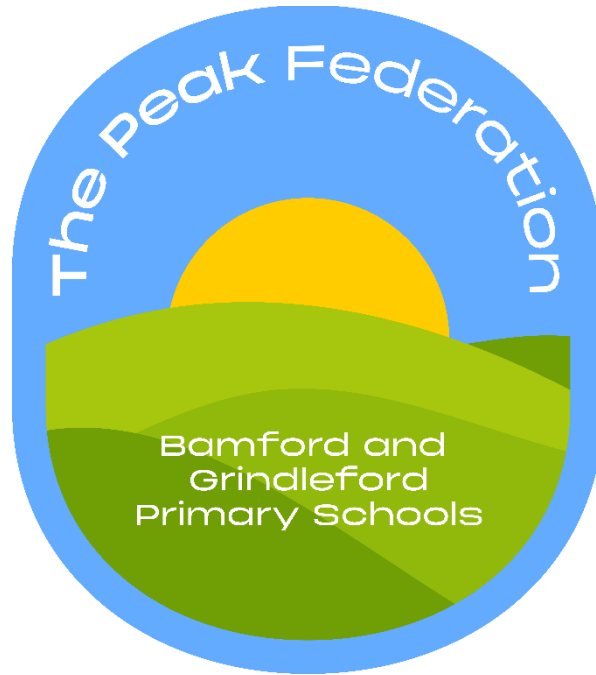


V4



Behaviour Policy

This policy was agreed in November 2025 and will be reviewed in November 2026

Chair of Governors

Neil Roden

Date November 2025

Headteacher

Kate Gemmell

Date November 2026

Review Frequency: Annually

Reviewed By: Full Governors Board

Federation Vision and Values

At The Peak Federation, our behaviour policy will determine the boundaries of acceptable and unacceptable behaviour, as well as detailing rewards and sanctions and how they will be fairly and consistently applied in Bamford and Grindleford schools.

As a federation, both schools teach the children that:

- We listen carefully
- We follow instructions
- We are kind to others
- We respect people, places and things

These values are referred to throughout the school day and they are the basis of our behaviour policy. With the support, guidance and teaching of the school staff, we expect the children to follow our school values, which will help promote positive independent behaviour.

We believe it is a primary responsibility of our school to promote and uphold high standards of behaviour, conduct and discipline. Positive behaviour is an important part of maintaining and further raising the attainment and achievements of all our pupils. By creating a positive environment for learning, we believe that all members of the school community can thrive and feel safe and respected. It is our aim that children will become increasingly responsible, respectful and self-regulation as they grow and move on through the school.

The school has agreed standards of behaviour with children and parents because it believes that good and thoughtful behaviour is essential for effective learning in accordance with the Department for Education Guidance. We also seek to prepare children to take their place in society and the wider community.

Aims and Objectives

Staff apply the behaviour policy in order:

- To promote self-discipline and regard for authority among children
- To encourage good behaviour and prevent all forms of bullying among children
- To ensure children's standard of behaviour is acceptable, appropriate and does not disrupt the learning of others
- To promote co-operation as well as responsible independence in learning
- To promote positive behaviour within the school and the wider community
- To promote the values of honesty, fairness and respect for others
- To encourage individuals to be accountable for their own behaviour
- To encourage every child to recognise and respect the rights of others

Responsibilities

The Governing Body is responsible for:

- Establishing, monitoring and reviewing the Behaviour Policy
- Monitoring the standard of behaviour in the school

- Responding to reports from the Headteacher, and from any other sources, about the conduct and behaviour of pupils
 - Fulfilling their statutory duties regarding any exclusions of children, for either a fixed period exclusion or a proposed permanent exclusion, through monitoring and reviewing

The Headteacher is responsible for:

- Implementing the behaviour policy throughout the schools
- Ensuring the policy is understood by all staff, children and parents through regular discussion
- Promoting, amongst the pupils, self-discipline and a proper regard for authority
- Encouraging good behaviour and respect for others on the part of pupils
- Securing an acceptable standard of behaviour
- Dealing with serious breaches of the behaviour policy
- Maintaining records of incidents of Bullying, and of Racism
- Reporting on pupils' behaviour at the Governors' termly meeting

The staff are responsible for:

- Discipline and standards of behaviour of those children in their class and other children in school
- Inviting parents into school and working closely with them to secure improvements in behaviour where an issue has been identified
- Modelling excellent behaviour
- Implementing the policy in their day-to-day contact with children – this includes any pupil(s) they come into contact with. This involves both recognising and praising children for good and sensible behaviour and imposing appropriate sanctions where behaviour is seen to be unacceptable
- Promoting good behaviour through the use of a range of classroom and pupil management strategies as well as the school reward systems
- Teaching appropriate behaviour and discussing issues and consequences, rights and responsibilities through the curriculum, including but not limited to PSHE/Citizenship curriculum and circle time
- Reporting behaviour/discipline incidents and concerns via the school behaviour reporting systems (CPoms) and in the case of Red Card incidents, to the Headteacher
- Working with outside agencies where they are involved

The parents are responsible for:

- Reminding their child that they are responsible for their own behaviour in school
- Supporting and adhering to the school's behaviour policy
- Showing respect to the authority of the school staff

- Building school life into a natural routine by ensuring that their child is at school on time and appropriately dressed, rested and equipped
- Working with the school to support their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour
- Attending meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting agreements put in place.
- (In the case of exclusions) Providing appropriate supervision for their child during the time that they are excluded from school

The pupils are responsible for:

- Showing respect to one another, to school staff, and anyone else that they may meet
- Not inciting incidents of bullying, denigration, or bringing intentional harm to other pupils or staff
- Being ambassadors to our school even when off school premises and we expect them to act accordingly
- Following our school values and class charter
- Listening to and following instructions from staff
- Accepting and learning from any sanctions that they receive
- Where appropriate, being open to accepting support to improve/maintain their behaviour, such as following/being aware of individual plans

Class Charter

Positive behaviour management starts in individual classes by each class creating and reinforcing their own class charter. The class charters will reinforce the whole school values (see above) in an age and need appropriate manner i.e. kind hands, quiet voices etc. Children will be taught how these values can be shown in school, and these can be explained in different ways to suit the activity, age of the child and prevailing circumstances (e.g. new child to school/SEND). Through involving the children in creating a class charter and discussing the values, we believe that they are more able to contribute positively to school life and feel shared ownership over the behaviour expectations.

Learning how to behave appropriately, understand the feelings of others, and interact positively with their peers and adults is part of every child's development. Through our curriculum and pastoral support we will help pupils gain the necessary skills and understanding to maintain respectful relationships with others.

'Good to Be Green'

At The Peak Federation, we use a traffic light system to track behaviour incidents. (See Appendix I for behaviour flowchart) Children start each day on 'green' and they stay on green by following the school values and showing positive behaviour.

If a child breaches the class charter/school values, they will receive a verbal warning first. At this point, children are reminded of the school values and their class charter, as well as being given strategies to remain on green. i.e. At Grindleford/Bamford, we listen carefully...now you need to show me your are listening carefully...if you stop following our values again, you will receive an orange card.

If there is no improvement in the behaviour, they will receive an 'orange' warning card. This is discretely shown to the child and it is not displayed. They will also receive a sanction – I

minute of breaktime missed for infants and up to 10 minutes breaktime missed for juniors. During this time, staff will talk to the child about how to restore their behaviour. If a child is dysregulated and distressed, staff will give the child space to reflect and calm down before issuing the orange card and giving sanction. When a child is issued with a warning card, the staff member who issued the card will record the incident on the School CPoms system.

If there is an issue involving more than one child, the staff will fully investigate and seek the account of witnesses before deciding on the next course of action. This may result in a warning card being issued if the evidence suggests a school value was not followed. Records of this investigation is also recorded on the school CPoms system.

If the persistent negative behaviour continues or physical/verbal abuse is noted, then a red card will be issued. When a red card is given, the Headteacher / Deputy Headteacher will speak with the child the same day and parents will be contacted. Support will be put in place to improve a child's behaviour with parents aware. This incident will be logged on the School CPoms system.

If negative behaviour continues and children receive three orange cards in a half term, parents are contacted to discuss strategies to improve behaviour. If two red cards are given in a half term, parents are invited to a meeting with the Headteacher and class teacher. A report card is issued to monitor behaviour and this will stay in place until three clear weeks is seen.

In very serious circumstances an incident may warrant the exclusion of a child, in which case the Exclusion Policy will be followed. Most children respond to this positive approach where their efforts are seen to be valued and they make considerable attempts to improve their behaviour.

Rewards

Rewarding achievements is done through positive recognition of individual children or whole class achievements for positive behaviour and learning. They may be rewarded through any of the following:

- **Verbal praise**

All children's efforts are recognised and we will regularly praise pupils to raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths and recognise the success of others to help them to become positive members of the school community. This recognition is viewed as a reward.

- **Celebrating/sharing achievements**

To celebrate a child's achievement, it is important to share this with other pupils, staff and their parents. This may be done through a written comment in a child's record book or on Dojo, as well as verbal feedback to parents at the end of the day. This is so a child can feel proud of their achievements, when another person comments on them.

- **Headteacher visit**

On occasion, a child may visit the headteacher to receive verbal praise, stickers or Dojo points. This enables them to feel extra special about their achievements and it also encourages them to carry on aiming high.

- **Dojo points**

By following the school values and practicing positive behaviours, any member of staff can award Dojo points to a child. Dojo points will be distributed under the categories of: 'learning point', 'citizen point', 'Good to be Green', 'pupil of the week' or 'on task'. Dojo points are collected as individuals, on a class basis and as a house. Individuals can see how many Dojo points they have collected but every time a class earns a collective 1000 points, they are given a variety of treats to choose from – this could be anything from time in the park to extra breaktime or hot chocolate and a story. This provides an incentive to children to follow the school values but it also rewards them for their positive efforts.

- **House points**

Children are placed in a 'house' when starting school. By being in a house, it allows children to work as a team to collectively earn Dojo points. Each week, the house with the most earned Dojo points for the week will be celebrated in celebration assembly by the Team Captains receiving the house cup. The house cup will be displayed in the school entrance, so it encourages children to follow the school values and earn Dojo points, so they may win the house cup the following week. At the end of the year, the house with the most points will be the overall yearly winners.

- **Celebration Assembly**

Each week, the class teacher will nominate a child to receive Star of the Week, and a Citizenship Award. The children are presented with a certificate in the celebration assembly. Star of the Week is given when a child has worked extremely hard and excelled in a particular activity. The Citizenship Award is awarded for showing thought and consideration for others around school based on our weekly citizenship theme: e.g. demonstrating good manners (caring); playing nicely with a class mate at lunchtime (helpfulness) etc. The class teacher will aim to ensure that all children are rewarded for demonstrating the school values and good behaviour for learning at some point during the year.

Sanctions

There may be times when children display unacceptable behaviour and ignore opportunities to work on improvements or accepting help.

Minor breaches of behaviour are generally dealt with by the class teacher in a caring, supportive and fair manner. There will be some flexibility regarding the age of the child and their needs as far as sanctions are concerned. Each case will be treated individually and at the discretion of staff members.

Where sanctions are needed, there is a hierarchy of steps designed to reinforce the school values and teach children how to exhibit them. All staff employed by the school have the

right to impose sanctions, except exclusion (internal or external), which is the responsibility of the Headteacher in consultation with the governors. Staff are trained to ask all pupils involved for their account, so all sides are considered fairly. Then sanctions are followed in this order:

1. Verbal warning and reminder of class charter/school values
2. Orange warning card issued to the child for the repeated incident. (1 - 2 minutes of breaktime missed for infants and up to 10 minutes of break missed for juniors/an apology given/access to calm box etc). Staff to spend time discussing strategies to restore behaviour during their missed break
3. Red card for repeated inappropriate behaviour or physical/verbal abuse – pupil seen by Headteacher/Deputy Headteacher. Parents informed and pupil to miss 2 – 3 minutes (for infants) and up to 10 minutes (for juniors) of playtime for reflection.
4. Internal exclusion. Parents invited to a meeting
5. Temporary or permanent exclusion actioned in line with legal requirements

An automatic red card may be issued for:

- Bullying, including cyber bullying
- Physical abuse
- Racist abuse
- Swearing
- Deliberate damage to property
- Stealing
- Open defiance
- Endangering other people
- Telling lies to get others into trouble
- Bringing matches, weapons or harmful drugs into school

Where a child has a specific learning need, members of staff will provide time and space for a child to regulate their emotions and behaviour before addressing the unregulated behaviour presented earlier. At no time will unacceptable behaviour be ignored, as it is important for all children to understand acceptable behaviour as part of society.

Special Considerations

The SEND policy is used in conjunction with this Behaviour Policy. Pupils with SEND will have rewards and sanctions adjusted, where and when appropriate and in line with their EHCP or IEP documents.

We know that all behaviour is a form of communication, and each child is different and it is therefore important that the cause of the behaviour is investigated with all parties involved spoken to about the incident. Afterwards, if deemed appropriate, a behaviour plan, sticker charts and/or altered timetable will be put in place to avoid any triggers and to avoid repeated behaviours. In the event where this is need, the Headteacher, appropriate staff and parents will discuss putting the most appropriate strategy in place.

The Peak Federation recognises our legal duties under the Equality Act 2010 in respect of Children with Special Educational Needs and will follow the guidance as set out in the 'Special Educational Needs Code of Practice 2001'.... Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs, may require help or counselling for some, or all, of the following:

- Flexible teaching arrangements
- Help with development of social competence and emotional maturity 10
- Help in adjusting to school expectations and routines
- Help in acquiring the skills of positive interaction with peers and adults
- Specialised behaviour and cognitive approaches
- Re-Channelling or refocusing to diminish repetitive and self-injurious behaviours
- Provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour
- Provision of a safe and supportive environment

Similarly, if a pupil is vulnerable to exclusion support will be put in place. This may include the following:

- Referral to external support agencies
- Daily discussion with a member of the senior leadership team
- An individual behaviour plan that outlines specific behaviours, actions/interventions, rewards and sanctions
- Support at lunchtime and playtime
- Classroom-based support
- Home – school behaviour chart/records

Incident Recording

All behaviour incidents are recorded on our school CPoms system, so that there is a consistent record of behaviour but also, it allows patterns of behaviour to be tracked, analysed and dealt with easily. All members of staff have access to CPoms and they are expected to record a simple but factual recount of what happened. When recording the incidents, staff must ensure they put accounts from all pupils/staff involved; full names are written to avoid confusion and that the incident is copied and pasted onto all the relevant children's CPoms records.

If the behaviour involved exhibits safeguarding concerns, this must be documented on CPoms and then reported to the safeguarding lead.

Negative behaviour can be an indicator of a child experiencing stress or unhappiness, particularly where the behaviour is out of character. Where staff feel there may be other issues that are affecting a pupil's behaviour, they will seek further information and where necessary report concerns under safeguarding policy guidance.

Exclusion

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.' (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

If the unacceptable behaviour continues, this may lead to seclusion or a fixed term exclusion or permanent exclusion. However, this is at the discretion of the Headteacher.

Seclusion

A child can be secluded (works alone in the class or another class) for a predetermined length of time. A child can also be secluded at break and lunchtime, also so they are not integrating with other children for a predetermined length of time.

Fixed Term and Permanent Exclusion

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The Headteacher will consider the nature of the misbehaviour when deciding upon the length of a fixed term exclusion.

The following are examples;

- Repeated failure to comply with a reasonable request from a member of staff
- Verbal abuse of staff, other adults or children
- Repeated use of bad language in school, in the school grounds, on the way to or home from school
- Failure to comply with the consequences of bad behaviour.
- Willful damage to property
- Repeated bullying
- Violence towards another child or towards an adult
- Repeated fighting
- Theft
- Persistent defiance or disruption in the classroom
- Other serious breaches of school rules

If a child receives an exclusion the Headteacher will request a meeting with the child and parents and decide the conditions for readmission. If the child then continues to break the school rules and behave in an inappropriate way, an additional exclusion may be given at the discretion of the Headteacher and governors. Permanent exclusion is seen as a last resort. 'A decision to exclude a pupil permanently should only be taken in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'. (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012) It is only used when a child, in spite of structured intervention by the school, continues to exhibit inappropriate and unacceptable behaviour, and has accumulated forty-five days of fixed term exclusions in a year, or has exhibited behaviour of such severe magnitude as to warrant removal from school immediately. In the latter case, the police may become involved.

Physical Restraint of Pupils (See Guidelines on Physical Intervention)

Under normal circumstances, pupils should not be physically restrained. However, there may be exceptional instances, such as when a pupil is committing an offence, is injuring themselves or another pupil, is not doing as requested or is damaging property, where a person who has authorised control over pupils would be acting within DCSF guidelines if they were to restrain a pupil, using such force as is reasonable under the circumstances. The school has adopted and uses the DCC Advice and Guidance for physical restraint of pupils in our policy.

Discipline Beyond the School Gate

Parents/carers are encouraged to report anti-social behaviour and bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a child as soon as possible. This includes any occurrence of online bullying. Behaviour out of school that affects a child within school needs to be dealt with by the school following the school behaviour policy.

Complaints

Any complaints will be dealt with as set out in the School's 'Complaints Policy', a copy of which is available from the school office.

Monitoring

The Headteacher will monitor implementation of this policy and will submit periodic evaluation reports on its effectiveness to the governing body. This policy will be reviewed every year or sooner as necessary.

Signed:

Signed:

Peak Federation Behaviour Flowchart



1. **Verbal warning** and reminder of rules. Keep a close eye on the children involved. Explain how to make it right.
2. **Orange card** – orange card issued to the child. Record on CPoms. If more than one child involved, record on all children's accounts. Copy and paste the same text on CPoms. Use full names and put name of person it has been reported to. A consequence given (1 minute of missed break for infants and up to 10 minutes of missed break for juniors).
3. **Red card** – as soon as possible, seen by Headteacher/Deputy Headteacher. Miss some of break time with an adult. Parents informed by class teacher. Headteacher informed. Record on CPoms. If more than one child involved, record on all children's accounts. If this happens after school, the staff member on duty will inform parents.
4. If two red cards, Headteacher informed. Parents are invited in for a meeting. A report card issued until three clear weeks is met.
5. If three orange cards, Headteacher informed. Parents are informed. Strategies put in place to restore behaviour (sticker chart /behaviour plan).