Behaviour for Learning Policy

Edinburgh Primary School

Agreed Governors: July 26
Next review date: July 28

Contents

1. **Introduction**
2. **Aims**
3. **Values, Rights and Responsibilities**
    - 3.1 EPS Values
    - 3.2 Our Responsibilities
    - 3.3 Our Rights
4. **Responding to Behaviour**
    - 4.1 Classroom Management
5. **Strategies to Support Consistently Good Behaviour**
6. **Safeguarding**
7. **Reasonable Force**
8. **Removal from the Classroom**
9. **Responding to Misbehaviour from Pupils with SEND**
    - 9.1 Understanding the Pupil's Needs
    - 9.2 Preventive and Supportive Approaches
    - 9.3 Escalation and Review
10. **Post-Sanction Support and Reintegration**
    - 10.1 Reflection and Learning
    - 10.2 Reintegration
    - 10.3 Ongoing Support
11. **Child on Child Abuse**
12. **Search and Confiscation**
13. **Recording and Monitoring Behaviour**
14. **Staff Training and Development**
    - 14.1 Ongoing Continuous Professional Development
    - 14.2 Accessing Support
15. **Related Documents**
16. **The 'Good to be Green' System**
    - 16.1 What This Looks Like
17. **Positive Learning Behaviours**
18. **Coping Strategies for Low Level Conflicts**
19. **Range of Sanctions for Lunchtime Provision**
    - 19.1 A Gentle Word
    - 19.2 Red Card
    - 19.3 MDA Guidance for Lunchtime Sanctions
    - 19.4 Promoting Positive Playtimes
20. **Quiet Zone**

1. Introduction

Positive social and learning behaviours are necessary to promote effective teaching and learning. It is essential that our behaviour systems help to create a well ordered, calm and respectful environment where children can grow in confidence, feel safe to express their opinions and have the opportunity to learn, achieve and be successful.
We have very high expectations concerning behaviour and aim to develop children's understanding of the impact of choices they make, whether positive or negative. We understand that behaviour is not automatically learned. Instead, **positive behaviours must be consistently modelled, explained, taught, supported and recognised**. If we desire children to behave in a particular way, we are responsible for making it clear to them how we want them to behave and make positive choices.

For our behaviour policy to work effectively all teaching and non-teaching staff, parents and governors need to be involved. It is intended that this policy is applied throughout the school and at all times, including lunchtime, extra-curricular activities and on school visits.

2. Aims

To give a clear set of rights and responsibilities for the use of all individuals, adults and children in the school, in order to promote a consistent and positive approach to behaviour with agreed expectations, outcomes and consequences.

To promote an ethos of expecting good behaviour.

To provide a positive learning environment for everyone. To ensure playtimes are safe and fair.

To foster mutual respect and awareness of each other's needs. To encourage good manners and kindness.

To ensure learning behaviours support teaching and learning.

3. Values, Rights and Responsibilities

EPS Values:

- **Confidence – to believe in ourselves and to make a positive contribution to our community**
- **Respect – for ourselves and others in all we say and do**
- **Positivity – to assume best intentions and to approach challenges with a "can do" mindset**
- **Resilience – to overcome obstacles and reach success**
- **Aspiration – to dream BIG and work hard in pursuit of goals**
- **Kindness – to help others and empathize with those experiencing challenges**

Our Values underpin all we do and say at Edinburgh Primary School. They are explicitly explored through assemblies and alongside British Values.

Our Rights

- Everyone has the right to be listened to and treated fairly. Everyone has the right to be valued as an individual.
- Everyone has the right not to be spoken to in a way that offends or upsets them. Everyone has the right to feel both physically and emotionally safe.
- Everyone has the right to expect politeness and respect from others. Everyone has the right to teach or to learn without disruption.

Our Responsibilities

- Everyone has the responsibility to show kindness, politeness and respect to others. Everyone has the responsibility to share fairly.
- (For example, the use of equipment, resources and space)
- Everyone has the responsibility to take care of the school environment and resources.
- Everyone has the responsibility to move around in a safe and sensible way, across settings, including:
- inside the school building.
- in the playground.
- Off site, when representing the school.
- Everyone has the responsibility to help others to learn.

4.Responding to Behaviour

Behaviour management is most effective when staff use clear routines, build strong relationships, and respond consistently.
Where appropriate and reasonable, adjustments may be made to ensure all pupils are able to meet behavioural expectations.

4.1 Classroom management

Teaching and support staff play a key role in shaping the culture of behaviour and learning within the school. Their actions set the standard for pupils and establish the climate in which learning takes place. Staff should adapt the following principles to fit the specific needs of the school community:

They are expected to:

- Foster a classroom environment that is engaging, orderly and supportive of learning.
- Share and reinforce behavioural expectations consistently.
- Build constructive relationships with pupils by, for example:
    - Welcoming pupils at the door and setting a positive tone for the lesson.
    - Embedding predictable routines that help pupils feel secure.
    - Conveying expectations through both verbal and non-verbal communication.
    - Recognising and celebrating positive behaviour.
    - End each day with encouragement and allowing pupils to begin the next day with a fresh start.
    - Apply agreed strategies to address minor disruptions effectively.
    - Make regular use of praise and positive reinforcement to motivate pupils.

5.Strategies to support consistently good behaviour.

Positive reinforcement is used to promote consistently good behaviour.

Praise and encouragement and calmness will be in evidence across the school. It is not acceptable for adults to shout at children.

Children need to be given clear, direct statements about their behaviour and know exactly what the consequences are.

Racist, sexist and homophobic behaviour should always be challenged and recorded. All incidents of this nature need to be reported to the HT.

It is important that low level disruption which interrupts children's learning, is addressed consistently across the school, (for example, children calling out in class).

Children must be properly supervised when missing playtimes with a suitable task to do. A child must never be given curriculum related work as a punishment e.g. being asked to do extra math's or a page of writing as a punishment.

It must be recognised that children misbehave for many different reasons and may need particular support from other professionals.
Therefore, it is important to talk about the behaviour rather than "label" the child.

There may be occasions when the most effective strategy is to ignore minor instances of attention seeking behaviour. This will usually be an agreed strategy for particular children. The rest of the class may also have the understanding that this is happening and why.

6.Safeguarding

The school understands that changes in a pupil's behaviour can sometimes signal underlying difficulties or safeguarding concerns. When behaviour issues arise, staff will reflect on whether they may indicate that a child is experiencing, or is at risk of, significant harm.
In such cases, staff will act in line with the school's child protection and safeguarding policy. This may involve providing pastoral support, initiating early help, or making a referral to children's social care if appropriate.
For full details, please see the school's child protection and safeguarding policy.

7.Reasonable force

The school follows the Department for Education guidance Restrictive interventions, including use of reasonable force, in schools.

Staff may use reasonable force where this is necessary and lawful. Any use of force must be reasonable and proportionate to the circumstances. Staff will use no more force than is necessary, for the least amount of time necessary.

Wherever reasonably possible, staff will seek to prevent situations escalating and will use appropriate preventative and de-escalation strategies before considering restrictive intervention.

In deciding whether and how to intervene, staff will take account of the individual pupil's circumstances, including their age and understanding, SEND, communication needs, medical conditions, mental health needs and any known vulnerabilities. The school will have regard to its duties under the Equality Act 2010, including the duty to make reasonable adjustments.

Where a pupil is known to present behaviours that may foreseeably require restrictive intervention, the school will consider whether an individual behaviour/support plan is required. Wherever appropriate, this will be developed with the pupil and their parents/carers and will identify preventative strategies, triggers, de-escalation approaches and agreed responses.

Significant incidents involving the use of force, and all incidents involving restraint or seclusion, will be recorded in writing as soon as practicable after the incident and, wherever possible, on the same day, in accordance with statutory requirements and the school's procedures. Records will include the information required by statutory guidance, including relevant information about the circumstances, why the intervention was considered necessary, the intervention used and any injuries or post-incident support required.

Parents/carers will be provided with the required information about the incident in writing as soon as practicable and, wherever possible, on the same day. Where informing a parent would be likely to result in serious harm to the pupil, the school will follow the alternative reporting requirements set out in the

statutory guidance.

Following an incident, the school will consider the physical and emotional wellbeing of everyone involved and whether any further support, review of the pupil's plan, safeguarding action or other intervention is required.

Any use of seclusion will be a safety measure rather than a disciplinary sanction and will only be used in accordance with DfE guidance and the school's procedures.

8.Removal from the Classroom

In situations of serious or persistent disruption, the school may temporarily remove a pupil from the classroom.

- Pupils who are removed will continue to access meaningful education, supervised by a member of staff, though this may differ from the normal class curriculum.
- Removal will only be used after other strategies have been tried, unless the behaviour is so severe that immediate action is necessary to ensure safety and order.

Removal may be used to:

- Restore calm where a pupil is being unreasonably disruptive.
- Protect the safety and wellbeing of others.
- Allow the pupil to continue learning in a managed setting.
- Provide the pupil with time and space to regain composure.

Pupils will not be kept out of lessons for extended periods without the Headteacher's approval. Reintegration will happen as soon as it is appropriate and safe, with tailored support put in place to help the pupil succeed back in class.

Parents/carers will be informed on the same day if a pupil is removed from lessons.

For pupils who are frequently removed, the school will explore alternative strategies, which may include:

- Meetings with learning mentors or pastoral staff.
- Support from teaching assistants.
- Behaviour report cards (short- or long-term).
- Structured behaviour support plans.
- A multi-agency assessment.

Every removal will be logged, including the reason for removal and any relevant contextual details (e.g. protected characteristics).

9.Responding to Misbehaviour from Pupils with SEND

The school recognises that some pupils with special educational needs or disabilities (SEND) may face additional challenges in meeting behavioural expectations. Staff will take these needs into account when applying the Behaviour Policy, ensuring that responses are fair, proportionate and inclusive.

9.1 Understanding the Pupil's Needs

Staff will consider whether misbehaviour is linked to underlying needs, such as communication difficulties, social interaction challenges, sensory processing differences, or mental health concerns.

Where patterns of behaviour suggest unmet needs, the SENDCo will be consulted and appropriate assessments arranged.

Adjustments will be made where reasonable to help pupils engage positively with school life.

9.2 Preventive and Supportive Approaches

To reduce the likelihood of behaviour issues arising, the school will:

- Ensure staff are trained in inclusive practice and de-escalation strategies.
- Make use of personalized approaches, such as adapted routines, visual timetables, or sensory breaks.
- Work closely with parents/carers and external professionals to put in place targeted support plans.

9.3 Escalation and Review

If a pupil is repeatedly struggling to meet expectations, the school will review existing support and consider whether additional provision is needed.

Multi-agency involvement may be sought where appropriate, including through early help assessments or an Education, Health and Care (EHC) needs assessment.

Where exclusion is being considered for a pupil with SEND, the school will consider whether appropriate provision and reasonable adjustments have been made, whether the pupil's SEND contributed to the behaviour, and whether additional support or intervention is appropriate, while recognising that serious or persistent breaches of the behaviour policy may nevertheless warrant suspension or permanent exclusion.

The purpose of any sanction is not only to address inappropriate behaviour, but also to help pupils learn how to make better choices in the future. After a sanction has been applied, the school will put in place strategies to support the pupil in understanding expectations and reintegrating successfully into the school community.

10. Post Sanction support and re-integration

10.1 Reflection and Learning

Pupils will be encouraged to reflect on their behaviour, its impact on others, and how they can make more positive choices.

Staff will use restorative conversations where appropriate, to help repair relationships and rebuild trust.

10.2 Reintegration

Where a pupil has been removed from lessons, attended a pupil support unit, been directed to alternative provision, or served a suspension, the school will provide a structured reintegration process. This may include:

- A re-entry meeting involving the pupil, parents/carers and relevant staff.
- Daily or regular check-ins with a pastoral lead or mentor to monitor progress and offer encouragement.
- The use of a report card or personalised behaviour goals to help track improvements and reinforce accountability.
- A graduated approach to reintegration, ensuring that the pupil feels supported and is set up to succeed back in the classroom.

10.3 Ongoing Support

Staff will identify whether additional interventions, such as counselling, targeted group work, or SEND support, are needed.

The school will monitor the effectiveness of any reintegration plan and adjust strategies where necessary. Success will be recognised and celebrated, reinforcing the pupil’s motivation to sustain positive behaviour.

11.Child on Child Abuse

Child on Child abuse falls under Red Card behavior but could warrant further actions being taken. The Safeguarding Policy, with references to KCSIE 2026, provides additional information.

12.Search and Confiscation

Some behaviours may require a 'Search and Confiscation' to take place in order to keep the school safe. Additional information can be found in the 'Search and Confiscation Policy'.

13.Recording and Monitoring Behaviour

Achievements (Silver and Gold) and significant or persistent behaviours (Yellow and Red) are recorded on the school's information management system (SIMS). In addition, Fixed Term exclusions, racist and bullying incidents are logged. The information is analysed regularly to identify trends or patterns and to help the school determine future action. Where concerning patterns of behaviour are apparent, parents will be contacted and are invited to work with the school to address and resolve the issues.

14.Staff Training and Development

14.1 Ongoing Continuous Professional Development

Behaviour management is embedded within the school's continuing professional development (CPD) programme.

Staff receive regular updates and refresher sessions on:

- The safe and proportionate use of restraint, where appropriate.
- Inclusive approaches to meeting the needs of pupils with SEND.
- The impact of trauma and mental health on behaviour, and strategies to support pupils effectively.
- Statutory guidance updates (e.g. DfE and KCSIE).

14.2 Accessing Support

Staff are encouraged to seek advice and coaching from senior leaders, the SENDCo, or pastoral leads where they feel they need additional support.

Peer learning is promoted through shared practice and professional dialogue.

15. Related Documents

- Safeguarding Policy
- SEND Policy
- Child on Child Abuse Policy
- Search and Confiscation Policy

16. The 'Good to be Green' system

The system is designed so:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Children who regularly adhere to the 'Rights and Responsibilities' are recognised and celebrated.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviour and learning behaviours.
- Teachers can be supported to develop effective behaviour management skills.

The system allows for the following:

- A consistent and fair approach that can be used by all staff.
- Whole class and individual reward system.
- Least intrusive approaches are used to manage behaviour.
- Teaching of specific behaviours and routines.

How it works:

- In the class there is a prominent 'Good to be Green' display.
- On this display, all children have a name wallet.
- Each day, children start in the Green z o n e; regardless of what colour they ended on the previous day.
- If children make positive impact individual choices they are celebrated by progressing to a Bronze, Silver and then Gold card.
- If children make negative impact individual choices they move to Blue, Yellow, then Red cards. Between each card stage, children are given at least one warning reminder.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards Green (and then towards Gold).
- Children need to be made aware that if they have moved to blue, yellow or red, then changing their behaviour will result in them moving back towards green. Children should not feel that once they have moved negatively, away from green, that they are 'stuck' at that colour.

Children aim to end each day on at least green but ideally higher. The zone they are on at ***end of the day*** determines further action e.g. Golden sticker, missing playtime etc.

What this looks like:

Colour	Behaviour	Outcome
	▪ Exceptional behaviour or effort. ▪ Significant achievement. ▪ Constituently displaying 'silver expectations.	Gold sticker Praise Pad certificate home. Name mentioned in newsletter (if appropriate). Recorded on SIMS by class teacher. End of term treat
	▪ Consistent politeness and positive learning behaviours. ▪ Consistently being a positive role model. ▪ Consistently demonstrating 'bronze behaviours' without adult prompts.	Praise Pad certificate home Recorded on SIMs by class teacher.
	▪ Demonstrating positive learning behaviours. ▪ Being polite/kind/caring/sharing/ selfless. ▪ Good manners. ▪ Good focus. ▪ Demonstrating good listening skills.	Sticker
	▪ Following the 'Good to be Green' expectations.	
(Non-verbal cues to be used first) Warning- the pupil is reminded of 'green behaviour'		
	▪ Low level disruption- speaking when an adult or another pupil is speaking. ▪ Not listening ▪ Disturbing others. ▪ Calling out. ▪ Walking around the classroom.	A blue card is put into the section of the 'Good to be Green' behaviour chart and the pupil is reminded of the expectations and that if this behaviour changes, they will return to green.
(Non-verbal cues to be used first) Warning- the pupil is reminded of 'green behaviour'		
	▪ Persistent 'blue behaviour'. ▪ Ignoring adults. ▪ Deliberately hurting the feelings of others. ▪ Answering back. ▪ Being unkind or rude to others.	Miss subsequent playtime in order to reflect. Time out in class
Warning- the pupil is reminded of 'green behaviour'		
	▪ Racism. ▪ Fighting/ violence (punching, kicking, biting etc.). ▪ Swearing directed at others. ▪ Persistent or serious lying. ▪ Deliberate destruction of property	Red phone call made by SLT. Lunchtime spent inside with a member of SLT in order to reflect.

Movement through the colour cards:

Children progress through the colour cards due to persistent positive or negative behaviours. If, however, behaviour is more extreme or serious, the child may be fast tracked directly to the appropriate colour. This particularly applies to moving between Blue, Yellow and Red. In this circumstance the consequence must be explained to the child to ensure they understand the reasons for this action and the consequence of their behaviour choice. Providing this explanation ensures that children understand the system is being applied *fairly*.

Teachers will explain to the child what they can do to make positive changes for the remainder of the day. Teachers constantly support children to make positive choices so that they can move back to Green, and beyond.

17. Positive learning behaviours:

Positive learning behaviours are those that are conducive to learning and help children fulfil their full potential. Some examples of positive learning behaviours are:

- Good listening (to adults and peers).
- Positive engagement in lessons.
- Being an 'active learner' rather than a 'passive learner'.
- Moving onto challenges and editing learning independently.
- Resilience when faced with challenges.
- Determination to succeed.
- Corporation with peers in order to support learning.
- Developing a reflective attitude as a learner.

18.Coping Strategies for Low Level Conflicts

Children will use 'The High Five' approach for dealing with low-level conflicts with their peers. This strategy provides simple steps a child can take to when faced with a low-level conflict such as an argument or a behaviour that is frustrating.

The steps to the 'High Five' are:

1. Ignore the behaviour
2. Talk in a Friendly way to the other child asking them to stop.
3. Walk away from the situation.
4. Talk firmly in a confident voice and let the other child you will report them to an adult if they don't stop.
5. Report the issue to an adult until it is resolved.

Children will be made aware that serious behaviours such as physical violence, bullying or bad language should be reported to an adult immediately and they should not follow steps 1-4.

Range of Sanctions for Lunchtime provision

On the playground we expect children to feel safe, play respectfully and take responsibility for one another's needs. However, there are times when things go wrong and on those occasions the MDAs and staff on duty employ the following strategies to help maintain positive behaviour on the playground.

A gentle word:

All of our MDAs receive termly INSET on how to proactively provide support for all the children on the playground. They have been trained to spot situations that look like they are escalating into a problem and to intervene

quickly by having a 'quiet word' with those involved to try and calm the situation down. Sometimes it may be important to ask a child to have some 'reflection' time away from the situation. In which case they will be asked to go and sit quietly in the quiet part of the playground so that they have time to calm down and to think about what they could do to positively affect the situation they find themselves in.

Red card:

This is given for very serious incidences by the Senior MDA and the child will immediately be taken off of the playground to ensure their safety and wellbeing as well as the safety and wellbeing of others.

The incident will then be referred to the DHT to discuss their behaviour who will decide on any further consequences in connection to it.

As part of the training they receive, all of the MDAs have been given a pocket-sized grid with examples of what different types of behaviours constitute what kind of responses. This ensures that there is a fair and consistent approach to dealing with behaviour when it occurs on the playground. These incidents will be relayed to the class teacher at the end of lunch.

MDA guidance for lunchtime Sanctions

Examples of times to offer a child a Reflection period
Saying inappropriate things to another a child or adult.
Playing rough games.
Taking objects from others and not giving them back.
Being unkind
Taking playground equipment of off someone without permission.

Examples of times when a Red Card may be issued on the playground:

- Violent conduct: kicking, punching, fighting
- Swearing at another person
- Shouting aggressively towards another person
- Trying to strike another person with a piece of equipment with intent to harm
- Deliberately attempting to destroy school property

Quiet Zone:

A dedicated area has been set aside in the playground to encourage children to come and sit quietly, read, draw or chat with their friends. It is out of the way of the hurly burly of the main playground and affords children opportunities to relax and reflect. The area has MDA support so children can talk with and read to them.