



Eastnor Primary School

"Inspire and Achieve"



Let love guide your actions, thoughts and words.

Date	Review
September 2025	Updated and Approved LAB
September 2026	Date for review

Introduction

Eastnor Parochial Primary School is a THRIVE school. For us, this means that we have THRIVE embedded within our ethos and THRIVE approaches are followed across our whole school setting. The THRIVE approach supports and encourages the development of confident, curious, creative and capable children and young people, who are open to learning and better equipped to deal with life's ups and downs. We believe that good behaviour is essential for effective learning. We therefore aim to enable each child to fulfil their highest level of personal achievement through encouraging, supporting and teaching good behaviour.

Legislation, statutory requirements and statutory guidance

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special education needs and disability \(SEND\) code of practice](#)
- In addition, this policy is based on:
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DFE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association

Aims

Eastnor Parochial Primary School has high expectations of all its pupils. We promote a Christian values-based ethos where children are courteous, polite, and responsible, and so are able to learn and achieve, and THRIVE and flourish.

Therefore we aim to:

- Create a safe, secure, and values-based ethos and environment that encourages and reinforces good behaviour.
- Promote consistent responses to both positive and negative behaviour.
- Promote self-esteem, self-discipline and positive relationships and respect for others.
- Prevent bullying of any kind.
- Encourage the involvement of both home and school in the implementation of this policy.

To ensure that this happens we regularly monitor the actions we have taken, so that we can make a judgment about how effective these actions have been.

Principles

- We aim to promote good behaviour based on Christian values that are promoted through acts of worship, lessons and all aspects of school life.
- Children are taught to celebrate humanity without exception or exclusion.
- Children are taught to understand that everyone is known and loved by God and that they are individually unique and special.
- Children are encouraged and taught how to behave appropriately at all times, both in and outside the classroom, and in and beyond the school building.
- Children are given opportunities to develop good manners and self-command in a range of situations and environments through a vibrant curriculum.
- Children are involved in understanding and managing good behaviour.

At Eastnor Parochial Primary School we value:

Ourselves

Each other

The world

God

We believe the Christian Values of love, respect, justice, thankfulness, forgiveness and peace are particularly important as we live and learn together.

Children are encouraged to take on the roles of Buddies and Playground Leaders to promote and model good behaviour to their peers and to the younger children. These non-negotiables are for all children (unless a specific behaviour plan is in place) at all times.

Pupil Support Systems

The Christian Values-based culture and ethos of the school provides a strong framework of support to each and every child. Positive behaviour is reinforced at every turn. THRIVE action plans are carried out in each class and children may have an individualised personal plan if necessary to support their behaviour.

It is understood that some children will need greater support to achieve acceptable behaviour. Children with these additional needs are given as much support and understanding as possible, so that they may achieve and so that their impact on the rest of the children is minimised. Significant instances of concerning behaviour are discussed with all staff at the weekly staff meeting. Children who display continued difficulties in achieving good behaviour may be placed on the school's Special Educational Needs register.

As appropriate, children may have:

- Behaviour Charts, which carry rewards and incentives for positive behaviour and which are shared with parents or carers so that there is joint support.
- THRIVE sessions outside class.
- A one-to-one Teaching Assistant appointed to support and develop behaviour.
- Support from the Local Authority's Behaviour Support team.

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy. Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

As part of our THRIVE practice, in order to deal with a child's inappropriate behaviour the Three Rs- Regulate, Reason and Repair may be used.

In all interactions with pupils, staff endeavour to use the VRFs outlined in the Thrive Approach. These are drawn from the teachings and findings of leading commentators on emotional, psychological and child development. These skills provide a relational basis for a child's emotional, social and neurological development.

They are:

- Attunement – demonstrating an understanding of how they are feeling by “catching and matching” their emotional state.
- Validation – demonstrating that their feelings are real and justified.
- Containment – Offering their feelings back to them, named and in small pieces. • Soothing – Soothing and calming their distress repeatedly.
- Regulation – Communicating the capacity to regulate emotional states by modelling how to do it.

The provision of emotional containment by the adult who is working closely and regularly with the child, is a significant contributing factor to the child's developing capacity to contain and regulate his/her own emotions. The relationship between a child and a significant adult can be an under-recognised and under-used resource so, by using Thrive, this relationship is enhanced. It can help a child get ready to learn and enhance their learning, build positive relationships between a child and their peers and it can improve attainment.

Classroom management

At Eastnor Parochial Primary School all staff employ a positive approach to behaviour management. All children should be treated equally in all lessons.

Staff expectations

- Have high expectations of all pupils
- Smile! It is infectious
- Use THRIVE language when talking to the children
- Playfulness, acceptance curiosity and empathy are the four key attitudes advocated in Thrive.
- Model the use of ethical values-based language that encourages children to explore and understand the meaning of values.
- Look beyond the behaviour. Poor behaviour is a symptom of an unmet need
- Pupils need praise like plants need water
- No shouting/raised voices
- No threatening/blaming children
- No nagging
- Praise in public and reprimand in private

Children are further taught about acceptable standards and expectations of behaviour through:

- THRIVE
- Values-based assemblies
- Personal, Social and Health Education
- P4C
- Reflection time

Rewards

Praise, encouragement, and rewards are used as widely as possible within an ethos of valuing and respect. Rewards include being invited to carry out enjoyable activities, such as blowing out the assembly candle or giving out the fruit.

- Every child is a member of a school House and receives House Points for good behaviour, work and any other positive contribution to school life. The winning house is recognised in the Friday Weduc post, at the end of each week.
- Particularly good work and behaviour is celebrated through the presentation of awards such as pupil of the week and the head teacher award which are recognised at a rewards assembly and on the newsletter each week.
- Good behaviour is shared with parents and carers as much as possible.

Actions and Consequences

At Eastnor, we try hard to avoid inappropriate behaviour. If children make poor choices, we use this guide to help us decide what happens next. Staff will always give children a warning with an 'I' statement before blue cards – e.g. I would really like you to get on with your work without distracting others.

Examples of Behaviour Shown	Examples of Behaviour Shown	Examples of Behaviour Shown
<i>Following a warning, continuing to</i> <ul style="list-style-type: none"> • incomplete work • have poor presentation • distract others • demonstrate poor behaviour for learning • refuse to work as part of a group 	<i>Following a warning, continuing to</i> <ul style="list-style-type: none"> • be unkind • not do as you have been asked • shout out or interrupt (both verbally and non-verbally) • answer back • ignore the request being asked 	<i>Following a warning, continuing to</i> <ul style="list-style-type: none"> • move around the school inappropriately e.g. running • swing on a chair • mistreat equipment and resources • leaving the classroom without consent

BLUE CARD - Consequences
<ul style="list-style-type: none"> • Child's name will be recorded • There will be a time for reflection for the child on their actions and a discussion with a trusted adult at break time • Child's name will be recorded • Parents may be informed if it is felt necessary and beneficial for the child. <p><i>If after two blue cards for the same reason, a child receives another blue card in that same week (totalling 3 white cards in a week) then a yellow card will be issued.</i></p>

Examples of Behaviour Shown	Examples of Behaviour Shown	Examples of Behaviour Shown
<ul style="list-style-type: none"> • continually disrupting others • continually not completing work • spoiling others work with intent • continually displaying a poor behaviour for learning 	<ul style="list-style-type: none"> • continually being unkind • being disrespectful to others • using inappropriate language • stealing - being rude 	<ul style="list-style-type: none"> • fighting (minor/physical) • non- accidental damage of property • continually moving around school inappropriately • walking off away from staff (unless part of a behaviour management plan)

YELLOW CARD - Consequences
<ul style="list-style-type: none"> • Child's name will be recorded • There will be a time for reflection for the child on their actions and a discussion with a trusted adult at lunchtime play • Parents informed by the class teacher <p><i>If after two yellow cards for the same reason a child receives a further yellow card that week (totalling 3 yellow cards in a week) then a red card will be issued.</i></p>

Examples of Behaviour Shown	Examples of Behaviour Shown	Examples of Behaviour Shown
<ul style="list-style-type: none"> • continued refusal to participate in lessons 	<ul style="list-style-type: none"> • physical / verbal assault on others • vandalism of property • demonstrating repeated discriminatory behaviour 	<ul style="list-style-type: none"> • leaving school premises • endangering others • repeated mis-use of school property

RED CARD- Consequences

- Child's name will be recorded
- Parents informed by head teacher and a meeting arranged
- There will be a time for reflection for the child on their actions and a discussion with a trusted adult after school.
- DHMAT suspensions and exclusions policy referred to for guidance

If there are repeated red card behaviours being shown within a half term period, the school will look to form an individual behaviour plan and request advice from external agencies to support the child and the school.

Exclusions

As a final resort, or for a very serious misdeed, the Head teacher has the right to exclude a child from school. The Head teacher has the right to exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. If the Head teacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. Parents can appeal against the decision to the governing body. The school will advise parents on how to make any such appeal.

The Head teacher will inform the governors and Local Authority about any permanent exclusion, and any fixed term exclusions beyond five days in any one term. The Governing Body discipline committee considers any exclusion appeals on behalf of the governors.

The school takes very seriously any allegations made against staff and would take disciplinary action against any pupil found to have made malicious accusations.

Liaison with parents and other agencies

The Head teacher and staff embrace a positive and pro-active approach to liaison with parents and multi-agencies. We work together with parents to ensure that children's needs are being met. Where there are behaviour concerns, staff liaise with parents on a regular basis in order to work together to improve things for the child as quickly as possible. The school works with other agencies as appropriate in order to support children. Other agencies include:

- The Local Authority Behaviour Support Team
- The Educational Psychology Service
- The Local Authority Additional Needs Service

Managing pupil transition

All records kept on children are shared with the receiving school. Discussions are held with staff as appropriate.

Power to use Reasonable Force

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom (refer to 'Use of Reasonable Force' - advice for school leaders, staff and governing bodies').

Staff development and support

All staff receive THRIVE training and are supported by the THRIVE lead. All staff at Eastnor Parochial Primary School work within a strong and mutually supportive values-based ethos. Significant instances of concerning behaviour are discussed with all staff at the weekly staff meeting, and supporting strategies are shared.

The SENCO and Head teacher take an active role in helping to manage and provide appropriate support to ensure that individual and class needs are met as swiftly as possible.

Staff training is organised to meet needs on an individual and whole school basis.

Equal Opportunities

This policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with SEN. The school will ensure that its Behaviour Policy is fair and non-discriminating and that all are treated equally and fairly, irrespective of gender, race, or ability.

Monitoring and Evaluation

This policy is monitored on a regular basis through analysis of school culture and ethos, Behaviour records and exclusion figures, which are all reported in the Head teacher's Report to Governors.

The Head teacher, staff, and the Governing Body hope that the caring, values-based ethos, that is supported by THRIVE within the school will foster caring and respectful behaviour.