



Behaviour Policy

September 2026

Edale Rise Primary and Nursery School is committed to creating a calm, safe and inclusive environment where all pupils can thrive. High expectations of behaviour apply to all members of the school community. Pupils are supported to feel safe, respected and ready to learn.

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
- Recognises that regular attendance and punctuality are essential components of positive behaviour and good attitudes to learning.
- 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
- Makes adjustments for children identified as needing reasonable adjustments in line with the Equality Act 2010
- 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 and off-site visits
- 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.

Behaviour Curriculum

At Edale Rise Primary and Nursery School, positive behaviour is taught, modelled and reinforced in the same way as any other area of learning. We recognise that pupils need clear instruction, regular practice and consistent feedback to develop the social, emotional and behavioural skills that enable them to succeed in school and beyond.

Through our *Take Care* values, pupils are explicitly taught the behaviours, attitudes and routines that contribute to a calm, safe and purposeful learning environment. Expectations are taught through assemblies, PSHE lessons, classroom practice, collective worship, restorative conversations and daily interactions with staff.

The behaviour curriculum includes teaching pupils how to:

- demonstrate respect for themselves, others and the environment;
- follow routines and instructions independently;
- communicate appropriately and respectfully;
- regulate their emotions and behaviour;
- resolve disagreements safely and respectfully;
- show kindness, empathy and tolerance towards others;
- work cooperatively and contribute positively to the school community;
- behave safely both offline and online;
- demonstrate positive attitudes towards learning, attendance and punctuality.

Staff explicitly teach, model and reinforce these behaviours through high-quality relationships, consistent routines, positive recognition and corrective feedback. Where pupils require additional support, targeted intervention and reasonable adjustments will be provided to help them achieve success.

The school believes that behaviour is not simply managed but taught. By consistently developing pupils' understanding of expected behaviours and providing opportunities to practise them, we help children become respectful, responsible and resilient members of the school community.

The behaviour curriculum supports the school's ambition to ensure that all pupils, including those with SEND and other vulnerabilities, develop the knowledge, habits and attitudes necessary to thrive academically, socially and emotionally.

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'.

The school recognises that behaviour may be influenced by special educational needs, disabilities, trauma or other vulnerabilities. Reasonable adjustments will be made in line with the Equality Act 2010.

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.

Behaviour Beyond the School Site

The school's behaviour expectations apply at all times when pupils are:

- attending educational visits, residential visits, sporting events or other school-organised activities;
- travelling to and from school;
- wearing school uniform or otherwise representing the school;
- participating in online learning or engaging in online activity that may impact the safety, wellbeing or reputation of members of the school community.

Pupils are expected to uphold the school's values and demonstrate respectful, responsible and safe behaviour in all of these contexts. Where behaviour outside the school site causes, or has the potential to cause, harm to another pupil, member of staff or member of the wider community, or brings the school into disrepute, the school may investigate and apply appropriate consequences in line with this policy.

The school will work in partnership with parents and carers and external agencies, where appropriate, to support positive behaviour beyond the school site.

Our aim is to help pupils understand that positive behaviour is not dependent upon location but reflects the values, attitudes and respect that underpin membership of our school community.

Bullying and discrimination

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 worship times; exploring issues of discrimination and persecution based on the protected characteristics under the Equality Act 2010 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. The school will not tolerate any behaviour that is discriminatory, misogynistic, racist, sexist, homophobic, biphobic, transphobic, ableist or otherwise motivated by prejudice. Any incidents 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 Kapow 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 Keeping Children Safe in Education (current edition). 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
- upskirting

Staff and safeguarding leads frequently refer Keeping Children Safe in Education (current edition) 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.

Mobile Phones, Smart Watches and Other Smart Devices

Pupils in Nursery, Reception, Key Stage 1 and Key Stage 2 should not require access to mobile phones or smart watches during the school day. The school recognises that some pupils may need to bring a mobile phone to school for safety reasons when travelling to and from school independently. Any mobile phone brought onto the school site must be switched off and handed to the school office at the start of the school day or stored in accordance with school procedures.

Mobile phones, smart watches, tablets, cameras, headphones and any other smart devices capable of communication, recording, photography, internet access or gaming must not be used by pupils during the school day unless expressly authorised by a member of staff for educational purposes.

Where a pupil uses a mobile phone or other smart device in breach of this policy, the device may be confiscated and retained until it can be collected by a parent/carer. The school reserves the right to examine and retain data on devices where there is reason to believe that they may contain evidence relating to a safeguarding concern, bullying incident, criminal offence or breach of school rules. Any such action will be undertaken in accordance with current statutory guidance and safeguarding procedures.

Pupils must not use personal devices to photograph, film or record other pupils, staff members or visitors without permission. The inappropriate use of mobile phones, smart watches or other smart devices, including the sharing of images, videos or messages that may cause harm, distress or offence, will be treated as a serious breach of the Behaviour Policy and may result in additional sanctions.

The school is not responsible for the loss, theft or damage of personal electronic devices brought onto the school site.

Searching, Screening and Confiscation

To maintain a safe, secure and orderly learning environment, the school may search pupils, their possessions and designated storage areas where there are reasonable grounds to suspect that a pupil is in possession of a prohibited or banned item.

Searches will be carried out in accordance with the Department for Education's current Searching, Screening and Confiscation guidance and will be conducted respectfully, proportionately and with regard to the age, needs and circumstances of the pupil. Wherever possible, searches will be undertaken by an authorised member of staff and witnessed by another member of staff.

Prohibited items include, but are not limited to:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarettes, vapes and smoking paraphernalia;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

The school may also search for items which have been identified as banned under school rules where there is a reasonable suspicion that a pupil is in possession of such an item.

Staff have the authority to confiscate prohibited, banned or inappropriate items that are found in a pupil's possession. Confiscated items will be dealt with appropriately in accordance with statutory guidance and, where necessary, passed to the police or other relevant authorities.

Electronic devices, including mobile phones, smart watches and tablets, may be searched where there is a reasonable belief that they contain evidence relating to a safeguarding concern, bullying incident, child-on-child abuse, criminal activity or a serious breach of school rules. Any examination of devices will be carried out in line with safeguarding procedures, data protection requirements and statutory guidance.

The school reserves the right to retain, delete or pass on data or files from electronic devices where appropriate and lawful to do so. Parents/carers may be informed where this is considered necessary to safeguard pupils or investigate serious incidents.

Where a search identifies safeguarding concerns, staff will follow the school's safeguarding procedures and refer concerns to the Designated Safeguarding Lead (DSL) without delay.

The school recognises its duties under the Equality Act 2010 and will make reasonable adjustments when considering searches involving pupils with special educational needs and disabilities (SEND), taking account of individual needs and vulnerabilities.

The Headteacher will ensure that all staff authorised to conduct searches receive appropriate guidance and understand the legal powers available to them.

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force where it is necessary and proportionate to do so. The school is committed to creating a safe environment and will always seek to use de-escalation strategies,

positive behaviour support and restorative approaches before considering physical intervention, wherever this is safe and appropriate.

Reasonable force may be used to:

- prevent a pupil from causing injury to themselves or others;
- prevent a pupil from committing a criminal offence;
- prevent a pupil from causing serious damage to property;
- prevent serious disruption to the good order and discipline of the school.

Any use of reasonable force will be proportionate to the circumstances, use the minimum force necessary, and be applied for the shortest possible time. Staff will take account of a pupil's age, understanding, medical needs, special educational needs and disabilities (SEND), and any known vulnerabilities when considering whether the use of reasonable force is appropriate.

Any incident involving the use of reasonable force will be recorded and reported to the Headteacher. Parents/carers will be informed as soon as practicable following any significant incident involving physical intervention in line with the DfE guidance on restrictive practices in schools. Records will include the antecedent, actions taken, duration of the intervention, outcome and any follow-up actions.

Where a pupil has an identified need which may result in physical intervention being required, the school will work with parents/carers and relevant professionals to develop an appropriate risk assessment and, where necessary, a Positive Handling Plan which will be reviewed regularly.

The school is committed to reducing the need for restrictive physical intervention through effective relationships, clear routines, consistent expectations, early intervention and staff training in behaviour support and de-escalation strategies. The use of force will never be employed as a punishment. All use of reasonable force will be in accordance with current legislation and Department for Education guidance.

Suspensions:

The Headteacher (or acting headteacher) has the authority to suspend or permanently exclude a pupil in accordance with statutory guidance. 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.

Following a suspension or permanent exclusion, the Governing Board will fulfil its statutory responsibilities in accordance with current Department for Education guidance. Parents/carers have the right to make representations to the Governing Board regarding a suspension or permanent exclusion. In cases of permanent exclusion, parents/carers may request an Independent Review Panel where applicable.

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
- Be responsible for making decisions regarding suspensions and permanent exclusions in accordance with current statutory guidance.

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 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 misuse 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 as identified in this policy.

Monitoring, Evaluation and Review

The Headteacher, senior leaders and governors will monitor the implementation and effectiveness of this policy to ensure that behaviour expectations are applied consistently, fairly and in line with the school's values and statutory responsibilities.

Behaviour information will be recorded, analysed and reviewed regularly to identify patterns, trends and areas for improvement. This may include:

- behaviour incidents and behaviour logs;

- suspensions and permanent exclusions;
- bullying incidents;
- incidents involving discriminatory behaviour, including racism, sexism, homophobia, transphobia, disability-related incidents and prejudice-based bullying;
- safeguarding concerns linked to behaviour;
- attendance and persistent absence data where behaviour is a contributing factor;
- positive behaviour and recognition data;
- the effectiveness of behaviour support plans and reasonable adjustments for pupils with SEND.

Behaviour data will be analysed by pupil group, where appropriate, including pupils with SEND, disadvantaged pupils, pupils with English as an Additional Language (EAL), pupils with social, emotional and mental health needs, and other vulnerable groups. This analysis will help the school identify any disproportionate patterns and ensure that support and interventions are equitable and effective.

The findings from monitoring activities will inform staff training, policy review, resource allocation and school improvement priorities. Governors will receive regular reports on behaviour, suspensions, exclusions and trends, enabling them to fulfil their strategic and safeguarding responsibilities.

This policy will be reviewed annually, or sooner if changes in legislation, statutory guidance or local circumstances require it.

To be reviewed: Autumn 2027

Appendix 1

De-escalation procedures

Edale Rise Primary and Nursery School is committed to promoting positive behaviour through strong relationships, clear expectations and a nurturing school culture. The school recognises that behaviour is a form of communication and that some pupils may experience difficulties regulating their emotions due to factors such as developmental needs, special educational needs and disabilities (SEND), trauma, adverse childhood experiences, anxiety or other vulnerabilities.

De-escalation strategies are used to reduce distress, prevent situations from worsening and support pupils to regain emotional regulation in a safe and respectful manner. By responding calmly and consistently, staff can help pupils develop self-awareness, resilience, self-regulation and positive strategies for managing their emotions and behaviour. The use of effective de-escalation strategies contributes to a safe learning environment by reducing the likelihood of conflict, disruption, distress and the need for restrictive physical intervention. De-escalation supports the wellbeing of all members of the school community and helps pupils remain engaged in learning wherever possible.

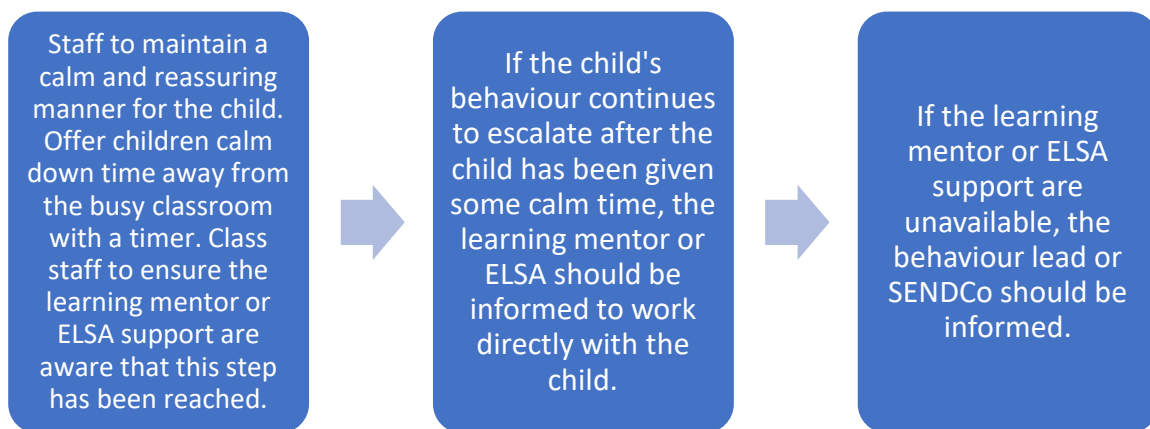
Staff are trained to use a range of preventative and de-escalation approaches, including positive relationships, active listening, emotion coaching, restorative conversations, clear routines, choice and distraction techniques, environmental adjustments and individual support strategies. These approaches form part of the school's graduated response to behaviour and are used in conjunction with appropriate support, intervention and safeguarding procedures where required.

Through the consistent use of de-escalation, the school aims to support pupils in developing the skills and behaviours necessary to become confident, respectful and responsible members of the school community.

Useful strategies may include;

- Visual timetables easily accessible for the child.
- Tasks broken down into smaller steps to make them less daunting.
- Regular reward breaks for completing short tasks. These should be time limited using a visual timer and should include something the child is interested in or enjoys.
- Ensuring instructions are given in a variety of ways to ensure children understand what is expected of them. Children repeating back instructions can be helpful for them. Using dual coded instructions or ones recorded on Showbie can also be helpful.
- Proprioception breaks – this can be targeted at individual children but all children benefit from this practice.
- Using choices and consequences visuals to support children in managing their behaviour choices.
- Using a simple change of face within the classroom – the child may simply respond to another adult in a more positive way.
- Use of smaller steps within the traffic light system (when moving to orange and red) to give children the opportunity to make positive behaviour choices.

If the above class strategies are not working for a child and behaviour is escalating, the following procedure should be followed:



Once intervention has taken place via the learning mentor or behaviour lead, the child should be able to come back into the classroom and resume their normal learning using in class strategies. It is important that this return is seen as a fresh start for the child to avoid re-escalation.

Appendix 2

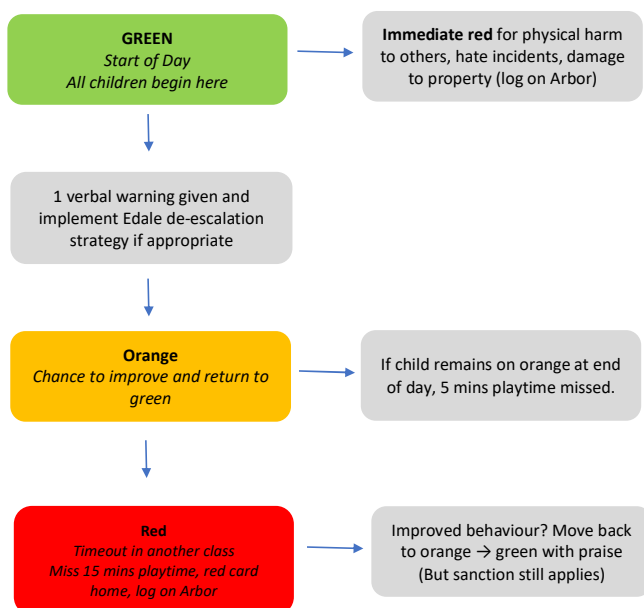
Edale Rise Traffic Light System

After consultation with pupils on the behaviour system used in school, 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.

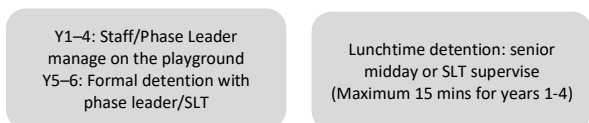
EYFS

- 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 endeavour to phone parents to inform them of the red card being issued and why.

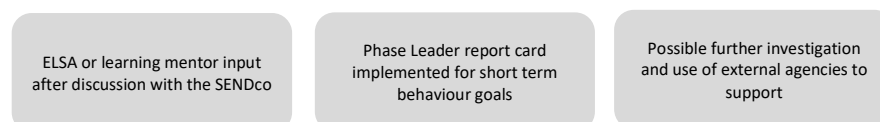
Traffic light system flow chart



Management of detentions



Persistent negative behaviour



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 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.
- 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.

Additional Behaviour Strategies and Information

- 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.