

Behaviour in Schools (including Anti-Bullying) Policy

Eastover Primary School



**Approved by the Governing Body of
Eastover Primary School**

Signed by:

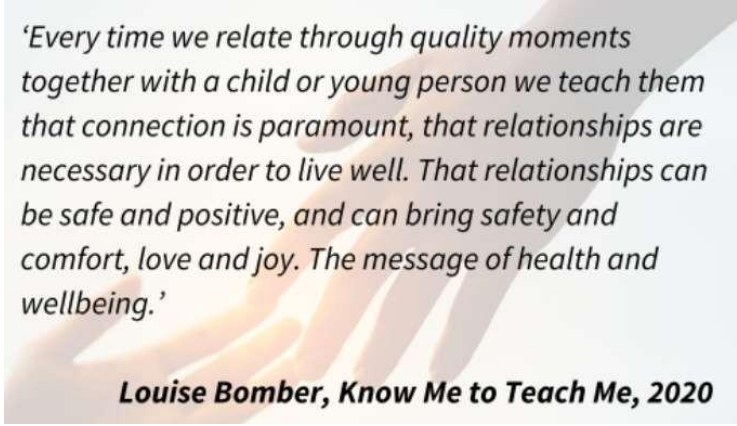
B. Cockerell.

NameMrs B Cockerell.....

Signature:

Statutory: Yes

Website: Yes



'Every time we relate through quality moments together with a child or young person we teach them that connection is paramount, that relationships are necessary in order to live well. That relationships can be safe and positive, and can bring safety and comfort, love and joy. The message of health and wellbeing.'

Louise Bomber, Know Me to Teach Me, 2020

Pupil Behaviour Policy

Aims

Through our behaviour policy, we aim to:

- foster and develop in each pupil a positive self esteem
- help children to learn and to live together in a community and to show sensitivity to the differences between one another
- develop in children the ability to become responsible independent people, who are able to look at and think deeply about the world around them
- develop in children a positive sense of moral responsibility and self-discipline
- encourage learning behaviours

At Eastover, we are committed to promoting an ethos built on mutual trust and respect. Through this, we create a positive, inclusive environment where every child feels safe, valued and able to learn.

We expect all members of our school community to show respect for others and to take responsibility for caring for our school environment. We believe that developing self-regulation and accepting responsibility for actions are essential life skills that help children thrive within a community.

Children are regularly reminded of our school rules, which help to maintain a safe, calm and orderly environment. As we know our children well, we recognise the importance of predictability and routine. Clear daily routines and visual timetables are displayed in every classroom so that children understand what their day and week will involve and can be prepared for any changes. This supports children to feel secure, engaged and ready to learn.

If a child's behaviour requires support beyond the school's usual strategies, we will work closely with parents/carers to identify the most effective ways to support the child and promote positive behaviour.

Eastover's relational approach promotes consequences that teach rather than punish. Relevant consequences, rather than arbitrary ones, are fairer and help children to understand the effect their behaviour has on others. Children will reflect on behaviours in an age and stage appropriate way.

At Eastover, we encourage children to make good choices. There are rewards such as house points, stickers and being able to share good work and behaviours to other staff and Headteacher. Parents are invited in to share the work the children are proud of. Postcards are sent home to celebrate children's successes.

The school rules aim to show how to be successful as a member of Eastover School:

1. Work hard and be the best we can be.
2. Show respect for ourselves, each other and all adults in school.
3. Use kind words and actions.
4. Talk about problems so they can be solved quickly.
5. Look after property – our own, each other's and schools.

Each class will set their own rules at the beginning of each year which are collaborative and agreed within each class to show how they wish to behave and how others will behave towards them.

Incentives to positive behaviour

When a child is successful, we believe that this success should be acknowledged. We aim to foster a positive attitude, promoting warm relationships and using role models. School assemblies will focus on school values and expected behaviours.

We believe it is important to have an explicit reward system in place that takes account of the age of the children.

- Verbal and non-verbal praise will be used by anyone to anyone.
- Individual staff may reward children with appropriate badges, stickers, house points.
- Assemblies will be used to praise children including the presentation of weekly achievement certificates.
- Postcards will be sent home at the end of each half-term to inform parents of the good work/behaviour of one child in each class.
- Using J2 stars to reward positive behaviours such as being kind, working hard and good listening
- Class teachers use strategies such as the secret student, star of the day and raffle tickets to promote positive behaviours

Graduated response

However, there will be occasions where behaviours are not as expected and therefore, we have a traffic light system in place. This system is based on repeated warnings and opportunities to change behaviours. Staff will clearly and calmly state which behaviour is not appropriate or acceptable and model how to change. If warnings are ignored, the child's name will be moved down the traffic lights by the adult.

This is consistently used in class as well as on the playground.

We are keen at all times to be positive when dealing with behaviour problems but there is a need for sanctions to be applied firmly and consistently and we look for the support of parents/carers.

It is important at all times to separate the behaviour from the child. For some children who present with continued unwanted behaviours, school staff will be asked to complete an ABBC chart (antecedent, behaviour, consequences and communication) to be curious about when, why and where behaviours are happening.

The following sanctions are agreed in accordance with the 'traffic light' system used in classes.

Green – positive behaviour: rewards may be in class or whole school such as certificates in assembly or house points or the child is sent with good work to the Head/Deputy.

Yellow - low level disruption or behaviours in class that stops children from learning or inappropriate use of ICT equipment. The child will be reminded of the rules and will be asked to move somewhere else in the class where possible.

Amber – Continuing low level disruption or silliness in class that stops children from learning or inappropriate use of ICT equipment. The child will be sent to a paired class for time out. They should be sent with work wherever possible and should remain in the paired class for up to 25 minutes.

Red – more serious cases of being rude to staff or being violent or threatening to another child or persistent 'amber' behaviour. A reflective conversation with the staff member who has placed the child in red will take place.

If a child is in red, the following consequences should be applied:

EYFS/Key Stage 1 -

Adult in class spends a couple of mins with child with reminders about expected behaviours – using consistent language linked to school values

Key Stage 2 -

reflection for pupils - to be carried out by staff member who has placed the child in red - Use the 4 W's reflective questions

Qu.1 What happened?

Qu.2 Who was affected?

Qu.3 What could you have done differently?

Qu.4 What next? Is any support needed?

When a child is added to the red, the behaviour is logged on the child's record and accrues points. An escalation of points will mean the following courses of action:

5 points – the child will not be able to represent the school in 1 event that half term

10 points – parents/carers are asked to meet with the class teacher and a letter will be sent from the office. The child will not be able to represent the school in 1 additional event that half term

15 points – parents/carers will be invited to a further meeting with the Head/Deputy and the child will have individual behaviour targets set. If these are not met in the agreed time and poor behaviour continues, the child could receive a fixed term exclusion from school. In these cases, the Head or Deputy will make this clear to the parents/carers and the County Guidelines and Procedures will be followed. A Pastoral Support Plan may be put in place to support.

The points will usually reset at the beginning of half term.

More challenging behaviours

Behaviour is a way that a child may communicate an unmet need.

When children behave in an unpredictable, challenging or distressed way there may be times when they need to leave a classroom. In these cases, there should be planned options for the child to exit the room. Some children will benefit from having a safe place to go to, which can provide an environment with low social and sensory demand and regulatory activities. Other children will benefit from having a trusted adult with whom they feel safe.

Behaviour support cards may be used for those children who need close monitoring. The pupil is placed on a Behaviour Support Card for 1 school week. The class teacher/TA signs off each session, break/lunch time staff sign off these sessions and the support card then goes home each night for parent/carer to sign. This is reviewed at the end of the week.

Please be aware that some behaviours, i.e., violence or rudeness to staff, may bypass the traffic light systems at the discretion of the headteacher.

Restrictive Intervention

Restrictive interventions are only used in our school as a last resort and only when there is an immediate risk of serious harm to a pupil, other pupils, or adults. Any restrictive intervention is proportionate, reasonable, and applied for the shortest time necessary to ensure safety.

Restrictive interventions are carried out only by appropriately trained members of staff and are used in line with our safeguarding and behaviour policies. Following any incident, the intervention is recorded, reviewed, and shared with parents/carers as appropriate. For further information, please refer to our Eastover Restrictive Interventions Policy.

Emotion coaching

All staff are trained in Emotion Coaching, and this approach underpins our response to all behaviour incidents and emotional situations. By recognising and validating a child's feelings, adults help children to feel heard, calm and supported. This gives children the opportunity to regulate their emotions and return to a state where they are ready to learn. Once the child is calm and able to engage in reflection, staff will support them to understand the impact of their behaviour and discuss any appropriate consequences.

Through class discussions, assemblies and everyday interactions, children are taught about emotions, self-regulation, relationships, school expectations and the consequences of their choices. We actively promote a culture that develops social and emotional skills, with adults modelling positive relationships, respectful communication and effective conflict resolution. Children are also supported to understand how the brain responds to different situations and are taught strategies to develop thoughtful, appropriate responses to challenges and strong emotions.

Anti-Bullying Statement Rationale

At Eastover Community Primary School, we believe that children have an entitlement to an education free from fear, intimidation, sexist, racist, homophobic or cultural abuse. We promote a caring, supportive and protective environment. We define bullying as any process that encroaches on that entitlement.

Instances of bullying will be taken seriously and all sides listened to. Each incident will be investigated and a note will be logged, together with actions taken.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, displays of sexual material, sexual gestures, unwanted physical attention, inappropriate touching
Direct or indirect verbal	Name calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Online bullying through social networking, messaging apps or gaming sites

Our Behaviour Policy is a shared responsibility across our school community. Its success depends on everyone implementing it consistently, confidently and fairly.

Monitoring, Inspection and Review:

The governors will ensure that the working of the Policy is monitored.

The governors recognise that these duties are monitored by OFSTED through their inspection.

Review

The Policy will be reviewed and revised annually by the Governing Body, or sooner if there is a clear need.

This policy was adopted by the Governing Body at its meeting held on

13th July 2026