



Knowleswood
Primary School

Positive Behaviour Policy

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1. Policy Statement and Purpose

This policy supports our commitment to positive behaviour and should be read in conjunction with the following policies (available on the school website):

Anti Bullying
Equality Statement and Objectives
Health and Safety
Care and Control
Safeguarding and Child Protection
Special Educational Needs
Exclusions

This policy is underpinned by the following legislation and guidance:

Behaviour in Schools - Advice for Headteachers and School Staff
School suspensions and Permanent Exclusions
Searching, Screening and Confiscation - Advice for Schools (DFE)
Keeping Children Safe In Education 2025
Education Act (2002), as amended by Education Act (2011)
Education and Inspections Act (2006)
School Discipline [Pupil Exclusions and Reviews] – England – Regulations (2012)
Equality Act (2010, revised 2018)
Use of Reasonable Force (DFE) updated 2026

2. Aims

The Aims of this Policy:

1. To implement procedures for managing behaviour which are supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
2. To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
3. To provide a safe, nurturing environment that takes into consideration the life experiences and background of our pupils.
4. Through the School Curriculum, to teach moral values and attitudes, as well as knowledge and skills that promote responsible behaviour, self-discipline, self-respect, tolerance and respect for other people and property.
5. To provide a curriculum that exposes children to a wide variety of social contexts where different behaviour codes are required.
6. To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour, placing the emphasis on discipline rather than punishment.
7. To resolve incidents of behaviour with a relational and restorative approach as they occur, in the expectation of achieving an improvement in behaviour.
8. To promote the schools' Ethos

The school's values guide all work with children when dealing with behaviour management; the Vision, Mission and Aims of the school are included at the back of this policy.

In implementing this policy, we aim to encourage children to develop a positive approach to life. We strive to take account of community, family and cultural backgrounds of children in school and to be sensitive to them. Our approach to behaviour management is a two way process in which different viewpoints are considered and respected. Whilst certain behaviour may be deemed unacceptable, we know behaviour is communication and may be a sign of an unmet need.

The rationale for this policy is based upon an understanding of the importance of nurture principles and Restorative practice.

3. Developing Positive Behaviour

At Knowleswood Primary School, teachers teach good behaviour rather than criticise poor behaviour.

1. All adults model the courtesy, respect and behaviour codes expected of pupils at all times.
2. All adults model the behaviour they expect of pupils, for example not talking in assemblies, or maintaining high levels of organisation
3. All adults talk about behaviour explicitly e.g. prepare children by making it clear what is expected in different situations; admire examples of thoughtful or caring behaviour; help children to learn from one another.
4. All adults reinforce rules and systems rigorously so that the children learn to adopt safe practices.
5. Adults spend time discussing behaviour when things have gone wrong, resolving friendship differences working to develop children's understanding and sense of justice, forgiveness and reconciliation; so that children can learn from mistakes and cope with difficult situations positively
6. Adults spend time building meaningful relationships with children, so that learning takes place in an environment of trust, respect and confidence (Relational)

Adults at Knowleswood Primary School believe that children need the support of a scaffold around them in order to help them to assume appropriate behaviours, this includes strong relationships, routines, and a supportive environment. We believe that children need to be taught a wide range of skills in order to feel comfortable in all the situations. We believe that unwanted behaviour usually results from children being uncertain, anxious or unfamiliar of the expectations.

We have developed a range of contexts for teaching and supporting good behaviour:

- Inclusive curriculum – PSHE, My Happy Mind, circle time, reset routines etc.
- A whole school reward system (Marvellous Me, Learning Stars and whole class gold coins)
- Celebration Assemblies
- Pastoral team
- Teach learning behaviours and expectations
- Extra-curricular activities

Responsibilities of Adults in the school

- Adults must implement and model the Positive Behaviour Policy at all times- **CONSISTENCY is key**
- Adults must discuss *appropriate behaviour* with children in anticipation of the many different contexts that they are introduced to in school.
- Adults must recognise their duty to minimise the possibility of inappropriate behaviour by:
 - providing interesting, challenging and well-paced lessons that motivate and engage the interest of pupils with **adaptations** where needed
 - carefully organising their classrooms and reminding pupils re **learning behaviours**
 - supervising movement around school
- Adults must be in their assigned positions ready to supervise children properly.
- Exploit every opportunity to build children's self-esteem through direct and indirect praise
- Ensure all interactions with children are characterised by positive language, modelling the behaviour codes they expect from the children at all times.
- We have a no shouting policy. Raised voices are only used to indicate unsafe / emergency situations. A respectful change of tone may sometimes be necessary in certain circumstances, but adults must never present themselves as *out of control*, condescending or in danger of breaching the spirit of this policy.
- Through their actions and discussions with children, adults model forgiveness and reconciliation to resolve situations and provide learning experiences for the children.

4. Recognition

We recognise and celebrate positive attitudes, attainment and conduct. We have specific values for our children to focus on.

PRIDE

- Passion for learning
- Respectful
- Independence
- Determination
- Excellence

- A display board is in place in every classroom displaying behaviour expectations
- Marvellous Me is used to award badges/thumbs up for positive conduct
- Learning Stars are used to recognise positive learning behaviours and characteristics.
- Golden Coins are given for whole class recognition.
- Headteacher presentation awards are also nominated relating to our learning behaviours.
- Adapted visuals for pupils with SEND are provided (see appendix 1)

Learning Stars

In addition to Marvellous Me, children can earn **Learning Stars** for demonstrating positive learning behaviours. Learning Stars are tokens awarded for demonstrating effective learning:

- Achieving their learning targets
- Showing resilience with their learning and trying really hard to overcome difficulties
- Best work and excellent effort
- Good listening and excellent contributions
- Team work and collaboration (linked to learning)

Children collect Learning Stars over time as recognition of their dedication to their learning.

Children can then exchange these in our Learning Star Shop. This system reinforces the importance of consistent effort and positive learning behaviours. (See Appendix for visual prompt)



Whole Class Rewards

We believe that collective endeavours should be rewarded and recognised to encourage children to collaborate and share success.

Classes work together to earn gold coins for positive learning behaviours. Once 10 are earned, the class can vote on a reward. Rewards include events such as in class treats or extra playtimes.

Individual Rewards

We also believe that exceptional individual achievement should be celebrated. To ensure that pupils who consistently apply themselves well to their learning are recognised and rewarded, the following rewards apply: **Marvellous Me 'Thumbs up' are given for being kind, good manners and good behaviour.**

Threshold	Reward
Achieving 20 Marvellous Me points	Bronze award
Achieving 50 Marvellous Me points	Sliver award
Achieving 100 Marvellous Me points	Gold award

Learning Champion certificates are given out in celebration assembly each week with a focus on our school values.

Headteacher presentation awards are nominated each week focusing on excellence in presentation.

6. Strategies, Expectations and Consequences

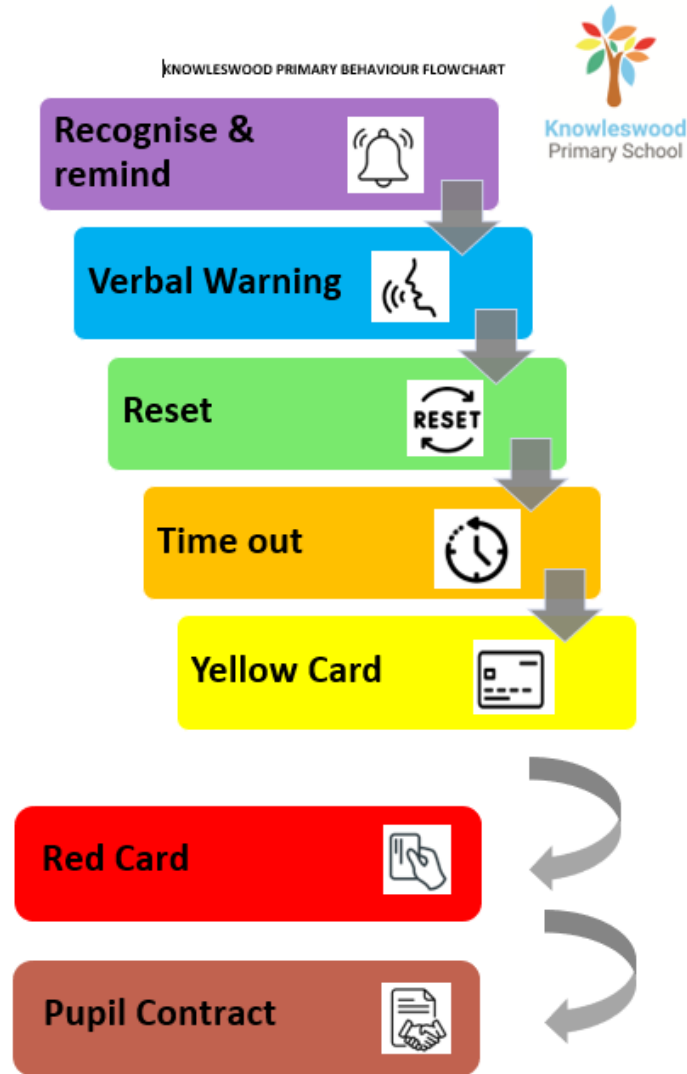
The adults at Knowleswood Primary School do not let things pass; every incident or example of less than our best is tackled in some way. We believe that tackling small actions consistently reinforces the messages about good behaviour to children.

In all disciplinary actions, it is essential that the child knows that it is the behaviour which is unacceptable, not the child as a person.

We aim to be consistent and insistent:

- Expectations are clear, taught explicitly to the pupils across school and supported by clear symbols.

- Flow charts are displayed in classrooms and in key areas around school.



Immediate RED CARD: fighting, damage to property, racism, homophobia

Immediate YELLOW CARD: swearing, refusal

Some behaviours are recorded on **CPOMS** to ensure we can accurately track and monitor:

Persistent disruption	When a child continues to disrupt or stop learning of other children in the classroom for a significant length of time, despite behaviour flowchart being followed to the highest level.
Physical violence	Intentionally causing harm or injury to someone through physical force. This maybe involving one child hurting another or a physical altercation between multiple pupils.
Persistent refusal	If refusal lasts for an extended amount of time
Absconding (including within the school)	Leaving/attempting to leave site
Destruction of learning environment	This can involve damage to property and also includes the destruction of a learning environment/lesson where damage doesn't occur but behaviour prevents learning from taking place
Bullying	When someone repeatedly and on purpose tries to hurt, scare, or control another person, often using their power to make someone feel bad through mean words, actions (hitting, pushing),

	rumours, exclusion, or online messages, taking away their right to feel safe and happy at school or online
Racism	Treating someone unfairly or making them feel bad because of their skin colour, culture, language, or where their family comes from
Disability discrimination	Treated unfairly (less favourably) or subjected to unwanted conduct (harassment) by another child due to their disability
Sexist attitudes/sexist behaviour	Sexist attitudes are the thoughts or beliefs that one gender is better or "normal," and others are not. These are often rooted in stereotypes. Sexist behaviours are the actions that come from these unfair attitudes. They can be obvious or subtle and make others feel bad, unsafe, or disrespected.
Homophobia	Homophobic behaviour is any conduct, language, or expression of negative attitudes, prejudice, or aversion directed at people who are, or are perceived to be lesbian or gay
Biphobia	Biphobic behaviour involves a range of negative attitudes, prejudice, and discrimination directed at people who are bisexual or perceived to be so.
Transphobia	Transphobic behaviour involves prejudice, dislike, or discrimination against transgender or those who are perceived to be transgender
Sexual harassment	Any unwanted behaviour or comment of a sexual nature that makes them feel scared, humiliated, or uncomfortable
Sexual violence	Any deliberate, unwanted act of a sexual nature—whether completed or attempted, physical or non-contact, online or offline—that involves forcing, enticing, or manipulating a child into sexual activities for the gratification or advantage of the perpetrator or an observer.

Behaviour cards:

Yellow cards

Card issued as per the behaviour policy- issued for one week as standard.

Parents to be informed on the same day by the class teacher.

If no further incidents then the card finishes on day 5.

If there are further incidents the card escalates to a red card and parents are informed.

Teachers will give regular feedback to parents throughout the five days and will always call at the end of the five days.

Targets and minimum expectations to be set with teacher and child at the point of issue. This will be personalised to the child.

Red Cards

Red Behaviour Cards are issued by SLT for more serious breaches of the classroom or playground behaviour policy, or for more severe breaches where it is deemed appropriate, in liaison with the Headteacher.

It would be expected that pupils would have been involved in a serious incident or they have been involved in a series of incidents over time, before a Red Card is considered.

A Red Card is the highest level of monitored intervention available and there are daily consequences on this card:

- Playtimes and Lunchtimes are used for reflection or restorative actions away from the pupil's peers
- Pupils do not participate in extra-curricular activities, or out of school activities, until their behaviour is safe

Parents must be informed. Teachers will give regular feedback to parents throughout the five days and will always call at the end of the five days.

Targets and minimum expectations to be set with Senior Leader and child at the point of issue. This will be personalised to the child.

Behaviour contracts

If a child has more than 2 red cards in a half term this will result in the need for a behaviour contract, This is a formal contract which parents need to sign.

Parents will be invited to attend a meeting with a member of SLT where a behaviour contract will be issues alongside a pupil version.

7. Expectations at Knowleswood




Expectations are taught consistently across all year groups using our standards of :

- Learning behaviours
- Excellent walking
- Excellent Lunchtimes
- Excellent Playtimes

OUR LEARNING BEHAVIOURS

	Excellent sitting
	Excellent listening
	Excellent presentation

OUR LUNCHTIME BEHAVIOURS

	Excellent lining up
	Excellent manners
	Excellent tidying

OUR WALKING BEHAVIOURS

	Excellent walking
	Facing the front
	Single file LHS
	Voices off
	Walking feet

Alongside these are the expectations that:

- All members of the school community should respect one another.
- All children should respect, their teachers and other adults.
- Everyone is well-behaved, well-mannered and attentive.
- All children should show kindness and respect towards their fellow pupils.
- We should all respect our own and other people's property and take care of books, equipment and our school environment.
- We wear school uniform every day and PE kit on identified days.
- We are punctual.
- We do not accept any form of discrimination towards the Protective Characteristics (Equality Act 2020)
- We do not accept physical violence nor in retaliation.

8. Expectations outside of School

We expect our whole school community to exemplify our values, and we praise and celebrate positive dispositions, attitudes, contributions and achievement beyond the school. We equally hold each other to our values at all times and expect all stakeholders to always model our values within and beyond the school day.

When pupils' behaviour does not meet our high standards, we address this through a relational approach that emphasises respect, adherence to policy, and engagement with parents. Poor behaviour online, within the community, or acts that may bring school into disrepute, may be addressed within school, and may be addressed within this policy, at the discretion of the Head Teacher.

NB. The Department of Education's publication 'Behaviour and Discipline in schools - Advice for headteachers and school staff' (January 2016) states that teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" page 9.

9. Further Intervention and Support

We understand that behaviour is communication and that some children may have a special education need. Where a pupil's behaviour causes ongoing concern, a referral will be made by the class teacher to the SENDCo. This may lead to the need for action within the schools SEND Policy. This might include:

- Referral to other services - in discussion with parents
- Development of a Behaviour Support Plan
- Introduction of a Risk Assessment - where the child or others may be at risk
- Internal assessment of need

The SENDCo, in collaboration with SLT and the DSL, will review behaviour weekly, half-termly, termly and annually for patterns and will act on these as they arise.

10. Child on Child Abuse

Knowleswood is committed to ensuring a climate of safety for all students by challenging inappropriate behaviour between peers. We have a zero-tolerance approach of all forms of child-on-child abuse including (but not limited to):

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and / or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and / or encourages physical abuse)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi-nude images and / or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation / hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where there are any reports of child-on-child abuse, including sexual violence and sexual harassment, we will follow the guidance set out in Keeping Children Safe in Education 2025. The school maintains a zero-tolerance approach to all forms of child-on-child abuse and always maintain the attitude, 'It could happen here.' We will always take any reports or disclosures seriously. Any sanctions for child-on-child abuse will be proportionate, considered, supportive and will be decided on a case by case basis. Sanctions could include managing the incident internally, referring to Early Help, referring to Children's Social Care or reporting the incident to the police. Serious incidents could result in permanent exclusion. The school will not tolerate behaviour of this nature, whilst also not demonising anyone – we will support and listen to all the pupils involved. The alleged perpetrator(s) will be offered support so that they can change their behaviour.

For more information on how we deal with child-on-child abuse please see:

Anti Bullying Policy

Safeguarding and Child Protection Policy

Keeping Children Safe in Education 2025

Suspensions and Exclusions Policy

11. Suspensions

Where a serious or severe behaviour incident occurs, we may choose to issue an internal exclusion or suspension - this may include, but is not limited to violence, racism, bullying and/or other unacceptable behaviours.

Where pupils are internally excluded, parents will be informed by telephone. Pupils will work away from their peers for a maximum of one day.

Where pupils are suspended from school, parents will be informed in writing, work will be sent home and a reintegration meeting will be held on the first day after the suspension. Where it is deemed appropriate, a **RED CARD** may be issued for up to five days following the suspension to support and encourage more positive behaviour.

Further information on suspensions can be found in the Suspensions and Exclusion policy on the school website.

12. Permanent Exclusion

Permanent exclusion is a last resort. A Headteacher may decide to permanently exclude a student for persistent disruptive behaviour, where despite the school's best effort, a student's behaviour continues to breach the school's behaviour policy. A permanent exclusion could also be the consequence for a first, 'one off' incident, based on the severity of the behaviour. One off incidents may include, but is not limited to:

- Persistent breaches of the school's behaviour policy and expectations
- Serious violence, actual or threatened, against a pupil or member of staff
- Bringing onto school premises or being found in possession of anything that constitutes an offensive weapon or illegal substance
- Bullying/cyberbullying or other harmful online behaviour
- Bringing 'outsiders' onto school property in order to threaten or create conflict
- Sexually inappropriate behaviour, sexual abuse or assault
- Threatening others – physical or verbal
- Cursing or inappropriate gestures – particularly towards an adult
- Deliberate involvement in or instigation of conflict
- Persistent verbal aggressiveness towards peers or adults
- Persistent wilful disobedience or serious disrespect to adults
- Stealing
- Knowingly possessing stolen property
- Vandalism and destruction of property
- Consistently disrupting learning
- Playing with fire alarms or extinguishers
- Smoking (including shisha pens or e-cigarettes/"Vapes") or drinking alcohol, or using or distributing drugs or other illegal substances
- Cheating in a test or exam
- Wearing, displaying or drawing graffiti 'gang' affiliated items and phrases
- Any other one-off incident/action considered by the Headteacher to be exceptionally serious

Further information on permanent exclusions can be found in the Suspensions and Exclusion policy.

13. Searching, Screening and Confiscation

The Headteacher has statutory power to search pupils and possessions if there are reasonable grounds to suspect pupils have prohibited items. Searches may also be carried out by members of staff and contractors authorised by the Headteacher. All authorised staff will be up to date with screening and searching procedures as laid out in government guidance. When conducting searches, the Headteacher will consider the age and ability of students and make reasonable adjustments where necessary. Where possible, searches will be conducted with the student present and away from other students (unless there is reason to believe that significant harm could happen if we wait).

The school can search a student for any item with their consent and in their presence (e.g. turning out pockets / looking in bags). Staff have the power to search (without consent) if they have reason to believe a student possesses any of the following items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- cigarettes
- e-cigarettes
- lighters and matches

- 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

Wherever possible, searches will be carried out by two authorised members of staff, or contractor by staff members of the same gender as the student, and with the student present as a witness. Searches that require physical contact or use of force will always be a last resort. Where the risk is considered significant, they will be conducted by a trained member of staff of the same sex as the pupil, or, if possible, and preferably, by a family member. If this is not possible (due to urgency of the situation) searches will be conducted by a permanent member of staff, with the appropriate training, of the same sex and an appropriate adult (of the same sex). In all cases, only outer clothing will be searched (pockets, bags, shoes etc). No member of the school community will conduct a search that reveals a student's underwear or skin (beyond shirt sleeves).

Staff will confiscate and retain a student's property if it is a banned item or any item being used to cause harm to self or others, damage to property, or disruption to the maintaining of a purposeful learning environment. For any confiscated item that is not deemed to be dangerous or potentially / known to be illegal, the confiscating staff member is required to make a proportionate and fair decision about what happens next with the item, for example:

- returning the item to the student at the end of that lesson
- returning the item to the student at the end of that day
- escalating the issue to a member of the year team / senior leadership team
- discussing with the student's family about how best to return or dispose of the item

Retention of, damage to or disposal of a student's personal property should not be used as a sanction and confiscation, including how the confiscation is followed up, should only be used to ensure the maintenance of a safe and purposeful learning environment.

Mobile Phones / Devices

Mobile phones should not be brought to school. If there is a need for a child to bring a phone to school, the device should be given to the Class Teacher on arrival and collected at the end of the school day.

Children will not be allowed to access their phone during the school day.

Phones will be stored in a locked drawer or cupboard by the class teacher.

Further guidance can be found in the **Mobile Phone Policy**

Screening

- If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not let the student in, the student's absence will be treated as unauthorised. The student should comply with the rules and attend.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The academy follows all DfE guidance for searching, screening and confiscation which can be found here:

[Searching, Screening and Confiscation - Advice for Schools](#)

And also DFE guidance for the use of reasonable force which can be found here:

[Use of Reasonable Force](#)

Please also see the **Care and Control Policy** for the use of reasonable force.

14. Recording

CPOMs Serious Behaviour and Safeguarding Incident Records

CPOMs is used to log safeguarding concerns and actions. I

n addition to this, serious and severe behaviours are also logged (as described in Section 6), which allows the safeguarding team and SLT to triangulate all information that may indicate a child is at risk. This holistic approach ensures that patterns of behaviour and safeguarding signals are identified promptly, enabling effective intervention and support for those who need it most.

Appendix 1 - Visuals for SEND learners and example scripts for each stage (double side these for lanyards etc)



Verbal warning



Recognise and remind



Reset

Verbal warning

"I have noticed that you were.. (*name behaviour*) and reminded you that that behaviour (*name the impact*)."

"I notice that that behaviour hasn't stopped. This is your warning to stop (*name behaviour*) so others.. (*can learn/are safe etc*)."

Recognise and remind

"I have noticed that you are.. (*name behaviour*)"

"That behaviour is not OK because it is.. (*disrupting learning / unsafe, causing someone to be upset etc*)"

"This is your reminder that, at Knowleswood, we expect everyone to behave in a way that helps themselves and others learn and be safe."

"Is there anything I can help you with you with? Do you need some support with the task / a drink / the toilet etc?"

Reset

"I notice that the behaviour I reminded and warned you about hasn't stopped. I can see that you might need to stop, regulate and reset. I would like you to.. (*go to another table / place, go to the reset corner, use a fidget, go for a walk to the toilet, have a drink, have a brain break, do a sensory circuit etc*) for.. minutes to give yourself a chance to reset and start again."

"If, after the reset, the behaviour continues, you will be asked to take some time out in another room."

"I am hoping a reset works because I am really looking forward to having you join in and share your great ideas in a few minutes when you are more ready to learn."

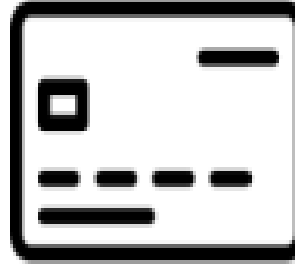


Time out 1

"I have explained how the behaviour we spoke about was..(impact) and have offered help and the opportunity to reset. The behaviour is still continuing so I would like you to go to ... for ...minutes."

"When the timer has finished, you can come back to your seat and I/TA will check in with you, as soon as we can, you may have to wait as the lesson will be continuing."

"I expect you to come back in quietly and showing expected behaviour."



Behaviour Card

This behaviour means that you will need to have a behaviour card for a week.

You have not had a card before so it will be a yellow card.

You have had a card before so this time it will be a red card.

You will have a red card because