
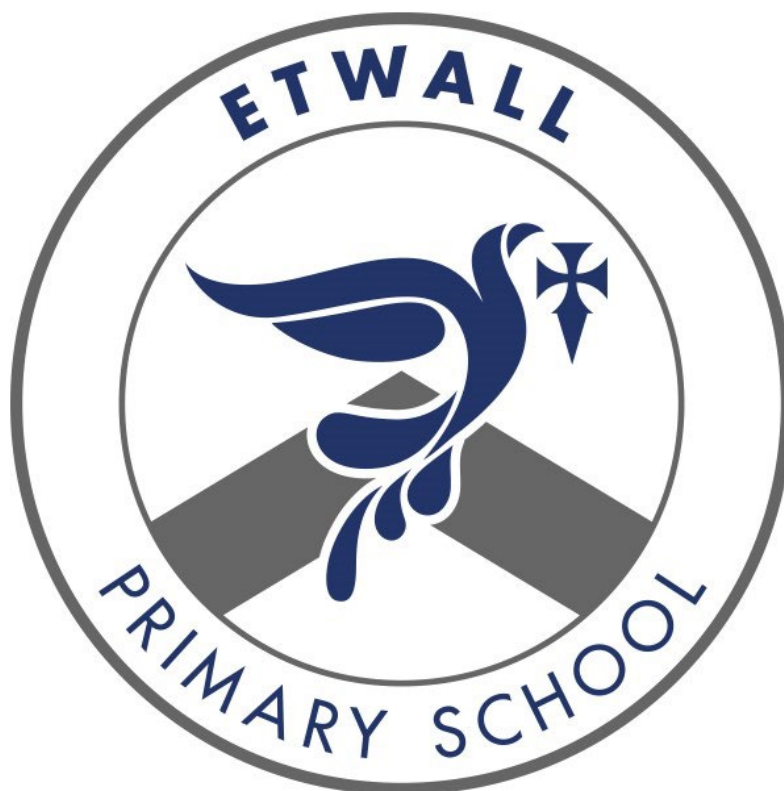


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This policy has been reviewed on 13/06/2025 and has been impact assessed in the light of all other school policies and the Equality Act 2010.			



Positive Behaviour Policy

At Etwall Primary School we believe that everyone should be included and that there is equality of opportunity for everyone, regardless of race, gender, ability, disability and social factors. This policy is intended to be inclusive of all in the school and wider school community.

Written Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour. Practical applications of these principles are the responsibility of the Head teacher. The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the governors expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

The governors believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included. The school has high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes. We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential).

When children do not meet the expectations, either through consistent low level disruption or more severe incidences, school staff will always try to teach the child what is expected, without humiliation or in public view. At these points, the child will be able to reflect on, and learn from, their behaviour and to make reparation wherever possible.

On occasions, sanctions may be necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear. Sanctions should be known and understood by all staff and pupils and applied fairly, consistently, proportionally and reasonably. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student. The Governors expect the Head teacher to use her discretion in the use of sanctions and to balance the needs of staff, children and parents when considering measures to manage unacceptable/challenging behaviour. The Governing body support the school's authority to consider exclusions, particularly those that are permanent, as the very last resort and expect pupils and parents to cooperate to maintain an orderly climate for learning.

Children with special educational needs, physical or mental health needs and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

Given the overriding need to keep children safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff. The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy.

The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

Introduction to the Positive Behaviour Policy

It is our intention that Etwall Primary is a school where everyone is valued and respected, encouraged, supported and challenged to achieve their full potential. In order to achieve this, and for effective teaching and learning to take place, a positive approach to encouraging good behaviour is essential. We believe that pupils and staff have the right to learn and teach in an environment that is safe, happy, well ordered and fair. As such, all the adults who work in the school are expected to follow the positive behaviour policy and procedures both to reward good behaviour and, where necessary, to sanction inappropriate behaviour.

At Etwall Primary School we believe that everyone should be included and that there is equality of opportunity for everyone, regardless of race, gender, ability, disability and social factors. This policy is intended to be inclusive of all in the school and wider school community.

The aims of the policy are:

- To provide a clear guide of expected levels of behaviour for children, staff and parents
- To provide a safe, caring environment where optimum learning takes place
- For all to show respect for themselves and others, regardless of gender or differing religious or moral values
- For all adults to take responsibility for behaviour and follow it up personally
- For adults to use consistent language and a calm approach to promote positive behaviour

The purpose of the policy is:

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' children, just 'bad' choices
- Encourage children to recognize that they can, and should, make 'good' choices
- Promote self-esteem and discipline
- Teach appropriate behaviour through positive intervention and restorative approaches

The headteacher and leadership team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, certificates and stickers
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Take time to welcome and greet children at the start of each day
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring to 'Be safe, be respectful and be ready to learn'.
- Deliberately and persistently catch children doing the right thing
- Praise in public (PiP) and Reprimand in Private (RiP)
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm in the face of challenging situations
- Demonstrate unconditional care and compassion
- Are consistent in their approach

Promoting Positive Behaviour

Our school rules are emphasised in every part of school life and are relentlessly reinforced and referred to in every conversation about behaviour. They are as follows:

1. **Be safe**
2. **Be respectful**
3. **Be ready to learn**

Creating a Positive Learning Environment

In our school, we aim to create a supportive atmosphere where children gain recognition for good work, effort and behaviour. The adults in school are responsible for recognising and rewarding positive behaviours and those children who are going 'over and above' what would be expected in school.

Rewards may include:

- verbal praise and recognition
- stickers
- positive notes/postcards/phone calls home
- certificates
- dojos

Class based Rewards

Teachers who feel their classes would benefit from additional reward opportunities e.g. team/table-based rewards to encourage co-operative working may wish in addition to certificates presented in the celebration assembly.

Individual Rewards

Commendations

In addition to being awarded certificates in assembly, teachers are encouraged to send children to other teachers/team leaders, the Deputy Headteacher and the Headteacher as a way of rewarding outstanding pieces of work. Children may receive a sticker and may sometimes also receive a small reward, such as a pen or pencil.

Celebration Assemblies

The whole school will take part in Celebration Assemblies held weekly where good behaviour and hard work is recognised and celebrated. Each teacher will also choose several 'Stars of the Week' who have behaved and worked particularly well that week.

Class Dojo

Class Dojo can be used to celebrate excellent behaviour, progress or achievement in class or around school.

Promoting Positive Behaviour Beyond the School Gate

When a child is off the school premises:

- Taking part in a school organised or school related activity *or*
- Travelling to or from school *or*
- Wearing school uniform or in some way is identifiable as a pupil from Etwall Primary School they are expected to adhere to the school rules and make good behaviour choices.

We understand that for some children, following our behaviour expectations are beyond their current development level. In this case, these children will have bespoke positive behaviour plans which may include additional rewards to reinforce positive behaviour.

Responding to Inappropriate Behaviour

Sometimes inappropriate behaviour does occur. When this happens, the starting point for all staff is to use an emotion coaching script with children (Found in the guidance for positive behaviour). Emotion coaching helps to teach the child what emotion is driving the behaviour, set limits on what is not acceptable and why, and then support the child to problem-solve.

All staff follow a process of graduated response depending on the poor choice that has been made, which ranges from positive reinforcement, through to exclusion – in exceptional circumstances. Behaviour strategies or interventions are chosen on the basis of what will minimise the disruption to learning and also on the age, stage and knowledge of the individual child. The same pathway will not, therefore, be applied to each child or to each incident. However, the following principles will apply.

Staff will:

- **Reprimand in private, where possible**
- **Respond to poor behaviour with deliberate calm**
- **Show disapproval of the behaviour, not the child**
- **Allow take-up time, notice when the child begins to behave appropriately again and give positive feedback**
- **Focus on immediacy and certainty, rather than on weight of consequence**

Agreed Procedures for EYFS (and may also be used for Y1, as appropriate)

Step 1 – Explain the desired behaviour to the child

Step 2 – Re-direct to support better learning choices (this stage may be missed for more serious incidents)

Step 3 – Re-direct to closer adult supervision

Step 4 – Time Out (in their own classroom or in a *partner classroom if more appropriate)

**A classroom with older pupils may be used if this is necessary due to the severity of an incident or if this is necessary due to supervision. E.g. the nearest class to the hall may be used during a PE lesson to maintain appropriate supervision levels for all children. Consideration will also be given to the stage of the school year to ensure that new children are supervised by staff that they know well and build positive relationships from the start*

Agreed Procedures for KS1/KS2

Warning* – Explain the desired behaviour to the child and re-direct if necessary, **warning** of consequences if better choices are not made. *(Some younger children, or identified children with SEND needs may need 2 reminders)*

Step 1 – **Yellow Card** Re-set or Re-direction – may be recorded by class teacher on CPOMS. Time Out (usually in another room/area of the playground) may be used.

Step 2 – **Red Card** – appropriate consequence/involvement determined, parents contacted, behaviour recorded in CPOMS behaviour log.

Step 3 – Follow up, repair and restore

Agreed procedures for children that need more direct communication (e.g. those with SEND)

Step 1* – Explain the desired behaviour to the child and re-direct if necessary

Step 2 – Give Warning 2

Step 3 – Give Warning 3 and a consequence.

Step 4 – Follow up, repair and re-teach expected behaviours

If necessary – Red Card – appropriate consequence determined, parents contacted, senior leader(s) alerted, behaviour recorded in CPOMS behaviour log

*For more serious incidents, an instant Red Card may be given and appropriate consequences put in place

Discouraging Inappropriate Behaviour

Yellow Card Behaviours

Yellow card* behaviours are those where a reminder, re-direction or a repair sanction is involved. This may involve following a re-direction (2-minute time-out) or a change of situation to support children to make better behaviour choices.

* Please note that the 'yellow card' is used as an analogy and these are not physical objects unless this is deemed necessary for particular individuals.

Red Card Behaviours

Red card* behaviours are those where a sanction is applied and **MUST** be recorded on CPOMS. This may be following a re-direction (2-minute time-out) or a behaviour reminder,(a yellow card) and, depending on the age and needs of the children, will be dealt with at the discretion of the school staff. Some behaviours are also more serious and children will be 'given' an instant red card for these. Some of these are more serious and would be referred to senior leaders.

Instant Red Card behaviours include:

- Fighting
- Verbal aggression
- Derogatory language
- Sexual harassment or verbal abuse of a more serious or deliberate nature
- Threatening displays of temper
- Throwing items at other children/adults in an aggressive manner
- Swearing at another child or adult
- Spitting deliberately at another child or adult
- Deliberately or in temper, damaging or taking other people's property.
- Pushing, tripping or other acts committed in a deliberate attempt to hurt someone.

Class teachers will speak to parents/carers in the event of a red card at the end of the day – in person or by telephone only. Class Dojo should only be used to request that the parent makes contact. A fresh start will be given the following day for all children although a sanction may be in place for this day. Persistent levels of behaviour below expectations may result in a child being monitored more closely lesson by lesson for a given length of time.

*As above, please note that the 'red card' is used as an analogy and these are not physical objects unless this is deemed necessary for particular individuals.

Serious Behaviours

The most serious behaviour incidents are dealt with by senior leaders and could include:

- Racist, sexist or homophobic comments
- Deliberate Physical aggression - striking adults or children causing harm
- Deliberate damage to school property or property of other adults and pupils
- Putting themselves or others at risk of serious harm
- All forms of bullying

Parents/carers will be contacted by the Headteacher or Deputy Headteacher should the incident be of a more serious nature and consequences are likely to involve an internal isolation/exclusion from the classroom/playground; a fixed-term suspension; or a permanent exclusion.

In the event that a child demonstrates persistent and excessive disregard for school rules, endangers the wellbeing of staff or pupils, engages in criminal conduct or instigates a child protection/ safeguarding

referral, the Headteacher will consider whether to apply Derbyshire County Council's procedures for fixed term or permanent exclusion. Parents would have the right to appeal in all cases.

Behaviour Sanctions:

Behaviour sanctions should:

- Make it clear that unacceptable behaviour affects others
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- Not apply to a whole group for the actions of known (and identifiable) individuals
- Be in proportion to the offence

Red Card Sanctions

- **Lost Learning Pay Back** – If the behaviour has resulted in significant learning time being lost, the teacher may decide that the work needs to be taken home to complete (or completed at playtime/lunchtime).
- **Five minutes at break or lunchtime** – holding a pupil back for 3-5 minutes is inconvenient for the child and makes it clear that they have over-stepped the mark. This time will be used to discuss the behaviour and/or hold a restorative conversation.
- **Removal from the Classroom** – children can be sent to a neighbouring classroom/other room (usually within their age phase) with their work for supervision until an appropriate break-time if it is not appropriate to speak about their behaviour immediately. This is to ensure that children do not miss out on learning time and so children are expected to continue the work that their class teacher has set for them.
- **Confiscation of inappropriate items** – school staff may confiscate items from pupils under the guidelines written below. These items should be stored securely until they are returned to the child or the parent with a discussion as to why they are not to be brought into school.
- **Loss of playtime** – Children whose behaviour is persistently disruptive on the playground/at lunchtime will lose the privilege of playing with others for part or all of a playtime. The decision to remove this privilege will be based on evidence recorded on CPOMS. According to the nature of the incident, children will either remain inside, will sit on the bench or will have to remain with an adult on duty. Fresh air and exercise may be gained by walking around with a senior midday supervisor.

Senior Leader Sanctions

- **Internal isolation** – Isolation from peers is a serious sanction. It may be used as an alternative to a fixed-term suspension. Children whose behaviour is persistently disruptive in class (with evidence from behaviour records), or where there has been a more serious incident, may be internally isolated. An internal isolation will take the form of isolation from the child's own class and year group for a ½ day or, in exceptional circumstances may result in a child being internally isolated for up to one week during which time s/he will work independently with another class.
- **Fixed-term suspension** (usually 1 - 5 days). This is a serious sanction which is recorded on the child's educational record and is reported to school governors and the local authority. Only the headteacher (or deputy headteacher, in their absence) will suspend or exclude children and only for serious misconduct. Whenever possible, suspensions will be arranged in conjunction with the child's parents/carers and will take place as soon as possible after the behaviour has occurred. Any child who has received a suspension will automatically have a PSP (Pastoral Support Plan) put into place. This is good practice when seeking to support children who are considered to be at risk of permanent exclusion.
- **Permanent exclusion** – This sanction is reserved for the most serious of behaviours which have caused significant harm or damage. Only the headteacher (or deputy headteacher, in their absence) will permanently exclude children and only for serious misconduct. Permanent exclusion should only occur when a risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. The governors of Etwall Primary agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Lunchtime Behaviour Management

Midday Supervisors (MDS) have a vital role to play with regard to the behaviour of children. Stickers and special duties can be used as rewards by the Middays to reward the good choices that children make around their own behaviour. Middays record all red card incidents using CPOMS and also report to the class teacher as appropriate to ensure continuity and consistency of this policy. The MDS team use “time out” to enable children to reflect on their behaviour choices as deemed appropriate. A member of the Senior Leadership Team is available during the lunchtime period to support the MDS team.

Pupils with SEND

In accordance with the Equality Act, 2010 and the Children and Families Act, 2014, Etwall Primary School will use their best endeavours to meet the needs of those with SEND and reasonable adjustments will be made for pupils with SEND. Staff will, as far as possible, anticipate any likely triggers of misbehaviour and put in place support to prevent these. Consideration will be given to each pupil’s particular need or disability to provide the opportunity for them to successfully regulate their behaviour. This reflective time will take place outside of the classroom to provide a calm, safe space in which they are supported by a trusted adult to calmly reflect on their behaviour. Natural consequences will be used, wherever possible, as sanctions to remedy poor behaviour and the feedback loop (the time between the inappropriate behaviour and the consequence) will be kept as short as possible.

However, it must be noted that for serious or repeated behaviour incidents, the school will follow the stepped sanctions in order to keep all pupils and staff safe and to maintain good order. Therefore, internal isolations, suspensions and exclusion will be used as a consequence for children with SEND, where appropriate and after discussion with school staff involved. School will ensure that there is effective communication with parents in order to work together to best support the child.

Support Procedures

Some children need more time than others to learn new routines or meet expectations. Our default response to behaviour that is beyond the normal range is to be empathetic, kind and keen to understand what is being communicated. Whilst it is important to have sanctions and procedures in place for when things do go wrong, it is imperative that we also have measures in place to support children. These include:

- **Meetings with parents**
- **Arranging ELSA support** – to help children to manage their own behaviour and secure their well-being. Our ELSA support will also support children who may have problems that affect their learning that do not result in poor behaviour
- **Consultation with outside agencies** e.g. Educational Psychologist, School Health Authorities, Behaviour Support, SEND Team
- **Arranging an Early Help Support meeting**
- **Setting up an Individual Behaviour Plan (IBP) or a Pastoral Support Plan (PSP)**

Use of Positive Support/Reasonable Force/Restrictive Physical Intervention

The decision on whether or not to physically intervene or positively support a child is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. However, the use of restrictive physical interventions must always be an act of last resort and not normal practice and be based on the best needs of the individual. All reasonable actions should be taken to reduce the potential need to use restrictive physical interventions or reasonable force as far as practicable. If this has been used, then this must be recorded on CPOMS.

Child on Child Abuse

[Keeping Children Safe in Education](#) defines child-on-child abuse as most likely to include but not limited to:

Physical Abuse

Any **physical abuse** of others is considered child on child abuse and will be dealt with seriously, within the procedures and processes of this policy. Physical abuse is considered a 'red card' behaviour. It may be a stand-alone incident or part of a series of incidents which would be considered bullying. A risk-assessment will be considered which will be restrictive for the perpetrator.

Bullying – Please also refer to the separate Anti-Bullying Policy

At Etwall Primary we are committed to stopping bullying in all its forms. Although we do have a separate anti-bullying policy, it is important to repeat some of the key information in this behaviour policy. However, for all specific concerns about bullying, please refer to the anti-bullying policy for full details and procedures. Bullying can take a number of forms and the Anti-Bullying Alliance define it as:

The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.

Sexual Harassment and Sexual Violence – please refer to the separate Child Protection Policy

We want everyone to feel included, respected and safe in our school and we recognize that Sexism can be and Sexual Harassment is a form of Child on Child Abuse.

Our PSHE curriculum covers what healthy and respectful behaviour towards one another looks like to ensure that all pupils are taught this essential aspect of social interaction.

All staff and pupils are encouraged to report the above behaviours. By acting upon every comment or incident, we will demonstrate our zero tolerance approach. As a school, for low level incidents we will:

- Ask the pupil to apologise to anyone the comment/behaviour was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence

More serious incidents will be dealt with according to the context of the situation with different levels of sanctions applied proportionately. The age and developmental stage of the perpetrator will be considered carefully.

Searching and Confiscation of Items

Headteachers (and staff they authorise) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below as an item which may be searched for. The school does not need parental consent to search a pupil's belongings under these circumstances. However, a record of any searches will be made and parents contacted if there is a concern.

Mobile phones can contain files or data which may cause harm to another person, including through cyber-bullying. Children should be aware that, if it is believed that they have a phone in school, they may be asked to show the content as part of any investigation into inappropriate behaviour or cyber-bullying.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

The list of prohibited items is:

- Knives, tools and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- cigarettes/vapes
- fireworks;
- pornographic images;
- Mobile phones
- Smart watches
- Large amounts of cash
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the pupil)

Additionally, under common law, school staff have the power to search a pupil for **any** item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Finally, a condition of being allocated a tray or locker in school, is that these can be searched at any time if there is reason to believe that prohibited items might be contained within them.

Further details are set out in the behaviour guidance on Searching and Confiscation of Items

GDPR – Behaviour Records

School-based systems (CPOMS) is used to record other incidents and these will be kept on the system and transferred to any new school when the child moves on from Etwall Primary School. Information is stored securely and access to information is limited to only those staff who need to know.

Monitoring, Evaluation and Review

Methods used to monitor and evaluate the effectiveness of the behaviour policy include:

- Discussions with learners
- Referrals to SMT/SLT
- Feedback from staff
- Feedback from school council
- Feedback from parents
- Lesson observations
- Governors Meetings
- External evaluation