



**EDALE RISE**  
Primary & Nursery School

# **Behaviour Policy**

## **September 2025**



**School Vision:**

- To improve the life chances of every child through the pursuit of knowledge
- To ensure children are well rounded pupils with strong moral values through the 'Take Care' approach

**School Values: Take Care**

Take Care of our School and World	Take Care of Each Other	Take Care of Ourselves	Take Care of Our Work
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## Edale Rise Primary and Nursery School

### Behaviour Policy

#### Aims:

- To ensure that the behaviour of all children at Edale at all times reflects the Take Care ethos of the school
- To ensure the positive and consistent management of the behaviour of all the children in our school
- To ensure that all children have access to the curriculum and may learn effectively
- To ensure that all children understand the part they play in the management of their own behaviour and can learn how to choose to act responsibly

#### Rationale:

This policy:

- Takes a positive approach to behaviour management and uses praise and reward as its starting points
- Assumes that everyone can succeed
- Assumes that everyone has choices and can make the right one
- Gives praise and reward to children who always choose to do the right thing
- Offers support and modelling through emotion coaching to children who may need this.
- Has a clear system of sanctions, known to all, so that children can reflect and have a chance to make the correct choice at any stage
- Uses sanctions that reflect the seriousness of inappropriate behaviour
- States that extreme behaviour is unacceptable
- Involves parents and outside agencies as appropriate to provide support and guidance in and out of school
- Applies at all times of the school day, including lunchtimes
- Is the responsibility of all members of staff, as well as children and parents or carers while at school

#### The 'Take Care' Approach:



The above aspects of The Take Care approach underpin the attitudes and behaviour at Edale. Through these statements, children learn how their choices, behaviours and attitudes can positively impact themselves, others, their work and their environments. The approach provides intrinsic motivation for pupils and offers opportunities for staff to guide, model and scaffold pupils' choices, behaviours and attitudes.

#### Rewards:

The Take Care Approach is an innately positive approach to behaviour management. All staff use positive reframing as a key strategy for reminding children of our 'take care' choices, behaviours and attitudes. We have many different types of rewards for all areas of positive behaviour. Please see the appendix for a list of the strategies used in school.

## Sanctions:

We use a consistent, whole-school approach to sanctions that all staff follow robustly. This ensures that all children are aware of the sanctions for poor behaviour throughout school. Please see the appendix for the sanctions system.

Parents are kept informed at an informal level of any incidents of inappropriate behaviour. If children receive a red card during the day, this is logged on Arbor and where possible, an adult will phone the parent to inform them of this before the end of the day. If behaviour patterns are identified, a more formal meeting is called, involving the parent, class teacher, a senior member of staff and the child.

Staff have received training in emotion coaching with the children in order to support children to understand, label and manage their emotions and behaviours through co- and self-regulation. Staff take care to label the behaviour as opposed to the individual, e.g, 'That's an unkind thing to do', rather than 'You are unkind'.

Some children need more support than others in managing their own behaviour; this can involve support for individual children provided by our learning mentor. Children may also have an individual provision map. This provides a framework of small, achievable targets that address individual problems. Class teachers work closely with the learning mentor and SENDCO using a graduated response. In some cases, behaviours are recorded on frequency charts and monitored in order to build a comprehensive picture for agencies such as The Behaviour Support Team and the Mental Health Support Team. Such actions are discussed and shared with parents and reviewed on a regular basis by the SENDCO, class teacher, learning mentor and leadership team. Some children may require physical intervention as part of their behaviour management. In these cases, the child has an individual 'Handling Policy', which is referred to and implemented by trained staff dealing with him or her.

## Lunchtimes and Playtimes:

Our expectations for behaviour remain the same at lunchtimes and playtimes as it is for more structured times of the day. In order to support children in succeeding with positive behaviour at these unstructured times, some children choose to spend some of their breaktimes in a small group engaging in things of interest to them. Further provision at lunchtimes includes;

- Midday Supervisors use the same behaviour systems for rewards and sanctions and communication between teachers and midday supervisors occurs daily, including celebrating positive behaviours with class teachers.
- Professional Sports Leaders are employed to lead and manage physical activities for the children.
- Midday staff members who are responsible for 'quiet' activities.
- The playground is 'zoned' into quiet and busy areas, to accommodate all types of activity
- Lunchtime is staggered across school so that there are never more than three classes on the playground at any one time. This provides ample space for children to play actively.

## Bullying:

Edale takes a preventative approach to tackling the issue of bullying through our curriculum offer and 'Take-Care' values. This includes, but is not exclusive, to taking part in Votes for Schools sessions during collective reflection times; exploring issues of discrimination and persecution based on the protected characteristics through the English, history and geography curriculums and the promotion of inclusion and respect for others who are different from ourselves through the RE curriculum and celebration days.

Bullying may take different forms of verbal and physical intimidation. All are equally unacceptable in our school. All prejudiced based or discriminatory bullying including those linked to the nine protected characteristics will not be tolerated and will be reported to the Headteacher immediately and recorded on Arbor. Members of staff act immediately to deal with cases of intimidation and bullying. Staff report incidents to senior staff and/or the Headteacher and parents are always notified. Children who persist in bullying behaviour may have a range of sanctions applied including staying in at lunchtimes and exclusion from lunchtimes.

## **Safeguarding and child on child abuse, non-criminal poor behaviour and bullying off site:**

The school's 'Take Care' values underpin children's attitudes and behaviour towards each other. Edale's curriculum offer takes preventative measures to child-on-child abuse through the SCARF PSHE scheme of work followed from F1 to Year 6 and school use the National Online Safety parent materials to support families in accessing appropriate technology and media in the home.

All staff have completed child protection training and the most up to date KCSIE training and are aware of the seriousness of these incidents. Staff remain vigilant at all times and are required to report incidents that may constitute child on child abuse according to KCSIE, 2023. Staff are aware that this can occur in or out of school, both offline and online. This can include but is not limited to behaviours such as;

- bullying, including cyber bullying and prejudice-based and discriminatory bullying
- physical abuse including hitting, kicking, biting and hair pulling
- consensual and non-consensual sharing of nude or semi-nude images and/or videos (also known as sexting)
- upskirting

Staff and safeguarding leads frequently refer to pages 12 and 13 of the KCSIE, 2023 guidance on recognising and reporting behaviours which may constitute child-on-child abuse and follow the school's safeguarding reporting systems in such instances. Further information regarding this can be found in our school's safeguarding policy.

Additional curriculum adaptations to address behaviours and attitudes may be put in place if needed and school work closely with parents to ensure prevention, as well as swift positive resolution. Children involved in child-on-child abuse will complete sessions with the school's learning mentor. This includes both parties.

## **Suspensions:**

Only the Headteacher, in discussion with Governors, has the power to suspend a pupil from school. Suspensions may be for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. The system of suspensions is as follows:

- If the Headteacher suspends a pupil, they will inform parents immediately, giving reasons for their decision.
- Parents may appeal against this decision to the Governing Body
- The Headteacher informs the LEA, the Governing body and the Transform Trust about any permanent exclusions and any fixed term suspensions beyond five days in any one term
- The Governing Body may not suspend or extend suspensions made by the Headteacher. They have a Discipline Committee, which considers suspension appeals on behalf of the Governing Body
- When an appeals committee meets to consider a suspension, they take into account the circumstances under which the pupil was suspended, representations from parents and the LEA and decide whether the pupil should be reinstated. The Headteacher must comply with their ruling in these cases.

## **The Role of the staff:**

It is the responsibility of the staff to:

- Ensure that all pupils in school are aware of the behaviour policy and expectations for behaviour in line with our school culture and values. This should include regular reminders for the whole class as well as induction for any new pupils joining their class during the academic year.
- Promote the positive ethos of the 'Take Care approach', support children using emotion coaching and enable self-regulation through co-regulation.
- Use the school's 'De-escalation strategy' for children who become dysregulated in order to support children in managing their behaviour and returning back to a state in which they are able to access learning.
- Respond to inappropriate behaviour in a non-derogatory way, ensuring children understand the consequences of their choices and offering opportunities to change their behaviours and attitudes. Staff should use the traffic light system (detailed in appendix 2) consistently.

- In the case of persistent inappropriate behaviour, class teachers will keep a record using Arbor and inform the phase leader and Behaviour Lead
- Keep parents informed of any incidents involving their child, preferably by telephone call before the end of the day where possible
- In line with the de-escalation strategy, staff should ensure concerns about a pupil's behaviour are discussed with the Learning Mentor and SENDCO where appropriate.
- Engage with outside agencies where appropriate.

### **The Role of the Headteacher:**

It is the responsibility of the Headteacher, under the School Standards and Framework Act, 1998, to:

- Implement this policy throughout the school. This involves supporting the staff and monitoring the effectiveness of the policy as part of the end of year review.
- Review the behaviour policy yearly with whole staff and ensure procedures and expectations are consistently maintained. Where training needs are identified, the Headteacher will ensure appropriate CPD is accessed.
- Ensure effective induction of new staff, ensuring the behaviour policy is fully understood and can be followed effectively and consistently. This may include providing access to training on strategies such as emotion coaching and de-escalation strategies and procedures.
- Keep records of all serious incidents of inappropriate behaviour.
- Report to Governors on the effectiveness of the policy
- Along with the SENCO, liaise with external agencies who support individual children or groups of children
- In partnership with the Governing body, be responsible for giving fixed term and permanent exclusions.

### **The Role of the Governing body:**

It is the role of the Governing body to:

- Oversee the implementation of this policy and monitoring and reviewing its effectiveness
- Liaise with the Headteacher on serious matters of misconduct

### **The Role of Parents:**

We aim to work closely with parents to ensure that children have clear, consistent messages about how to behave both at home and in school.

- We ask parents to sign a Home School Agreement as their child enters school
- We ensure that parents are aware of the 'Take Care' approach and support them at home if possible
- We seek to build a dialogue with parents and ask that they support the decisions made at school. If a parent disagrees with a decision taken in school, he or she should approach the class teacher. If the concerns remain, the Headteacher and/ or Governors should be involved. If these discussions cannot resolve the issue, a formal grievance or appeal process can be implemented
- Parents should ensure that children are accessing age-appropriate activities and materials outside of school and be proactive in acting on instances of social media mis-use which may affect behaviour in school.
- Parents should support school in maintaining a safe environment for all children by ensuring children do not have access to or bring into school any items that school deems unsafe or that appear on the 'banned items' list. See Appendix A for banned items.

### **Monitoring:**

- The Headteacher and staff monitor the effectiveness of this policy as part of the end of year review
- The Headteacher reports to the Governors on this policy and amends it as necessary
- The Headteacher has an overview of appropriate records, including exclusions. It is the responsibility of the Governors to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

## **Review:**

The Governing body and staff review this policy every two years. The Governors may, however, review the policy earlier than this if new regulations are introduced or the Governors receive information on how the policy may be improved.

**To be reviewed: Autumn 2026**

## **Appendix 1**

### **Edale Rise Traffic Light System**

Every classroom has a set of coloured traffic lights on display. These go from red to orange to green to silver to gold. The traffic lights are used as a continuum i.e children may move freely along the colours depending on their behaviour and how they respond to behaviour coaching from the adults in school.

#### **EYFS**

- Children will begin the day with their name on green.
- Staff use a 'time in' approach to supporting behaviour in the early years. It is recognised that at this young age, children are still learning what behaviour is appropriate in different situations and may encounter feelings that they find difficult to navigate. Staff support children through this using co-regulation and emotion coaching with the ultimate goal of guiding children to self-regulate and develop good emotional literacy.

- If children continue to exhibit negative behaviours they will first be given a verbal warning; if they continue, the child will then be moved to orange.
- Children will be given a chance to move back to green if they show good behaviour; however, if children continue to misbehave they will be moved to red and will have a 'time out' for 5 minutes. A red card will be sent home and this will be recorded on Arbor. Teachers will phone parents to inform them of the red card being issued and why.

### **Key Stages 1 and 2**

- All children begin each day with their name on green.
  - If a child misbehaves, they will be given a verbal warning.
  - If the child continues to misbehave, they will be asked to move their name to orange. Children are given the opportunity to move their name back to green for improved behaviour and attitudes. Staff will always endeavour to support children to make good choices and end their day on a positive note.
  - In years 5 and 6, if a child remains on orange at the end of the day they will miss 5 minutes of their break time the following morning, supervised by the person on duty.
  - If the child continues to misbehave despite behaviour coaching, they will move their name onto red. This will result in the child going to another classroom with a timer and some work to have a 'Time Out'. It will also result in the child missing 15 minutes of their break time and a red card being sent home. This will be logged on Arbor.
  - In Years 1, 2, 3 and 4, the class teacher or teaching assistant will manage a red card and missed break time. This will be either standing with the person who is on duty or being sent to their phase leader who will then manage their detention.
  - In Years 5 and 6, the child will serve a formal detention which may be issued by any member of staff. If this is a play time detention this will be supervised by the person on duty. At lunchtime, the child will be asked to sit in the corridor under the supervision of the senior midday.
  - As children begin their detention, staff will ensure they know and understand why the consequence is in place.
  - If a children receives a red card but then improves their behaviour, this will be acknowledged by staff and shared with parents. The child will still need to take their red card home and complete their sanction as the consequence of moving to red but improved choices after the red card will result in their traffic light moving back through orange and green etc to acknowledge their effort to improve.

### **Removal**

- If the child continues to misbehave when their name is on red, then the Learning Mentor or Behaviour Lead should be called and the child will spend the rest of the session out of class. The child's parents will be informed and the Behaviour Lead or Learning Mentor will make a decision in consultation with the class teacher as to when the child will return to class.

Children will be asked to put their name immediately onto red for any of the following:

- racist, sexist, or homophobic language
- physically hurting another pupil or member of staff
- damaging property

Red cards are always recorded on Arbor and parents informed by telephone call where possible.

- If the child is persistently on the red traffic light then the learning mentor may plan in some sessions with them to support.

- If a child is exceptionally well behaved or exhibits particularly strong learning behaviours then they will be asked to move their name to silver and then gold.
- Children on gold receive a gold card to take home and may write their name on a raffle ticket for a class prize draw. They may win prizes decided upon by the teacher and the children in each class. For example, lucky dip raffle, extra choosing time or ICT time.
- If a child is on gold 10 times they will receive a postcard at home from the school.
- Children's names are not static and may be moved backwards and forwards throughout the day. Every day is a new start and all children will begin on green again. However, missed break times or detentions from the previous day that have not yet been served will carry over.

### **Banned Items and Mobile Phones**

If parents wish their child to have a mobile phone because they walk home on their own (years 5 and 6 only with parental signed consent), these must be handed to a member of their classroom team at the beginning of the day. Under no circumstances are they to have a mobile phone on their person during the school day.

If a child brings a banned item to school, school reserves the right to search bags and pockets for these items and confiscate them. Parents will be informed of this and an appropriate adult will be present. Banned items include;

- Weapons e.g knives
- Alcohol
- Drugs
- Suspected stolen goods
- Tobacco products e.g cigarettes or vaping paraphernalia
- Lighters
- pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence

### **Additional Behaviour Strategies and Information**

- Some children or groups of children may have individual behaviour plans to support their needs.
- Each class has a class star chart where a star is awarded when the whole class has worked or achieved together. When the chart is full, the whole class wins a prize.
- Take Care Awards are given out on a Friday morning in assembly time to celebrate the achievement of different pupils in front of the whole school.
- There is a chatterbox system in Key Stage 2 for children to self-refer any problems that they may be having. This is checked every week and a learning mentor meets with the child to offer support and action the issue. The box is in the school corridor and the child can refer by writing their name and class on a slip of paper and placing this into the box.
- Additional classroom rewards, such as stickers or stamps, can be used at the discretion of each teacher, but will not replace the school systems listed above.
- Bullying including cyber bullying, racism, sexism and homophobic bullying are taken extremely seriously in school. All suspected incidents are recorded and referred to the Headteacher who will investigate and take appropriate action.