



Eastrington School

Behaviour Policy

Headteacher: Mr. James Phillips

Chair of Governors: Mr. A Fernandes

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Behaviour Policy

Introduction

This policy summarises the aims and strategies for ensuring positive behaviour.

It will be discussed every two years by staff and governors. It has been created in consultation with parents, governors, staff, and children

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Eastrington Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

It reflects current practice within the school. It's fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through discussions during assembly time and via comments from the school council, mental health, anti-bullying ambassadors and the outcomes from a whole school staff questionnaire.

Aims

The aim of Eastrington School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Eastrington School does not tolerate bullying of any kind. Please refer to the Anti-Bullying policy for further information and guidance.

Expectations

At Eastrington School we will:

- Treat all children fairly and apply this policy in a consistent way
- Ensure that children are aware of the school/class rules and understand them at an age appropriate level
- Ensure adults model the school values in all aspects of their work.
- Ensure that adults act as good role models for children.
- Provide encouragement and stimulation to all pupils.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.

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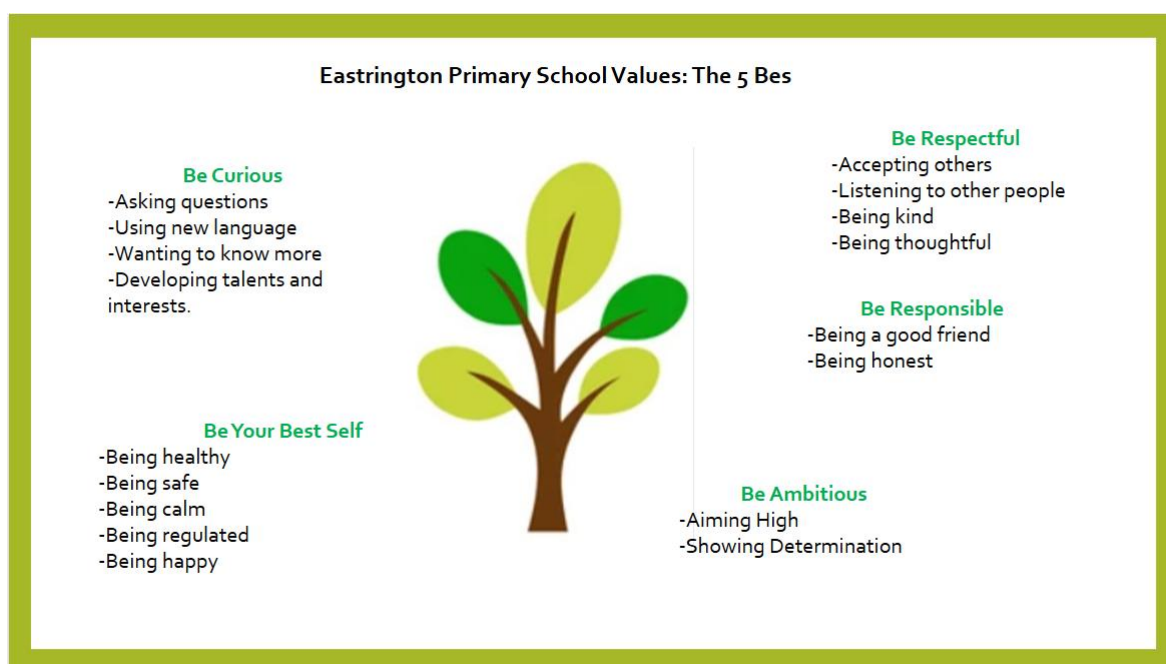
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Adopt a consistent approach towards incidents of poor behaviour incidents of unsafe behaviour, bullying, or discriminatory behaviour

School Values

Our school values, which are remembered as the 5 B's are:

- Be Curious
- Be Respectful
- Be Responsible
- Be Ambitious
- Be Your Best Self

In order to make this more relatable to all learners, including those with SEND, the 5 B's represent 5 Branches which are symbolised by our Behaviour Tree.



A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline.

Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Eastington Primary School are that:

- Every child can be successful.
- Celebrating success helps children achieve more.

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- Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Immediate, restorative, reflective conversations, act a powerful intervention in shaping future behavior

Individual Behaviour Curriculum

- The behavior curriculum of some children may be reasonably adjusted depending on their needs. Some children may have an Individual Behaviour Plan which outlines these reasonable adjustments; they may receive bespoke provision, informed by professional expertise.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour which are age appropriate. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

All class teachers should operate a stepped approach to sanctions, which allows children to understand the next consequence.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. As a school, we recognise the importance of praise in raising a child's self-esteem and the contribution this has on positive behaviour. All classes have their own behaviour reward chart which allows the children recognise positive behavioural choices and also reflect on negative behavioural choices.

All classes have their branch that children are able to climb. When staff noticing them demonstrating, the desired behaviours in line with the school values, they are rewarded by moving up one space. Staff should make efforts to link the behavior, the value and the reward together, "Great attitude, you are being really ambitious, move up the branch,"

Rewards may involve:

- Verbal praise and smiling at children
- House Points
- Verbal praise to parents about their children
- Treat Box 'Dip in the Tin'.
- Certificates
- Sending good work to other staff members for reward or praise
- Positive phone call home
- Class wide rewards

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- Writer/ Mathematician of the Week, Headteacher Awards, Bronze, Silver and Gold Reading Rewards
- Weekly celebration assembly

Sanctions

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of sanctions to maintain a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Sanctions must always be:

- Proportionate
- Appropriate
- Fair

When dealing with any behavioural incident, all staff should remember the following principles:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained. This includes making children aware of the impact of their actions on others.

First and Second Warnings:

- In the instance of low level disruptive behaviour, children will be given a first verbal warning by the class teacher, teaching assistant or lunchtime supervisor (this *may* result in a child’s status changing on a class behaviour chart)
- If low level behavior persists, they will be given their second, and final warning, reminding them that another occurrence of the behavior will result in a consequence and they will be in reflection during their break time.

Reflection Levels

Reflection 1- Low Level Behaviour

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When up to 2 warnings have been given and low level behaviour is repeated, Reflection 1 is implemented. The pupil or pupils involved spend 10 minutes in Reflection and the staff supervisor engages pupils in a restorative behaviour conversation. A record is report on CPOMS.

Reflection 2 – Mid Level Behaviour

Reflection 2 is implemented immediately, regardless of verbal warnings, when children display behaviours such as (but not limited to): refusal to follow instructions, persistent off-task behaviour that intentionally affects others, arguing back or challenging instructions, disrespectful attitudes towards staff (eye-rolling, sarcastic comments), leaving seat without permission repeatedly. The pupil or pupils involved spend 15 minutes in Reflection and the staff supervisor engages pupils in a restorative behaviour conversation. A record is report on CPOMS.

Reflection 3 – High Level Behaviours

Reflection is implemented when children display high level behaviour such as physical aggression, threats of violence toward staff or, serious verbal abuse (swearing directly at staff or students, racist/sexist language, sexual harassment or inappropriate sexual behaviour, throwing objects with intent to harm, deliberate property damage or vandalism, running out of class or school, possession of prohibited items (weapons, drugs, alcohol), severe defiance that stops the lesson entirely. When these incidents occur, wherever possible children should be sent to a member of SLT. Consequences from reflection 3 may include more than one complete reflection session. A record is to be placed on CPOMS, and parents should be informed that same day, as well as the parents of any children who were directly and significantly impacted by the child's behaviour.

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Reflection Level	Behaviour Type	Behaviour	Consequence	What to do and who to inform
Level 1	Low Level	When up to 2 warnings have been given and a pupil is still not following classroom expectations	Up to 10 minutes reflection	CPOM Class Teacher
Level 2	Mid Level	Breaking any of the '5 Branches'	15 minutes reflection	CPOMS Class Teacher SLT Parent/s
Level 3	High Level	Breaking any of the '5 Branches' despite already receiving a Level 2 reflection or the severity of the incident (physically or emotionally related behaviour)	Multiple 15 minute reflection periods	CPOMS Class Teacher SLT Parent/s Meeting

Recording using CPOM's (Child Protection Online Management System)

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Any incidents that result in a sanction should be recorded on CPOMS as soon as possible. When reporting the 'incident', you must ensure you complete the following fields:

- Location
- Time
- Name witnesses
- Select categories- Behaviour Log and choose Reflection 1,2 or 3.
- Add other children involved to 'linked students' as the incident will then appear on their record.
- Include action taken e.g. sanction, phone call home etc.
- Include any follow up actions to be completed.

The incident should be reported on CPOMS by the member of staff who witnessed the behaviour or dealt with the behaviour initially as soon as possible. The appropriate members of staff should be alerted to the behaviour incident. Class teachers should review their dashboard on CPOMS daily for their own class. The Headteacher and SLT should review this information on a regular basis in order to identify how they can target support to individuals, groups, classes.

De-Escalation

Eastrington Primary School is committed to supporting pupils to regulate their emotions and behaviour through calm, safe and relationship-focused strategies. De-escalation techniques aim to prevent situations from escalating into conflict or crisis and help children regain control without the need for sanctions or physical intervention.

All staff are expected to use de-escalation techniques before issuing sanctions or considering the use of reasonable force. De-escalation is especially important for pupils with SEND or known emotional regulation difficulties, and reasonable adjustments must always be considered.

Core Principles of De-Escalation

Staff should aim to:

- Maintain calmness in voice, body language and facial expression
- Reduce sensory overload (noise, crowds, demands)
- Provide physical space for the pupil
- Use non-confrontational language and avoid ultimatums
- Acknowledge emotions ("I can see you're frustrated...")
- Offer choices, not demands
- Use distraction or redirection where appropriate
- Focus on the behaviour, not the child
- Keep everyone safe, including the distressed pupil

De-Escalation Techniques

Staff may use the following approaches:

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- Calm, slow, low tone of voice
- Minimal verbal communication – keeping instructions clear and simple
- Visual prompts or gesture cues
- Providing time to respond – silence can be helpful
- Allowing a change of activity or space (“Let’s take a moment...”)
- Regulation strategies such as:
 - breathing techniques
 - sensory tools
 - movement breaks
 - quiet space time
- Empathic phrases, e.g.
 - “I’m here to help.”
 - “Let’s work this out together.”
 - “I can see this is hard right now.”
 - “When you are ready”

Staff Responsibilities

- To use de-escalation strategies before moving to sanctions, unless the child’s actions pose immediate risk.
- To reflect on a pupil’s individual needs, triggers and known regulation strategies.
- To follow any strategies listed in the pupil’s Individual Behaviour Management Plan (IBMP), EHCP, or SEND support plan.
- To inform the class teacher and SENDCo about any repeated patterns of dysregulation.

When De-Escalation Is Not Sufficient

If de-escalation strategies do not work and the behaviour escalates to a level that poses risk to the child or others, staff should follow the procedures set out in:

- The **Reflection System**
- The **Use of Reasonable Force** guidance
- Relevant **safeguarding procedures**

Every effort should be made to return to a calm and restorative approach once safety is secured

Use of Reasonable Force

The use of physical intervention should, wherever possible, be avoided. However, there may be occasions when the use of physical interventions may be required to prevent serious injury to a child or member of staff, or significant damage to property. The law permits the appropriate use of physical intervention to remove a child when they have repeatedly refused to comply with requests to stop their disruptive behaviour. The school adheres to the guidance Use of Reasonable Force

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

School can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that places other pupils at risk of harm
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil attacking a member of staff or another pupil. Or to stop a fight in the playground
- restrain a pupil who is at risk of harming themselves through physical outburst

Searching, Screening and Confiscation in conjunction with

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil's welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or any items set out below:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks
- pornographic images.

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- electronic devices

Under common law, school staff have the power to search a pupil for any item if the pupils agrees. The member of staff should ensure that the pupil understands the reason for the search and how it will be conducted.

A search should always be conducted with two members of authorised staff present and in view of CCTV.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk. Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the Designated Safeguarding Lead (or DDSL) as the most appropriate person to advise on the school's response.

Fixed-term and permanent exclusions in conjunction with:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Only the Headteacher (or the acting headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

A permanent exclusion will only be taken:

- in response to a serious break or persistent breaches of the school's behaviour policy
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

When the headteacher suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or Virtual School Head as applicable.

If the Headteacher excludes a child, s/he informs the parents and Chair of Governors immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority (LA) and the governing body about any suspensions or permanent exclusion, immediately and regardless of the length of suspension.

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The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body sets out strict guidelines whenever a child is excluded from school.

The headteacher uses their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- 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 or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Roles

The Role of School Council

As part of their duties the School Council, Prefects, Anti-Bullying and Mental Health and Well-Being Ambassadors discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. They play an important role in implementing, and modelling the rules and values of the school.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of the Class Teacher

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Class teachers will maintain regular communication with parents to ensure that they are kept informed of any behavioural issues.

All staff will ensure that any repeated incidents of poor behaviour which have been reported to parents are also reported to the Headteacher. Any such incidents will be recorded on a child's behaviour record (Appendix B) which acts as a transition document throughout school.

Eastrington School is aware that good classroom organisation is a key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

The Role of Non-Teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

All staff are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of high self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to creating a safe and welcoming school environment. Staff deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

Role of the Governors

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

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice or support to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

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Appendix A- can also be located in Staff Shared/SEND file

Individual Behaviour Management

Eastrington Primary School Behaviour Management Plan

Name	DoB:	Class:	
Lead staff member:	Staff with access to this plan:	How it will be made available:	
What does the Behaviour look like?			
Stage 1: Low level Anxiety Behaviours	Stage 2: Visible Defensive Behaviours	Stage 3: High level Crisis behaviours	
In what situations do incidents occur? What can trigger behaviours?			
Situations/Triggers	Preventative measures	If an incident occurs, what will support?	Other useful info

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Procedure for High Level/ Crisis incidents	
What does the behaviour look like?	Support to be offered:

Follow up procedure following a High Level (Crisis) Incident	
CHILD: Location: Task: Staff to be contacted/ involved:	
Questions for staff reflection following each incident: • What triggered the incident? • What was the child trying to achieve with this behaviour? (underlying issues) • Was the response effective? • Can we do anything differently next time? • Do we need to amend/ update the plan? • CPOMS the incident	
DATE OF PLAN:	DATE OF NEXT REVIEW:
Behaviour Support Team	