



We are a values-led Federation

We respect ourselves

We respect others

We respect our environment

Derwent and Southill Federation

Behaviour Policy 2026-2027



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Aims

At Derwent and Southill Federation, we are values-led and committed to maintaining a calm, purposeful, and safe environment through these key aims:

- **Build independence:** Develop self-discipline, helping children take responsibility for their own behaviour and learning equipment.
- **Foster care and respect:** Encourage positive attitudes where everyone's achievements are valued.
- **Promote clear expectations:** Celebrate positive behaviour so that children, staff, and parents share a common understanding of our standards.
- **Maintain consistent boundaries:** Ensure safety across the school by establishing clear expectations and working closely with parents.

Responsibilities

Children's responsibilities:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect and tolerance.
- To maintain both personal space and personal hygiene as instructed.
- To follow the instructions of the school staff.
- To be responsible for their own property, keep their own equipment safe and in good order whether provided by the school or home.

Staff responsibilities:

- To treat all children fairly and with respect.
- To recognise that all children are individuals and be aware of each child's needs.
- To raise self-esteem and help children to develop their full potential.
- To provide a challenging, coherent and interesting broad primary curriculum.
- To help maintain a safe classroom and school environment including transition and break times.
- To use rules and sanctions clearly and consistently across the school using shared language which children understand.
- To foster good relationships with parents so that children see key adults sharing a common goal.
- To explain and show what the expectations of the school are and why they are important.
- Praise good behaviour both privately and publicly.

Parental responsibilities:

- To drop off and collect children promptly within the notified time frames at the correct entrance and exit points.
- To make children aware of appropriate behaviour in all situations – in alignment with the published Behaviour Policy.
- To encourage independence and self-discipline with regard to listening to and following instructions from school staff at all times.



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- To show an interest in their child's school life and to support learning at home.
- To acknowledge the challenges that might arise for their child and work positively and proactively with the school to support the whole school culture.
- Praise good behaviour both privately and publicly.

Encouraging Good Behaviour

Rationale

All children should know the positive effects of good behaviour choices in school. These are so they feel happy and recognised by teachers and find it easier to make friends at playtime. In addition, they can concentrate on learning, enjoy lessons and feel successful in class too.

To support good choices, the school follows a consistent pattern.

Good choices are explained and modelled by all staff, and children who then show it or try to show it are verbally praised or given an award.

This includes expectations such as, but not limited to:

- Lining up
- Not talking over adults when an adult is teaching/speaking
- Sharing toys and games
- Trying their best in class to complete the work set
- Working sensibly with partners
- Being safe and kind.

To help encourage the children to make the right choices, staff use a range of positive rewards as described below.

Dojo Points

All classes will have Class Dojo [www.classdojo.com] set up which will be used for children to collect Dojo points.

All classes will have the same dojo categories and give the same number of points for an award in each category. Once a dojo has been earned it cannot be removed as a sanction. At the end of each week children who have received the most dojo points, or have seen an increase in their attainment of dojo points, will be awarded the weekly "Dojo Champion" certificate for their class.

Here is an example of the dojo categories for which children may be given rewards.

Preschool and Reception:



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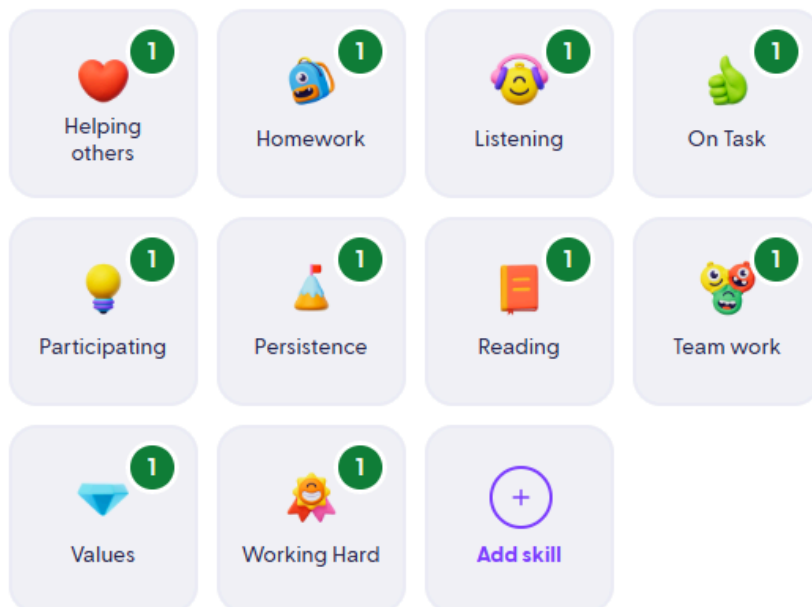
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Great Answer	
HTA	
Handwriting	
Helping Others	
Independence	
Good Listening	
Phonics	
Values	
External Achievements	
Dojo Champ x2	

Year 1 and above:



Super Effort Sticker

All children can earn a sticker award for specific learning tasks completed to a high quality or high effort. To celebrate this the children will receive a special sticker which is awarded in celebration assemblies on Fridays by the Headteacher (or a member of SLT).



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Headteacher Award

All children can earn a Headteacher Award for outstanding contributions to school life across the week. To celebrate this the children will receive a special certificate which is awarded in celebration assemblies on Fridays by the Headteacher (or a member of SLT).

Values Award

All children can earn a Values Award, nominated by a member of staff (or child when appropriate) for demonstrating the value of the month. To celebrate this the children will have their name added to the Values Wall, this is awarded in celebration assemblies on Fridays by the Headteacher (or a member of SLT).

Aggravations

All staff take time at the start of the year and each half term to explain, in child-friendly language, the reasons why we must at all times listen to adults and follow the rules carefully. All children at Derwent and Southill have expectations of behaviour and choices according to their age and maturity.

Responses to aggravations in Early Years Foundation Stage

Rainbow

At the start of every school day children in EYFS classes will have their name or face on a visual representation above the rainbow. At the end of each learning session children will be awarded a behaviour dojo for remaining above the rainbow. Children will also be rewarded through certificates and awards.

Warnings and Persistent Behaviour

In class, children will be given a verbal warning for negative behaviours. If a child is given a warning it will be clearly indicated to the child by gaining their attention through the use of their name, followed by the phrase "this is a warning". Children will be given the rest of that learning session to change their behaviour choices with support from an adult in the classroom.

If behaviour persists, the child's name or face will move under the rainbow and will be given an age-appropriate time out to reflect on their choices with support from an adult (2-5minute timer away from others.)

On the playground, children and staff will have access to another visual representation of a rainbow with the names or faces of the class. The language used above will be consistent with that used in the classroom.

Yellow Card (Reception only)

If the behaviour does not alter, or behaviour is more serious, then the adult may issue a Yellow Card. During class time, children will be given a timer and will spend some time reflecting in the neighbouring classroom.



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If on the playground, children will spend time standing next to an adult for the duration of the timer. This is recorded on CPOMS and on Arbor where parents will be informed.

At this point, parents may be invited into school for an in person meeting with the class teacher or a member of SLT. This will be an opportunity to work together to improve the behaviour of the child.

There are no red cards issued in Reception. If a child is repeatedly getting yellow cards, then this will be discussed with parents and carers of the child.

There may be such need to suspend a child in Reception or exclude permanently in which case the DFE Suspensions and Guidance policy referenced below applies.

Please note Reasons for suspensions or permanent exclusions:

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. This list is non-exhaustive and is intended to offer examples rather than be complete or definitive

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Responses to aggravations in Years 1-6

Warnings

If a child is given a warning it will be clearly indicated to the child by gaining their attention through the use of their name, followed by the phrase "this is a warning". This gives all children a chance to reset their behaviour.

Children will be given the opportunity to discuss anything that might be impacting their behaviour choices that staff may be able to support with.

If the behaviour continues, then the next stage of the behaviour policy will be implemented.

If staff are concerned over repeated low-level incidents, parents will be made aware and a CPOMS log will be created.

Yellow Cards

If the behaviour continues after a warning and a chance to reset, then a yellow card will be issued.



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Some behaviours warrant immediate Yellow Cards – as listed below in Serious Behaviour. This is recorded on CPOMS and on Arbor where parents will be informed.

- If this is during class time, children will go to the room next door for a set amount of time (appropriate to their age) to allow time to reset their behaviour.
- If this is during break or lunch time, the child will be asked to stand with a member of staff for a set amount of time (appropriate to their age).
- If a child needs to spend an extended amount of time out of the classroom, work will be set and an appropriate reflection sheet will be given

The sanction will be appropriate to the age of the child

Yellow cards are reset at the end of each term (autumn, spring and summer)

Red Cards

If the yellow card behaviour still continues after time out and space to reset their behaviour, then a red card may be given.

Some behaviours warrant immediate Red Cards – as listed below in Serious Behaviour. This is recorded on CPOMS and on Arbor where parents will be informed.

A third yellow in a term will become a red card.

- If this is during class time children will go to the room next door for a set amount of time (appropriate to their age) to allow time to reset their behaviour.
- If this is during break or lunch time, the child will be asked to stand with a member of staff for a set amount of time (appropriate to their age).
- If a child needs to spend an extended amount of time out of the classroom, work will be set and an appropriate reflection sheet will be given

The sanction will be appropriate to the age of the child and will include some loss of privilege time such as Golden Time.

Internal Suspension

If a child gets a third red card, this becomes an Internal Suspension. This is recorded on CPOMS and on Arbor where parents will be informed.

Some behaviours warrant immediate internal suspensions– as listed below in serious behaviour.

- This will be a period of time that is age appropriate.
- These behaviours result in the immediate involvement of an appropriate member of SLT.
- Letters advising of internal suspension will be sent home.



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- Children will have conversations with senior leaders to help them think about resetting their behaviour. and parents and guardians are encouraged to discuss any concerns with the class teacher and SLT as needed.

Fixed Term Suspension

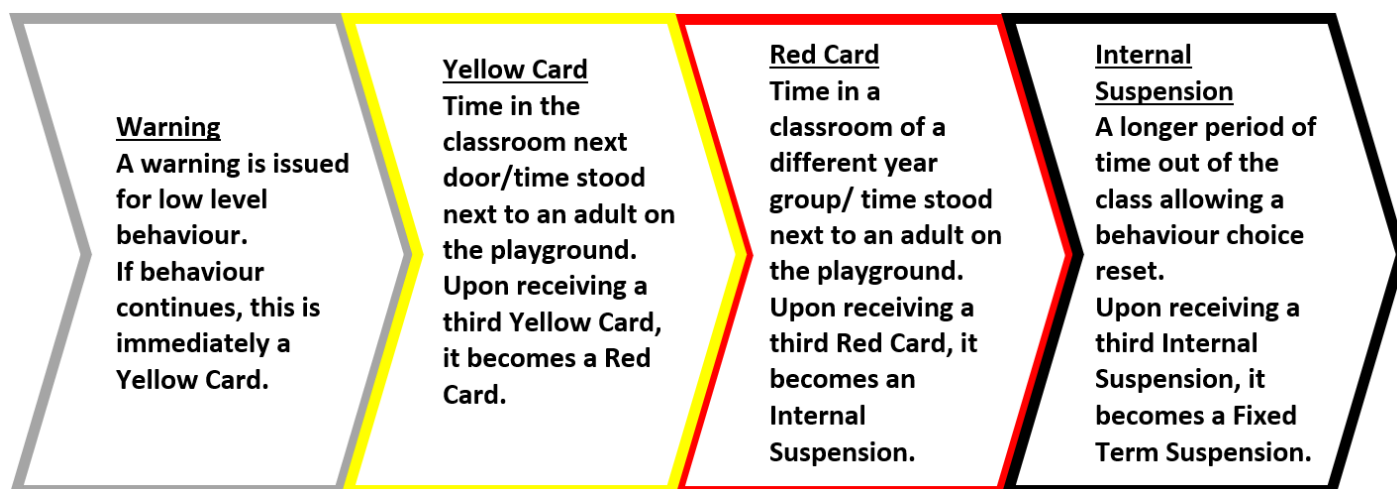
This will be issued as per “Suspensions and Exclusions” DfE guidance. In the case of a suspension, parents will be asked to home educate the child during their Fixed Term Suspension (work will be provided via Class Dojo) and the involvement of Central Bedfordshire services and the Governing body will apply.

Parents and the local authority will be notified of any suspensions without delay.

The SENCO will be involved and the Code of Conduct followed for any child with SEN.

A reintegration meeting will be held upon return to school after a fixed-term suspension in order to positively reinforce key messages about behaviour and to create a fresh start for the child.

Serious behaviours:



Please find below examples of behaviour which warrant an immediate Yellow Card, Red Card or Internal suspension. Please note, the following list is not exhaustive.

Any incidents of these serious behaviours will be logged onto the school safeguarding system (CPOMS) and parents will be notified via Arbor.

Where an incident is reported to staff by children, they will investigate this and issue consequences in line with the behaviour policy. Staff will ensure pupils reporting the incident understand it will be investigated but that the child will not necessarily know the outcome of the investigation.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher



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must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. (DFE Suspensions and Exclusions Document July 2026)

Yellow Card	Red Card	Internal Suspensions
□ Standing or moving place (such as getting up and wandering in class) without permission. □ Not completing work to a good enough standard or not enough work done in a lesson. □ Blaming someone else for their actions. □ Not telling the truth about an incident when it is being investigated □ Purposely provoking another child. □ Disrespectful behaviour towards another child. □ Threatening behaviour. □ Unkindness to others in the form of name-calling	□ Defiance - refusing to follow instructions. □ Refusal to complete work set in class. □ Rudeness or disrespect to a member of staff. Including, but not limited to: Eye rolling, answering back and offensive or abuse challenges to authority. □ Play fighting – leading to injury. □ Actual fighting not in play. □ Defacing another child's book/work. □ Leaving class without permission. □ Spitting. □ Deliberately throwing or breaking property. □ Racist remarks. □ Use of other discriminatory language	□ Repeated fighting. □ Planned intentional physical harm to others. □ Serious challenges to authority. – e.g. repeated refusal to sit where told/refusal to comply with reasonable instruction. □ Verbal abuse to staff or other children. □ Rudeness and disrespect to staff. E.G. walking off when being spoken to. □ Persistent unkind behaviour towards another child. □ Leaving school grounds or any place when on a school trip, without permission. □ Deliberate racism (or use of other discriminatory language)



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	☐ Stealing	
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Behaviour at clubs and Wrap Around Care

We expect all pupils to demonstrate good behaviour choices both in school and in before and after-school clubs.

The same rules of warnings, yellow and red cards apply (as above).

SEN children will have reasonable adjustments including support for behaviour where needed to allow inclusion.

Club leaders must be absolutely clear about their expectations of behaviour. If the club is run by an external company, they will have their own guidelines on behaviour and reporting to parents also.

Behaviour sanctions adaptations

Children for whom the sanctions above are inappropriate.

Rationale: Some children have SEN or may have other circumstances affecting them in and out of school, which mean that sanctions applied as above may have the opposite effect of that intended: to encourage compliance and enable mainstream in-class learning.

In such a situation, the SENCO or a member of SLT will be in dialogue with parents and guardians and the class teacher (and any other appropriate agencies or adults connected with the child), to make sure that everyone knows the situations which may trigger disruptive learning or violent outbursts. Children will have a series of targets and rewards of their own.

The targets and rewards will be personalised, individual and often in agreement with external professionals' advice. Where this is the case, the targets, rewards and expected outcomes will be written on individual support plans and will be kept as a record by the SENCO.

Searching, Screening and Confiscation

The schools follow guidance issued by the Department for Education regarding searching and confiscation. Staff may search children where there are **reasonable grounds to suspect a child is carrying a prohibited or banned item**.

Authorised Staff

Searches may only be conducted by:

- The headteacher



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- Senior leadership team members
- Staff authorised by the headteacher

Conducting a Search

When carrying out a search the school will ensure:

- The search is conducted with respect and sensitivity
- The searching adult will be the same sex as the child
- A second member of staff will act as witness
- Searches will normally involve bags, coats or desks

Staff will not require children to remove clothing other than outer clothing.

Prohibited Items

The school may search for items including:

- Knives or weapons
- Stolen items
- Illegal drugs
- Firearms
- Tobacco or cigarette papers
- Fireworks
- Pornographic images
- Any article that may cause harm
- Do we want to add anything else?

Confiscation

Staff may confiscate items that:

- Pose a risk to safety
- Disrupt teaching and learning
- Are banned under school rules

Confiscated items may be:

- Returned to the child
- Returned to parents/carers
- Retained or disposed of by the school
- Passed to the police if required

Recording and Safeguarding



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All searches and confiscations will be **recorded using CPOMs** and reviewed by a **senior leader or safeguarding lead** where appropriate.

Parents or carers will be **informed when a search has taken place**, of what, if anything, has been confiscated and the resulting action the school has taken, including any sanction applied.

Updated September 2026. Agreed by Governors September 2026

Headteacher

Review Date: September 2027

Date policy agreed: September 2026

Signed Neil Parsons (Chair of Governors)

Date of Review: September 2027