BEHAVIOUR POLICY

September 2026

Eureka Primary School

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Eureka Primary School

PROMOTING POSITIVE BEHAVIOUR AND REWARDS POLICY

1. POLICY STATEMENT

Eureka Primary School expects the highest standards of behaviour from all members of our school community and asks staff to lead by example. We encourage good behaviour at all times and aim to develop a sense of responsibility for self and others.

The rationale of our school behaviour policy is that good behaviour is expected, exemplary behaviour is recognised and rewarded and that negative behaviours are discouraged and changed for the better through the fair and systematic application of this policy.

This policy outlines the strategies to be used for maintaining good behaviour throughout the school. Its purpose is to support staff in creating a safe, caring and ordered environment in and around the school.

We adopt a balanced approach to discipline: recognising good behaviour, rewarding exemplary behaviour and using positive language and applying consequences for unacceptable behaviour in a consistent and fair way. We acknowledge and understand that all behaviour is communication and we strive to examine the function of any negative behaviours displayed to ensure that children are fully supported with any difficulties they may be experiencing.

We aim to encourage children to develop self-discipline, which will enable them to play a full part in school life and become responsible citizens in the future.

DfE 'Behaviour in Schools' February 2024:
'Good behaviour in schools is central to good education. Schools need to manage behaviour well so that they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.'

2. PURPOSE

- Provide a consistent approach to behaviour management by all – this creates a safe environment in which all children can learn and reach their full potential
- Define unacceptable behaviour, including bullying and discrimination
- Outline how children are expected to behave
- Summarise the roles and responsibilities of staff in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

3. LEGISLATION & STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

4. NEGATIVE BEHAVIOURS

Negative behaviours are uncommon in school but they will be challenged. At Eureka Primary School there is no place for poor behaviour or language that discriminates against any person with a protected characteristic. Poor behaviours will be discouraged at all times and will be dealt with through this policy if they occur. However, it is just as important for staff to educate children to be kind and empathetic to everyone in society. British values, of which tolerance is key, should be promoted by all staff and volunteers.

Misbehaviour is defined by examples such as:

- Persistent talking
- Refusal to follow instructions
- Preventing others learning
- Refusal to access classroom
- Disrespect / Rudeness
- Running out of class
- Hiding in unsafe areas
- Using inappropriate language / Swearing

Serious misbehaviour is defined by examples such as:

- Repeated **misbehaviour** without improvement
- Verbal abuse towards peer(s)
- Verbal abuse towards adult(s)
- Physical aggression towards peer(s)

- Physical aggression toward adult(s)
- Any form of bullying
- Fighting
- Physical behaviour that causes offence, e.g. hair pulling, interfering with clothes
- Sexual inappropriateness or harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
- Intentional sexual touching
  Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Damage of property or vandalism
- Leaving school site
- Theft
- Racist, sexist, misogynistic, homophobic or any discriminatory behaviour
- Possession of any prohibited items. These include:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers and associated items
  - Fireworks
  - Pornographic images
  - Any article an adult reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)

5. BULLYING

Any instance of bullying or suspected bullying will always be dealt with by the Headteacher or Deputy Headteachers and will always involve consultation with parents / carers of both the victim and the perpetrator. Under no circumstances will bullying, in any form, be tolerated at Eureka Primary School. The school's anti-bullying policy should be consulted in the event of bullying incidents.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • **Racial** • **Faith-based** • **Gendered (sexist)** • **Homophobic / Biphobic** • **Transphobic** • **Disability-based**	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of Eureka Primary School's approach to preventing and addressing bullying are set out in our Anti-Bullying policy.

6. ROLES AND RESPONSIBILITIES

6.1 The governing body

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and reviewing their effectiveness. The governors support the Headteacher in implementing 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.

The governing body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (Appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific social, emotional or mental health needs of particular children
- Recording behaviour incidents

The Senior Leadership Team will support staff in responding to behaviour incidents.

6.4 Parents / Carers

- The school works collaboratively with parents / carers, so children receive consistent messages about how to behave at home and at school.
- We expect parents / carers to support the school expectations, which are communicated directly and/or through school newsletters and the school website.
- We expect parents / carers to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between home and school, and we inform parents / carers immediately if we have concerns about their child's welfare or 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. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Parents / Carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7. SCHOOL EXPECTATIONS FOR BEHAVIOUR

It is the primary aim of our school that every member of the school community feels safe, happy and comfortable. We are a caring school and community, with values built on mutual respect for all. We aim to treat all children fairly and apply this behaviour policy consistently. Our school expectations are:

- **We are kind and polite.**
- **We stop and listen when asked.**
- **We always walk in school.**
- **We tell an adult if we feel unhappy, upset or unwell.**
- **We keep our hands and feet to ourselves.**
- **We look after our school.**

All children are expected to:

- Behave in an orderly manner
- Show respect to each other and all staff
- In class, make it possible for all children to learn
- Move quietly around the school
- Treat school buildings and school property with respect
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Wear the correct uniform at all times

8. REWARDS AND CONSEQUENCES

Eureka Primary School rewards positive behaviours and actions through house points at all times in the school day, including break and lunchtimes. There are four House: Calke, Chatsworth, Kedleston and Sudbury, all children and staff are assigned to a House. We believe that this supports maintaining all to feel safe, happy and comfortable at all times; kindness and PRIDE. This policy is designed to promote good, positive behaviour rather than to merely deter poor behaviour. We praise and reward children with house points for:

Being kind
Using manners
Helping others
Following instructions
Showing respect
Working hard
Showing PRIDE (Presentation, Resilience, Independence, Determination, Engagement)
Good work

8.1 Rewards and Consequences

Positive behaviour reflects the values of our school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour will be taught to all children so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while consequences are required where expectations are broken.

Positive behaviour will be rewarded with:

- HOUSE POINTS
- Weekly Bronze, Silver and Gold certificates given in each class for those children with the most House Points
- Half termly 30 minutes 'Reward Time' for the winning House
- Achieving 10 Bronze / Silver / Gold certificates receives a Platinum certificate and reward with SLT
- Achieving 20 Bronze / Silver / Gold certificates receives a Governor certificate and reward with Headteacher
- At the end of the year, the winning House receives the House Cup and a reward afternoon

- Praise
- Teacher level rewards specific to class such as stickers, sharing good examples etc
- Headteacher / Deputy Headteachers Gold stickers
- Weekly certificates in Friday assembly
- Half termly Special Achievement Awards

The school may use one or more of the following consequences in response to unacceptable behaviour (see section 8 for the whole school approach to behaviour management):

- A verbal reprimand
- Expecting work to be completed at lunchtime
- Missing part or all of breaktime
- Reflection at lunchtime
- Referring the child to the Headteacher for some time out / to complete work
- Phone call home to parents / carers
- Putting a pupil 'on report' with defined behaviour targets

- Internal exclusion
- Suspension
- Permanent exclusion

8.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Referring the child to a senior member of staff
- Phone calls home to parents / carers

- Agreeing a behaviour contract
- Internal exclusion
- Suspension or permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to Early Help
  - Refer to children's social care
  - Report to the police

8.3 Off-site behaviour

Consequences may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child of our school

Consequences may also be applied where a child has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child or member of the public
- Could adversely affect the reputation of the school

8.4 Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the child who made the allegation is in need of support, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

9. BEHAVIOUR MANAGEMENT

The primary aim of the behaviour policy is to promote excellent relationships. Children, staff and parents / carers must work together with the common purpose of ensuring all children can reach their potential and

acquire the skills required to be successful in the next phase of their education. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the school's expectations for behaviour
- Develop a positive relationship with children, which may include:
  - Greeting children in the morning / at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Making reasonable adjustments for children with identified SEMH needs

9.1.1 Strategies used to re-engage children in positive behaviour:

Behaviour targets

These will be set and monitored by the class teacher in conjunction with the Headteacher and/or SENDCo. These targets can be displayed in class and updated with stickers as the target is met on a regular basis. Once achieved, the child will revert back to the whole school behaviour policy.

Involvement of outside agencies

In the event of persistent negative behaviours, the school may access one or more outside agency for support. Examples of such agencies include ISAT (Inclusion Support Advisory Teacher), Behaviour Consultant, Educational Psychologist. These agencies are accessed through a referral process, which involves the SENDCo.

9.1.2 Reporting negative behaviours – REFLECTION

If negative behaviour persists in the classroom or actions on the playground deemed inappropriate, these are recorded in the Reflection Log and the child must have time in Reflection at lunchtime.

If the behaviour is serious then this is recorded on a Behaviour Record, by the Headteacher or SLT, and parents / carers are informed.

Each half term, behaviour logs and records are monitored, classified and this is reported to governors through the Headteacher Report throughout the year.

9.1.3 Process of escalation

There are 5 levels within the escalation process, culminating in exclusion. The purpose of this process is to communicate clearly what will happen next if negative behaviours continue. Equally as important, all members of staff should use the process to de-escalate the situation thus helping the child to reengage in their learning.

The following responses to negative behaviours are appropriate. Other sanctions may be considered if the following are deemed inappropriate to a specific incident:

Stage 1 – Teacher sanctions

In the first instance, staff will usually give a child a verbal warning dependent on the seriousness of the event. Following a verbal warning(s), the child may have a class level sanction applied as appropriate to the behaviour. This may be increased incrementally at the teacher's discretion. Such consequences will only ever apply to the individual perpetrator(s). It should never be applied to the whole class as a blanket punishment for the poor behaviours of the minority. A range of appropriate methods of dealing with poor in-class behaviours might include:

- Reasoned explanation of why the behaviour is unacceptable followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.
- Child to assist in rectifying the problem they have caused.
- Developmental written comment on work.
- Work not finished due to poor behaviour choices to be completed in the child's own time.
- Child moved in class (possibly using a segregated work station in the classroom).

If low-level poor behaviour persists then the class teacher may deem it necessary to place a child in Reflection at lunchtime to reflect on their behaviour with the aid of a senior member of staff.
If the behaviour is preventing others from learning then the class teacher may deem it necessary to ask a child to be immediately removed from class (See Stage 3 below).

Stage 2 – Reflection / Report

If a child is placed in Reflection, this occurs at lunchtime in the library, 12.30 – 1.00pm, with a senior member of staff. The child is asked to reflect on their behaviour and discuss why it may have occurred and the effect it may have had on others. Strategies are discussed to try to prevent this occurring again. As these conversations are happening, the child completes a Reflection sheet. Time in Reflection is monitored and if a child has been in Reflection 3 times within a half term then parents / carers are informed and a child is placed on report for a minimum of one week.

When a child is on Report, there are targets to achieve. The report is per day, with each lesson, break time(s) and lunchtime in sections. The teacher / member of staff will tick / cross / face emoji for whether targets were achieved for that session and a comment is made. The Report is shown to the Headteacher / member of SLT at the end of the day before being taken home to share with parents / carers. Once the time frame for being on Report has been met, and the targets have been achieved, the child is removed off Report.

Stage 3 – Removal from Class

In the event of poor behaviours continuing in class, the class teacher will make a judgment on whether the child requires a period of time out. This will be completed outside the Headteacher's Office to allow the child to reflect upon their behaviour and its impact on teaching and learning in their class. The time spent outside the office depends upon the seriousness of the offense. However, this type of sanction would ordinarily only last for five / ten minutes or the remainder of the lesson when a discussion would take place to identify a plan of reintegration back into the child's class.

If a child is removed from class and has spent time reflecting with the Headteacher or Senior Leader then the child does not need to also spend time in Reflection unless the poor behaviour persists in the next session of learning).

Stage 4 – Headteacher / SLT Involvement

In the event of repeated poor behaviour or a single more serious offense, the Headteacher / Senior Leaders will be contacted. At this stage, parents / carers will usually be contacted by phone or ParentMail and invited to come into school and discuss the incident(s).

Individual behaviours which would be appropriate reasons for an intervention by SLT:

- Refusal to follow instructions from staff
- Fighting
- Verbal abuse to staff
- Assault of children or staff
- Violence towards other children or staff
- Wilful damage to school property

This list of behaviours is not exhaustive and staff are to use discretion and professional judgement when requesting intervention from a member SLT.

Stage 5 – Internal Exclusion

This is used as a precursor to, or prevention against, suspension. The child will complete learning in another class away from their peers. This would be for the rest of morning / afternoon or a morning / afternoon session or a whole day.

Stage 6 – Suspension or Permanent Exclusion

This is will be used as a last resort to ensure that children in school are able to access their learning fully in a safe manner and without disruption by others. Suspensions or permanent exclusions will be carried out in accordance with the Local Authority and will be used in only the most serious cases.
Information can be found at:
https://www.derbyshire.gov.uk/education/schools/exclusion/exclusions.aspx
https://www.gov.uk/government/publications/school-exclusion
https://www.gov.uk/government/publications/school-exclusions-guide-for-parents/a-guide-for-parents-on-school-behaviour-and-exclusion

9.1.4 Break and lunchtime behaviour

Staff are on duty at all times to deal with inappropriate behaviours. Suitable consequences for poor behaviour at playtime or lunchtime may include time out next to an adult, temporary removal of break time / lunchtime privileges (e.g. use of trim trail, playing on football pitch / playground) or Reflection. A more detailed list of negative behaviours and suggested responses is listed below:

Time out / Removal of privileges	Reflection / Report to SLT
• Unkind words and gestures • Rough play	• Persistent refusal to follow instructions • Fighting / violent behaviours

• Refusal to follow instructions • Inappropriate use of equipment • Use of inappropriate words	• Bullying behaviours • Derogatory comments or words pertaining to protected characteristics • Inappropriate language / Swearing • Hiding in unsafe areas • Wilful damage of play / sports equipment • Sexual inappropriateness or harassment • Possession of prohibited items

The list of behaviours is not exhaustive and staff are to use discretion and professional judgement when making a decision on issuing a consequence.

9.2 Physical restraint

Staff will only intervene physically to restrain a child if the child is in danger of hurting themselves, other people or damaging property. Any physical intervention will be in line with government guidelines on the restraint of children.

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents / carers

9.3 Confiscation

Any prohibited items (listed in Section 3) found in children's possession will be confiscated. These items will not be returned to children. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents / carers, if appropriate.

9.3.1 Searching pupils

Under direction form the Headteacher, searching and screening children is conducted in line with the DfE's latest guidance:
https://www.gov.uk/government/publications/searching-screening-and-confiscation

9.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The school's special educational needs co-ordinator will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents / carers to create the plan and review it on a regular basis.

9.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of support or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

10. PUPIL TRANSITION

To ensure a smooth transition to the next year, children have a transition session with their new teacher(s). In addition, teachers have a transition meeting. To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues will be transferred to relevant staff in school or the school a child is transferring to. Children may require enhance transition before attending our school or a new school.

11. TRAINING

Behaviour management will be discussed as part of staff induction and form part of continuing professional development.

12. MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the Headteacher on a regular basis and by Eureka Primary School's Governing Body annually. At each review, the policy will be approved by the Headteacher. The governors may review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.
The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the governing body annually.

13. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-bullying policy

- SEND policy
- Mental Health policy

Appendix 1: Written statement of Behaviour Principles

- Every child understands they have the right to feel safe, happy and comfortable, and learn free from the disruption of others.
- Children are supported to take responsibility for their actions.
- All children, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to children at all times.
- Rewards and consequences are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by children, staff and parents / carers.
- Suspensions and permanent exclusions will only be used as a last resort.
- Parents / carers are informed about behavioural incidents in order to work together to support the child.

The Governing Body also emphasises that violence or threatening behaviour by any adults will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body annually.