



Behaviour and Discipline Policy

Etherley Lane Nursery and Primary School Federation

Introduction

The school is committed to providing an environment where all people can feel safe, happy, accepted and integrated. Our aim is to create a culture in which children are **'safe, happy and ready to learn.'** It is important that an orderly framework should exist within which effective teaching and learning can take place.

Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero tolerance approach to bullying and any such incidents will be dealt with promptly and firmly. The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

The pupils work towards our 3 Golden Rules which are displayed in several areas around school. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school aims to create a warm but firm environment where children feel nurtured and have an understanding of what it is to respect themselves, each other, belongings and the wider community.

Publication

The policy is available on the school website, is displayed in the school entrance and is available on request. This policy can be made available in large print or other accessible format if required.

This policy applies to all pupils at Etherley Lane Nursey and Primary School Federation when they are in school and also in some circumstances when they are out of school and during half term and holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the school,

This policy should
be read in
conjunction with:
Keeping Children
Safe in
Education 2026
Safeguarding
Policy
Anti-Bullying
Equality & Diversity
Policy
SEND Policy

affects the welfare of a member or members of the school community or a member of public, or which brings the school into disrepute.

Our Code of Conduct

We have 3 golden rules for children to follow:

- 1. CARE FOR EVERYONE AND EVERYTHING**
- 2. SHOW RESPECT**
- 3. FOLLOW INSTRUCTIONS FIRST TIME**

The Headteacher and Leadership Team discuss the golden rules with the children during assemblies and they are displayed around school.

In addition to the golden rules, each class has its own 'Class Charter', which is agreed by the children, supplements or clarifies the golden rules and is displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

Rewards and sanctions

Rewards

We believe that rewards can be more effective than punishments in motivating pupils to keep these rules. It is the school policy to recognize, acknowledge and reward individual achievements by pupils. We reinforce our expectations of positive behaviour in a range of ways:

- ☐ All adults within school will praise children and acknowledge correct choices in behaviour. This can be a gesture (e.g. thumbs up), verbal, stickers or certificates.
- ☐ All staff can also issue star points for good behaviour. The star points are to motivate children to work towards an individual reward. When an individual child collects 15 star points they are rewarded with a dip in the behaviour box which has a range of prizes to appeal to and motivate the children.
- ☐ Each week we nominate children from each class to be 'Star of the Week'. This recognises children who have demonstrated exceptionally good behaviour and attitudes. They are awarded with a certificate in celebration assembly and their parents/carers are invited to attend. When nominating, staff are also mindful of children who may have made exceptional progress in improving their behaviour.
- ☐ The Headteacher and Deputy Head praise effort with 'Special Award Stickers' for good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- ☐ The school has 'Enrichment Skills' every week. On Friday afternoon, children are able to choose from a menu of activities aimed at developing their skills as part of their personal development.

Sanctions

The school has a consistent approach to the use of sanctions through our 'Good to be Green' system. Children can be moved from green to yellow and then to red if they demonstrate unacceptable behaviour. This is the sequence in which sanctions will be issued:

- ☐ Verbal warning (named moved onto area outside of amber circle)
- ☐ Amber warning issued (name moved onto amber circle)
- ☐ Red card issued (name moved onto red circle) the consequence is 5 minutes taken from Enrichment Time to review and discuss the school rules and expectations. If a red card is issued at playtime or lunchtime, the child will spend their next playtime or lunchtime with a member of the leadership team
- ☐ Time out in a different space with a different member of staff
- ☐ Report to Team Leader
- ☐ Report to Deputy Head
- ☐ Report to Headteacher
- ☐ Meeting with parents (pastoral support plan in place)

If a child is causing significant concern, teachers will record incidents in the class behaviour log. This is to track behaviour and implement appropriate interventions at the right times.

All sanctions are used in conjunction with proactive and positive behaviour management strategies. All staff are provided training and a 'toolkit' of positive strategies and Charlie Taylor's Checklist to avoid the use of sanctions becoming necessary.

"Kind hands, kind feet, kind words."

In Nursery, we acknowledge that learning to behave well and having a positive, enquiring attitude towards this is important for their development. Staff in Nursery model appropriate behaviours to the children and use consistent, simple language to support children in understanding appropriate behaviour within the Nursery setting.

Reception pupils are introduced to the traffic light system. In Reception children are beginning to develop their understanding of boundaries staff use positive statements with the children, for example, 'please walk' instead of 'stop running'. Reception staff also use 'when and then' to encourage pupils to behave appropriately, for example, 'when you have kind hands, then you can play with the train'. Reception staff may give children choices, for example, if a child refuses to sit down at group time, the practitioner will say, 'Are you going to sit next to Harry or next to Katie?'

If a Reception child fails to comply with the boundaries, a verbal warning is given. If their behaviour continues they will be given 'thinking time'. Children are required to sit down for a minute for each year of their age. After the period of thinking time, a practitioner will sit with the child and say, for example, 'Your friend is sad because you hurt her. We have kind hands in Reception.' The pupil will be encouraged to say or show they are sorry.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. All proven incidents of bullying are recorded and reported to governors. In all cases of misconduct, including those outside of the school, the Headteacher will consider whether the police should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of public. Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's child protection policy will be followed.

Physical Interventions and the Use of Force

Summary

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

The document 'Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026' aims to help schools proactively minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies, and when necessary, to help school staff feel more confident in knowing how to use these interventions safely, appropriately and lawfully.

All members of staff are aware of the regulations regarding the use of force by all staff and include:

- the Education and Inspections Act 2006, especially sections 93 and 93A
- the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- the Health and Safety at Work etc. Act 1974 and associated regulations
- the Human Rights Act 1998
- the Equality Act 2010

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies.

Before intervening physically, the teacher should, wherever possible, tell the pupil who is misbehaving to stop, and what will happen if he/she does not. A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of frustration or anger, or to punish the pupil.

A number of staff throughout the school, are trained in Team Teach and will work towards diffusing situations before resorting to physical restraint. If a child has to be restrained all staff involved will complete a positive handling form to log the incident on the same school day and this will be submitted to the Headteacher by the end of that day.

If an incident escalates to such a degree that the staff involved require support they will send either another adult or a responsible pupil to the office with their badge the office staff will then immediately alert an appropriate staff member. This will signify that they need help in dealing with the situation.

Physical intervention can take several forms. It might involve staff:

- Physically interposing between 2 pupils
- Blocking a pupil's path
- Holding
- Guiding a pupil
- Leading a pupil

When a child has had to be forcibly removed from a situation a record of the incident is kept in school giving the following details:

- The names of pupil and staff directly involved
- Time, date, location and approximate duration of the intervention
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- Brief account of why the intervention was assessed as necessary in that instance, including all steps taken to diffuse the situation
- The pupil's response
- Details of any physical injuries sustained, if applicable
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
- The outcome of the incident
- A description of any injuries suffered by the pupil or others and/or any damage to property during the incident.

Schools should ensure that a procedure is in place for reporting each significant use of force to the parents as soon as practicable after the incident, and they should endeavour to do this no later than the same day.

Exceptions to the requirement to report are where:

- the pupil is aged 20 or over; or
- it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Schools should communicate this information to parents in writing. For example, via email or online messaging system.

This is in accordance with guidelines set out by the DfE.

Roles and Responsibilities

“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.”

Keeping Children Safe in Education 2025

The role of the class teacher

It is the responsibility of the class teacher to ensure that the golden rules are enforced in their class, and that their class behaves in a responsible manner during lesson time and when children are moving around the school. When moving around school as a whole class pupils and adults must walk on the left in a quiet manner. The class teachers and teaching assistants in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teachers and teaching assistants treat each child fairly and enforce the “golden rules” consistently. The teachers and teaching assistants treat all children with respect and understanding. If a child misbehaves repeatedly in class, the procedures outlines above should be followed.

In the case of children with emotional and/or behaviour difficulties, the class teacher liaises with the SENDCO who will involve external agencies where appropriate, and parents/carers, to support and guide the progress of each child using behavioural targets on a support plan or behaviour plan. The SENDCO may, for example, discuss the needs of a child with the Educational Psychologist, CAMHs, Crisis Response Team, Autism Outreach or complete an Early Help Assessment to access support from the One Point Hub. In such cases this may also involve use of an individual rewards/sanctions system that is deemed appropriate for the child’s individual needs.

The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. If there is no improvement in the pupil's behaviour and exclusions become likely, the Headteacher will work with the SENDCO if appropriate. Other professionals may become involved to put in place a plan of action to support the child and the family in making sufficient improvements to the child's behaviour to ensure they have the opportunity to successfully access the curriculum without disruption to the learning of others.

The role of the Headteacher/Deputy Head

It is the responsibility of the Headteacher/Deputy Head, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher/Deputy Head to ensure the health, safety and welfare of all children in the school. The Headteacher/Deputy Head supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher/Deputy Head keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. When there are repeated or very serious acts of anti-social behaviour, the Headteacher may exclude a child for a fixed term or permanently.

The role of parents/carers

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. Good attendance is paramount in ensuring positive behaviour and safety for pupils. We expect parents and carers to be good role models for their children. There is a code of conduct for parents that will support them in doing this.

Parents/carers are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment.

Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

A copy of the Behaviour Policy is available to parents/carers and made reference to in the Home-School Agreement.

We expect parents to support their child's learning and to co-operate with the school to ensure that children are able to be successful in their learning. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour. If the school has to use reasonable sanctions, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their

child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher/Deputy Head. If these discussions cannot resolve the problem, a formal complaint, or appeal, can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher/Deputy Head in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. If a fixed term exclusion of 5 days or more is deemed necessary it is the responsibility of the Headteacher to arrange for the child to be educated off site until the child returns to school. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, she will inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has an appeals committee and this considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers, and considers whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Searching pupils

School staff can search pupils with their consent for any item which is banned by the school.

The Headteacher/Deputy Head and the Leadership Team have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item. Prohibited items are:

- knives and weapons
- alcohol

- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out by a staff member of the same sex in the presence of the pupil and another member of staff of the same sex where possible.

Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-Bullying Policy will be followed and parents/carers will be kept informed.

Monitoring and Review

The Headteacher, Deputy Head, Leadership Team and SENDCO, will evaluate the impact of this Policy by collecting and analysing data by year group, gender and ethnicity on:

- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour;
- instances of bullying and action taken;

The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents using CPOMS. Class Teachers/ Learning Mentors and the Headteacher/Deputy Head will also record incidents of red cards using CPOMS. The Headteacher/Deputy Head record those incidents where there has been a serious breach of the behaviour policy. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident to the class teacher and where appropriate the incidents are logged on CPOMS.

The staff and Governing Body of Etherley Lane Nursery Primary School Federation review this policy annually.

Reviewed Autumn Term 2026