

Behaviour and Discipline
Whole School including EYFS
Reviewed and Revised November 2025

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Policy statement

Within St Ives School the behaviour policy and code are based on shared standards and values. We expect children to be polite, co-operative and considerate of others. Staff are committed to creating a school environment where these qualities are seen to be important and are positively encouraged. Children, parents and adults take a shared responsibility in encouraging these values.

It is the aim of the department to provide an environment of positive working relationships which maximises skills and abilities. We further aim to create a relaxed yet orderly and industrious climate in which effective learning and play can take place. All staff set a good example of behaviour to children, and we believe in mutual respect and that children should learn the difference between right and wrong.

St Ives School is committed to rewarding good behaviour as well as using appropriate sanctions where behaviour falls short of the high standards expected. The aim of this policy is to promote good behaviour and not simply set out the sanctions for misbehaviour.

St Ives School is fully committed to ensuring that the application of this policy is non- discriminatory, in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

St Ives School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the main school office and should be read in conjunction with the school's policies on Physical Restraint, Admissions and Exclusions, Anti-Bullying and RSE.

This document is reviewed annually by the Head, or as events or legislation change requires. The next scheduled date for review is November 2026.

Key personnel

The Head (Kay Goldsworthy) has overall responsibility for behaviour management within the whole school, including the EYFS setting.

On a day-to-day basis behaviour management is co-ordinated by Lucy Tapp (EYFS), Jenny Duggin (KS1) and Rachel Parker (KS2).

School values

The whole school has adopted a set of values that the children and staff are expected to abide by:

- We treat others the way we like to be treated
- We always forgive others
- We share our things with each other
- We are honest
- We are polite

- We listen to each other
- We are kind and helpful
- We do our best to be our best

Self esteem

Children feel valued and consequently behave when:

- A positive approach is taken and good behaviour acknowledged
- Their work is valued and displayed
- Success is relevant to the child's achievement and not comparative to others
- They are helped to have realistic expectations of themselves and others
- They are given trust and responsibility
- They share the success of others
- Adults have high expectations of them
- School and parents work together

What is good behaviour?

Good behaviour is demonstrated by:

- Being polite and well-mannered throughout the day
- Taking responsibility for one's own actions both in school and during off-site activities
- Moving sensibly around the school and showing consideration for others
- Having respect for other people and their property
- Showing non-tolerance of bullying and supporting others
- Always doing one's best in all work and in the way to behave
- Always telling the truth and responding appropriately to constructive criticism

Ways to encourage good behaviour

We encourage good and responsible behaviour in the school by:

- Giving verbal praise
- Giving Head Teacher's Commendation for good work
- Giving Feathers for kind actions, thoughts and deeds (displayed at assembly on a Monday)
- Using a Privilege Time system in the Pre-Prep whereby good behaviour is rewarded
- Work is praised in assemblies, class and parents' assembly
- Star Pupil award given in Friday Assembly weekly
- Player of the Match awarded after sports fixtures.
- Colours awarded termly.

- Learning Power Awards presented termly.
- House points and house point certificates are frequently awarded.
- Classes may choose positive incentives – such as kindness pompoms in jar.
- Awards at Prize Day

Example is important, and discipline should not be left to others; all staff need to be actively involved in promoting good behaviour and ensuring that any unacceptable behaviour is addressed. To ensure this, all staff (including volunteers) are made aware of the school's Behaviour and Discipline policy upon induction.

Circle Time/PSHE

All children in the school take part in PSHE as well as occasional Circle Time in their forms. Issues relevant to the children are discussed at these times. Staff will encourage children to speak but no-one will be forced to.

Additionally, Wellbeing drop-ins are available to all KS2 children every week.

Please refer to the PSHE/RSE Scheme of Work for further information

Break and Lunchtime arrangements

All teachers encourage the children to behave appropriately during the lunch time and reinforce the school values. Children who are not considered to be behaving will be referred to their class teacher and those who do behave will be praised. Children are expected to behave appropriately when at play both in and out of the classroom. The Behaviour Policy applies to behaviour both in and out of the classroom.

Any persistent unkindness that is occurring in the playground will be dealt with by form tutors. If necessary, this will escalate in the appropriate way (Form tutor -> Pre-Prep Co-Ordinator/Prep Co-Ordinator -> Deputy Head -> Headteacher)

Pastoral care

The members of staff (including a representative from the Nursery) meet once a week to discuss any individual cases causing concern. All matters are recorded, and copies of the minutes are circulated to relevant members of staff throughout the school pointing them to the iSAMS secure system where full details are recorded. Any child protection issues should be raised directly with the school's Designated Safeguarding Leads (Kay Goldsworthy/Jade Vaus/Nicola Smith) who will take the appropriate action directly. They are not for discussion at Pastoral meetings.

Bullying

We are committed to providing a caring environment, free from any threat or fear, for all people within school so that learning and play can take place in a secure atmosphere. Racism or bullying of any kind is unacceptable at St Ives. If bullying does occur, those who are aware of it should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a member of staff as soon as possible. The member of staff will refer the incident to the form teacher or Head. The investigations of incidents will involve interviewing all concerned and as many witnesses as possible. A record will be made at the department pastoral meeting / on the Bullying Log, and parents of those involved informed.

We consider bullying to include:

- Physical: pushing, kicking, hitting, punching or any use of violence.
- Verbal: name-calling or teasing
- Emotional: exclusion, tormenting or being unfriendly
- Racist/sexist: racial taunts, exclusion, name calling.

Please refer to the school's Anti Bullying policy for further details and examples of bullying.

All bullying is unacceptable, regardless of how it is delivered, or the excuses given to justify it. St Ives recognises the detrimental effect of bullying on both victims and perpetrators and will work actively to minimise the risks. All staff understand that victims of bullying need to be treated in a supportive manner.

Physical restraint

As per section 548(5) of the Education Act 1996 physical intervention is allowed in the following circumstances: Where there is an immediate danger of personal injury to or immediate danger to the property of a person including the student themselves.

We recognise that there may be occasions when it is appropriate, or necessary, to control or restrict a pupil. Members of staff, including those in the EYFS, may use reasonable force to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The decision on whether to intervene physically or not is down to the professional judgement of the member of staff. If force is used, it should be the minimum required for the incident and could include passive physical contact such as standing between pupils or blocking their path; leading a pupil by the hand or arm; ushering a pupil away by placing a hand on the centre of the back. Staff should always avoid touching or restraining a child in a way that could be interpreted as sexually inappropriate conduct. All incidents where force is used should be advised as soon as possible to Kay Goldsworthy (Head) or Nicola Smith (Deputy Head) by the member of staff involved and any other witnesses. Where appropriate they will be asked to make a written report, and the parents will be contacted the same day or as soon as reasonably practicable to inform them of the situation. The Head will review the incident and decide if it warrants further disciplinary action. (See Physical Restraint Policy)

This statement should be cross referenced with the school's Physical Restraint Policy.

St Ives School does not permit the use or threat of corporal punishment during any activity whether on or off the school premises. This prohibition applies to all members of staff including all those acting in Loco Parentis.

Early Years positive behaviour procedure

This procedure is to ensure that all staff within the Early Years are working together to support the development of good social skills and behaviour.

Aims

- To encourage a positive environment in which achievements are rewarded and valued.

- To develop an atmosphere in which all are valued and are encouraged to care about each other.
- To develop positive self-esteem and emotional wellbeing.
- To promote good behaviour and create a calm and friendly learning environment for everyone.
- To develop good social skills for future life and learning.
- To encourage the children to resolve their own conflicts in an appropriate way.

We the staff will:

- Set clear expectations for behaviour.
- Ensure that all adults working with the children are aware of our behaviour procedures and the strategies we adopt.
- Ensure that all rewards and sanctions are used fairly and consistently across the Early Years.
- Encourage the children to accept responsibility for their behaviour and develop empathy with others
- Encourage good manners and social skills.

Promoting positive behaviour:

In line with the school policy, we will promote good behaviour through positive praise and encouragement. We will inform all parents, children and staff of our expectations for behaviour.

EYFS Golden rules:

We are honest

We are polite

We are kind and helpful

We look after our things

We listen

We work hard and try our best

All parents, children and staff will be given a copy of the 'golden rules' to learn and reflect upon. The golden rules will be displayed within the classrooms and regularly referred to.

When staff are praising and rewarding children's good behaviour this will be directly linked to the golden rules. E.g. "Well done, Laura, for sharing those bricks, you are really trying to be kind and helpful."

Classroom management:

- Good manners are encouraged at all times. Everyone will be encouraged to say please and thank you.

Adults will model these expectations and remind those who forget.

- In whole class situations the children will be expected to listen to the ideas of others.
- All children will be aware of the golden rules and what they need to do in order to follow them.

Rewards and Addressing Misbehaviour within EYFS

The children will be rewarded for following the golden rules through directed verbal praise which makes it clear what the adult is pleased about “You are sitting beautifully and listening to others”, as well as a sticker linked to the golden rules, or the pupil of the week award for those children in Reception.

Minor inappropriate behaviour will be strategically ignored. Therefore, not giving it attention. Instead, children doing the right thing will be clearly praised to encourage the child to do the right thing. We do not use the term naughty or bad when referring to a child. The behaviour is wrong and should be addressed specifically. The behaviour is addressed by relating it back to the golden rules. Children within the Early Years are learning about self-regulation, managing their feelings and accepting the needs and feelings of others. Therefore, our procedures will support them to do this. Children will be made aware that they choose the way that they behave and that misbehaviour has consequences.

Children will be encouraged and supported to manage their own behaviour and resolve their own disagreements appropriately. Adults will encourage them to think about their actions and the feelings of the others involved. They will also be encouraged to think about how they can make the other child/ren feel better.

Inappropriate behaviour:

When a child misbehaves an adult will intervene and take the child through this process:

- The child will be encouraged to think about their behaviour. Inappropriate behaviour will be related to the golden rules. The child will be reminded what will happen if the behaviour continues.
- If the behaviour is repeated the child will be removed from the situation and encouraged to choose somewhere else.
- If the behaviour is repeated again the child will be removed from the situation and given time to think about how they are behaving. The golden rules will be used to remind them about how they should behave.
- If another child is hurt or upset by the behaviour the child will be shown that the child is upset or hurt and asked how they can make the child feel better (if necessary examples could be given “When someone makes me sad it makes me feel better if they.....say sorry, give me a hug, play with me, make me a card/picture etc.)

We will work towards the children being able to resolve minor disagreements with minimal support from adults.

Resolving conflict:

We aim to enable children to resolve conflicts appropriately with minimal support. Adults will support children to resolve disputes by:

- Give each child a chance to express their view of events.
- Clarify the position of each child and ensure that you have understood the situation.
- Ask the children how the conflict could be resolved (at an appropriate level for their understanding, discuss the options with the children).
- Encourage the children to part on good terms and ensure that both parties are satisfied with the result.

The adult talking to the child should place themselves at the same level as the children and use language that is appropriate for the age/level of development of the child.

Persistent or severe misbehaviour

Parents will be informed if a child persistently misbehaves so that the appropriate behaviour can be reinforced at home and school. Behaviour will be recorded using ABC charts so that staff can try to identify situations or events leading up to the behaviour. This also enables staff to log how situations are dealt with so that we can identify strategies that work for the child.

Severe misbehaviour will result in the child being removed from the situation immediately and given time out to calm down.

Parents and staff will work together through meetings to discuss the behaviour and how best to support the child. A diary of incidents will be kept for children who persistently misbehave. Where necessary additional support will be obtained from the SENCO or the Early Years Advisory team at the LEA.

Year 1 & 2 Behaviour Procedure

Over the course of each week, behaviour and organisation are monitored in Pre-prep using the Jewel Chart system. If children behave inappropriately or do not have the things required for school that day, they are given a clear warning that a jewel will be removed from the class jewel chart if the same thing happens again. If the same thing does happen again, the jewel is removed and they lose one minute of Privilege Time.

Privilege Time lasts at least 20 minutes each week and is essentially 'reward' time for the expected good behaviour that we anticipate within Pre-prep. It is NOT break time. Privilege Time should not be used to finish off outstanding work or hear readers. It is a time purely for the children's own choice of activities.

Jewels are lost for two main reasons:

- They behave inappropriately. This means that they break one of the rules in our school Code of Conduct, are unkind, or are disruptive in class.
- They do not have the correct equipment, kit or homework for the day. This could include PE shorts, reading record, water bottle, coat, maths homework, etc.

Warnings will be given before a jewel is removed, except in the case of serious breaches of discipline (e.g. physically hurting another child), in which case it will be removed immediately.

For lost kit, a warning is given and the missing kit/equipment/homework is noted on a record kept by the teacher. If the same thing is missing a second time that academic year, the jewel is removed.

For inappropriate behaviour, a verbal warning is given and if the same thing happens again that day, a jewel is removed. Specialist staff should communicate with form tutors about this, letting them know if any warnings are given.

No more than one warning or one minute can be incurred for each misdemeanour. However, repeated bad behaviour can result in the loss of additional minutes.

Children who have lost minutes sit quietly in the lobby outside the classroom (door open), reflecting on why they lost the jewel(s) and productively thinking about how they might avoid this going forward.

Minutes lost are carefully timed so that the children can see the time. Immediately that their time has passed, they should be allowed to join in with their chosen activity.

Prep Behaviour Procedure (Y3-6)

To encourage positive behaviour in school we use a 'reminders' system which compliments the code of conduct that all pupils sign. This applies to Prep pupils only (Years 3-6).

A reminder could be issued for the following 6 reasons:

1. Being late to class or registration
2. Missing or damaging equipment e.g. a book, or pencil case
3. Missing homework
4. Not having a reading book or reading record
5. Not having the correct uniform, this includes PE kit
6. Disruption e.g. calling out in class, not moving around the school in a safe and sensible manner
7. Unkind behaviour

All children will receive a warning prior to receiving a reminder. This will be voiced to the pupil in an explicit manner. If this behaviour happens again, the child will receive a reminder, and this will be noted down in their homework diary. In cases of serious breaches of discipline, a reminder may be given without a prior verbal warning. If a pupil receives three reminders over one half term, they will miss a break and must spend it with either Mrs Parker (Prep) or Mrs Duggin (Pre-Prep). This will be used as an opportunity for the child to think of ways to ensure the behaviour doesn't continue and come up with strategies to help this.

If appropriate, children could be asked to complete any work that has not been completed in a lesson during breaktime. This would not apply if the child is absent due to illness or at a music lesson.

Serious Breaches of Discipline

Serious breaches of discipline are recorded on a Sanctions Log. Examples of serious breaches of discipline include:

- Aggressive or violent behaviour
- Racism
- Severe or persistent bullying, including cyber-bullying
- Theft
- Malicious behaviour, including malicious allegations brought against members of staff
- Sustained disruption in lessons
- Unauthorised leave during school hours

- Any deliberate actions likely to endanger others
- Any deliberate actions likely to bring the school into disrepute

The record includes the pupil's name, Year Group, the date of the offence, the nature of the offence, the sanction imposed and the name of the person administering the sanction.

The school shares the Sanctions Log of serious disciplinary offences with the LGB on a regular basis for patterns to be identified.

Exclusion (fixed term or permanent)

The school may, at times, need to take the decision to exclude a pupil for a fixed term or permanently. This may only be decided by the Head. This decision is a serious one and will only be taken if:

- There are serious breaches of discipline
- A range of alternative strategies have failed
- Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

In the case of exclusion, parents will be informed, in writing, of the reason for the exclusion and be offered an opportunity to discuss the reasons and the ways forward with the Head of School. Usually, the parents of a child who is excluded from the school will have been working with staff in the school for some time.

Conclusion

It is the aim of the school to ensure that there is a continuity of approach throughout the school with regard to behaviour. All staff including, unpaid and volunteer staff, will receive a copy of the school's policy on behaviour upon induction and will be expected to adhere to it. This Behaviour and Discipline Policy should be read in conjunction with the school's Physical Restraint, Admissions Policy and Exclusions, Expulsion, Removal and Review Policy, Anti-Bullying Policy and RSE policy.