport, music and general knowledge. Pupils are allocated to a House on entry to Year 3 recognising family connections, where possible. Weekly totals are shared in assembly, with termly awards recognising overall achievement.

House Points may be awarded in a variety of circumstances such as:

- Behaviour aligned with school values.
- Outstanding effort across areas of school life.
- Consistently high standards of conduct, including kindness and good manners

### **Reasonable Adjustments**

We acknowledge the need to make 'reasonable adjustments' to meet the needs of pupils with SEND or disabilities, thus ensuring they are not intentionally put at a disadvantage academically or pastorally. We aim to ensure that the confidence and/or mental health and wellbeing of pupils, including those with SEND or a disability, is not adversely affected by persistent sanctions. Any reasonable adjustments relating to a pupil's behaviour should be discussed with the Deputy Head (Pastoral) in order to agree the best and most supportive approach for the pupil both within the classroom and the wider school environment.

All relevant staff should be made aware of these adjustments in order to provide consistency for the pupil and their parents. The adjustments made will be reviewed on an individual basis; acknowledging that what may work and be suitable for one pupil, may not be for another. If staff are unsure about applying the procedures in this policy for any pupil, they should speak to the Deputy Head (Pastoral).

### **Pastoral Care**

All adults in the School share responsibility for pupils' pastoral care and they are positive role models, offering encouragement and praise throughout the day. Strong relationships across year groups are encouraged. Any concerning changes in a pupil's behaviour, work or progress are discussed at weekly staff briefings to ensure shared understanding and an appropriate, consistent response.

### **Sanctions**

We believe that pupils want to behave well and that behavioural concerns often indicate a need for guidance or support. Staff will seek to understand the cause of any misbehaviour and respond with appropriate adult intervention, recognising that sanctions alone are unlikely to lead to lasting improvement. As such, staff dealing with any misdemeanours will always seek to understand the cause rather than just award a sanction.

Unfortunately, there may be times when a pupil displays an inappropriate behaviour or attitude. Pupils must always be given a chance to improve their behaviour with staff offering a verbal reminder. This may be referred to as a warning and will often feature this language of choice. It may be accompanied with the phrase, 'This is not what we do at Fairfield,' to further remind the pupil of the

important part they play in our community ethos. The verbal reminder will often be linked to the Fairfield School Values to help the pupil understand the area of their behaviour/attitude that is not meeting expectations.

Throughout the school we encourage all pupils to take ownership of their behaviour and make ‘good choices.’ While positive reinforcement underpins our approach, there are times when formal sanctions are necessary. Pupils are encouraged to take responsibility for their actions, reflect on poor choices made, and make amends where appropriate. All sanctions are intended to be educational and restorative, helping pupils learn from mistakes and avoid repetition.

### **There is a tiered sanction approach in place:**

*The examples provided are not exhaustive. Each incident will be considered on an individual basis, taking into account the nature and seriousness of the behaviour, the pupil’s age, individual needs and the wider context. At all times, staff will act in the best interests of the pupil and with professional judgement.*

*Sanction tiers are not necessarily linear. Depending on the circumstances, a pupil may be moved directly to a higher sanction level without having received a previous tier where this is deemed appropriate.*

| <b>Redirection Level</b> <ul style="list-style-type: none"> <li>Purpose: to remind pupils to redirect their actions.</li> <li>Usually resets at end of lesson</li> </ul>                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Examples – not exclusive or exhaustive</b>                                                                                                                                                                                                                                                              | <b>Possible Sanction/Support</b><br><b>Emphasis is on education, restorative justice, using our culture and values to reinforce</b>                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>Low level disruption/talking/off-task.</li> <li>Low level failure to follow Fairfield behaviour expectations.</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li><b>Verbal reminder</b> – clear, calm warning linked to behaviour expectations.</li> <li><b>Values-based prompt</b> – e.g. <i>“This is not what we do at Fairfield.”</i></li> <li><b>Corrective conversation</b> – brief discussion to explain expectations and model appropriate behaviour.</li> </ul>                                                                                                          |
| <b>Yellow: Level 1</b> <ul style="list-style-type: none"> <li>Purpose: to indicate to pupils that their behaviour is not acceptable and to allow them opportunity to (self) correct/regulate</li> <li>Usually resets at the end of morning (P1-5) or afternoon session (P6-9)</li> </ul>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Examples – not exclusive or exhaustive</b>                                                                                                                                                                                                                                                              | <b>Possible Sanction/Support</b><br><b>Emphasis is on education, restorative justice, using our culture and values to reinforce</b>                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>Limited improvement after repeated reminders.</li> <li>Failure to meet behaviour expectations, despite support.</li> <li>Poor work completion due to behaviour.</li> <li>Disrespect towards people or property.</li> <li>Unkind or unpleasant behaviour.</li> </ul> | <ul style="list-style-type: none"> <li><b>Visual behaviour support (EYFS)</b> – age-appropriate visual prompts to guide behaviour.</li> <li><b>Reminder and redirection</b> – clear verbal reminder of expectations.</li> <li><b>Teacher discussion</b> – brief conversation to support reflection.</li> <li><b>Time to regulate</b> – short, supervised timeout.</li> <li><b>Reflection activity</b> – simple task to encourage ownership.</li> </ul> |

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| <ul style="list-style-type: none"> <li>Silly or disruptive behaviour, including at break, changing rooms, dining hall, clubs.</li> </ul> | <ul style="list-style-type: none"> <li><b>Restorative approach</b> – mediated discussion to repair relationships.</li> <li><b>Additional regulation support</b> – targeted support to reset or self-regulate.</li> <li><b>Rest and Reset Room</b> – short, supportive referral for regulation and reintegration.</li> <li><b>Yellow level behaviour point</b> – formally recorded escalation within the behaviour system.</li> </ul> |
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| <b>Amber: Level 2</b> <ul style="list-style-type: none"> <li>Purpose: to indicate to pupils that their behaviour has reached a significant or regular breach of expectations.</li> <li>Usually resets at the end of day.</li> </ul>                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Examples – not exclusive or exhaustive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Possible Sanction/Support<br>Emphasis is on education, restorative justice, using our culture and values to reinforce                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>Limited improvement following Yellow-level support.</li> <li>Repeated unsafe behaviour requiring intervention.</li> <li>Persistent over-physical play.</li> <li>Rude or disrespectful behaviour towards adults.</li> <li>Name-calling or threatening language.</li> <li>Poor conduct on trips or fixtures</li> <li>Damage to school or others' property.</li> <li>Breaches of the ICT Code of Conduct (non-bullying).</li> <li>Behaviours showing signs of escalation towards bullying.</li> </ul> | <ul style="list-style-type: none"> <li><b>Extended time to regulate</b> – 10–15 minutes during break or Golden Time</li> <li><b>Loss of privileges</b> – temporary removal of clubs, activities, or school representation.</li> <li><b>Senior reflection meeting</b> – discussion with HoY or Deputy Head Pastoral.</li> <li><b>Parental communication</b> – parents informed by the Class Teacher.</li> <li><b>Restorative action</b> – written reflection or restorative letter.</li> <li><b>Learning/Behaviour Support Card</b> – structured monitoring and support.</li> <li><b>Amber behaviour point</b> – formally recorded escalation within the behaviour system.</li> </ul> |
| <b>Red: Level 3</b> <ul style="list-style-type: none"> <li>Purpose: to indicate to pupils that their behaviour is considered serious and unacceptable.</li> <li>Resets at the discretion of the HM or DHs.</li> </ul>                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Examples – not exclusive or exhaustive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Possible Sanction/Support<br>Emphasis is on education, restorative justice, using our culture and values to reinforce                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>Lack of meaningful improvement from previous levels.</li> <li>Serious physical behaviour towards other pupils or adults.</li> <li>Use of highly inappropriate and/or offensive language or gestures.</li> <li>Violations of ICT Code of conduct regarding bullying type behaviours.</li> <li>Established or repeated bullying-type behaviours.</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li><b>Time to regulate</b> – one or more supervised timeouts as required.</li> <li><b>Loss of privileges</b> – removal from trips, fixtures, visits, after-school care, or holiday clubs.</li> <li><b>Behaviour Support Card</b> – implemented if not already in place and overseen by a Deputy Head.</li> <li><b>Senior parental contact</b> – parents contacted by the HoY, Deputy Head(s), or Headmaster.</li> <li><b>Probation period</b> – time-limited monitoring with clear expectations and review.</li> <li><b>Temporary or permanent or exclusion</b> – considered in line with FFD Promoting Good</li> </ul>                          |

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| <ul style="list-style-type: none"> <li>• Other severe breach of behaviour expectations.</li> </ul> | Behaviour Policy and LSF Serious Disciplinary Policy. |
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### **Corporal Punishment**

Corporal punishment is illegal and is not used or threatened by any adult who is employed by, or who is a governor at, Fairfield Prep School.

### **Restrictive Intervention**

Please refer to the LSF 'Restrictive Intervention/ Reasonable Force' Policy 2026

### **Behaviour/Learning Support Cards**

Behaviour and Learning Support Cards may be used where behaviour or learning concerns persist. These are supportive tools, not sanctions, designed to help pupils make progress through regular check-ins with an adult, alongside targeted praise and guidance.

Each card monitors the pupil's conduct or learning across the school day and may focus on personalised targets linked to identified areas for development. Cards are reviewed daily (or more frequently if appropriate) with the Class Teacher and shared with parents to support consistency between home and school.

Cards may also be reviewed weekly with the relevant Deputy Head – the Deputy Head (Pastoral) for Behaviour Support Cards or the Deputy Head (Academic) for Learning Support Cards. In Pre-Prep, age-appropriate alternatives such as sticker charts may be used to support pupils in meeting clearly defined behaviour or learning targets.

### **Information sharing**

Consistency in the application and communication of sanctions is essential. Staff discuss any significant behaviour concerns or sanctions during weekly meetings, with additional information shared as appropriate via email, small-group or one-to-one discussions, and meeting records. Relevant information is also shared with playtime and lunchtime supervisors where necessary. Sanctions may be recorded electronically on the School's systems.

Information relating to a pupil's sanctions is treated confidentially and may only be shared with that pupil's parents or guardians. It will not be discussed with other pupils or with the parents or guardians of other pupils, even where their child has been affected by the behaviour.

### **Confiscation of pupils' property/ searching pupils/ pupils' property**

Only the Headmaster, or a member of staff authorised by the Headmaster, can conduct a search. Staff can search a pupil's property for prohibited items including stolen items or any article likely to commit an offence, cause an injury or damage to property. Staff can confiscate a pupil's property if it is reasonable in the circumstances.

The age and needs of pupils being searched must be considered, this includes the individual needs of pupils with SEND and making reasonable adjustments that may be required where a pupil has a disability.

In considering any search or confiscation, the Headmaster will follow guidance within the DfE advice to schools document [Searching, Screening and Confiscation](#), July 2022.

### **Probation**

The Headmaster, or a delegated Deputy Head, may place a pupil on formal probation where behaviour falls below the School's expectations. Probation is normally for up to one term, though this may be adjusted as appropriate. During this period, the pupil is set clear, reasonable targets and is expected to show significant and sustained improvement, with appropriate support provided by the Class Teacher. Full cooperation from the pupil is required

Parents are kept informed of progress throughout the probation period. Towards the end of the period, the Headmaster reviews the pupil's conduct and determines whether probation can conclude, be extended, or whether further action is required. The pupil and parents are informed of the outcome. Where insufficient progress is made, or where a serious breach occurs during probation, temporary or permanent exclusion may be considered.

### **Temporary or Permanent Exclusions**

For a very serious misdemeanour the Headmaster (or in their absence, the Deputy Head Pastoral) may temporarily or permanently exclude a pupil. Please refer to the LSF Serious Disciplinary Policy.

### **Conclusion**

Fairfield Prep School is committed to fairness, clarity and consistency in behaviour expectations. The staff are committed to providing a safe stable and caring environment for all our pupils. By working in partnership with parents and placing pupils' wellbeing at the centre, we aim to develop confident, respectful and responsible young people.

It should also be noted that the school reserves the right to bypass elements of the behaviour policy, depending on the severity of the issue and the professional judgement of the staff dealing with the situation. In all cases, reasonable and proportionate action will be instigated.

### **Related Policies/Documents:**

FFD: Anti-Bullying Policy

FFD: SEND Policy

FFD: Behaviour Curriculum

LSF: Serious Disciplinary Policy

LSF: Pupil Protection and Safeguarding Policy

LSF: Use of Restrictive Intervention/ Reasonable Force Policy

LSF: Student Acceptable Use Policies

KCSIE (2025)

The Equality Act (2010)

DfE Searching, Screening and Confiscation, Advice for Schools (2002)

### **3. Publication and Availability**

- 3.1. This policy is made available to parents of pupils and prospective pupils via the School's website.
- 3.2. A hard copy is available on request.

### **4. Review of Policy**

- 4.1. This policy will be reviewed every two years or earlier if significant updates are required.