



Eastnor Primary School
Behaviour Policy

"Inspire and Achieve"



Let love guide your actions, thoughts and words.

Date	Review
September 2026	Updated and Approved LAB
September 2027	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 legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

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.
- Staff Meeting Spotlight

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
- Reflection time
- Team Teach

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

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.

All adults will be looking out for children who show Eastnor's Values and go over and above.

Ways that children will be recognised for doing so:

Hot Chocolate Fridays

Children consistently going 'over and above' will be invited to have hot chocolate with the

Head Teacher on some Friday afternoons. There may be some weeks that no child in the class is chosen- it needs to be sincere high-level recognition to ensure it is not devalued.

A Positive Note Home from the Teacher/Head Teacher

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value.

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix

Raffle Tickets

Raffle tickets are awarded throughout the day for showing good behaviour and going above and beyond. Children can be awarded several tickets a day. At the end of the week, two names are drawn out and prizes are awarded weekly

Recognition Board

A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' maybe written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board.

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'

Paul Dix

There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. teacher juggles, special celebration dance or song.

Reward Assembly

Particularly good work and behaviour is celebrated through the presentation of awards such as Pupil of the Week, Values award and the Head Teacher award which are recognised at a rewards assembly and posted Weduc each week.

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.

Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.' Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or

management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.' Paul Dix

At Eastnor we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Consequences

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'

Paul Dix

At Eastnor, we encourage positive behaviour. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised Relationship Plan. Consequences implemented are '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

- **'2 minutes owed'** - a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

- **'Pay it Back time'** - is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.

- **Parental involvement** - We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an

informal or formal meeting.

Managing Behaviour Engagement with learning is always our primary aim at Eastnor. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the 30 second intervention and restorative questions for dealing with poor conduct. (Appendix A and B)

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.

Appendix A

Paul Dix's 30-Second Intervention

Key Elements of the 30-Second Intervention:

1. Stay Calm and Positive: The adult remains calm and uses positive language, focusing on what the pupil should do rather than what they did wrong.
2. Be Brief and Direct: The intervention is kept short—around 30 seconds—focusing on the specific behaviour that needs to change.
3. Remind and Redirect: The adult reminds the pupil of the expected behaviour and redirects them towards making the right choice.
4. Avoid Escalation: The goal is to correct the behaviour without causing a confrontation. The adult maintains control and avoids getting drawn into an argument.
5. Leave with a Positive Note: End the intervention with a positive or encouraging statement, reinforcing the pupil's ability to make better choices.

Example:

"James, remember our rule about respecting others' space. I need you to focus on your work now. I know you can do it. Thank you."

Micro-scripts

1. Redirecting Off-Task Behaviour:

"Lucy, I need you to focus on your work right now. You're smart, and I know you can do this. Let's get back on track. Thank you, for, listening."

2. Addressing Disruption:

"Tom, that's not how we behave in class. I need you to sit quietly and listen. I know you can make the right choice. Let's do it now. Thanks."

3. Reinforcing Expectations:

"Emma, remember our rule about raising hands. I know you've got great ideas, so let's hear them the right way. I'm looking forward to hearing what you have to say."

4. Acknowledging and Correcting:

"Liam, I saw that you were talking during the lesson. I need you to stay focused so we can all learn. I believe you can do it. Let's make it happen."

5. Encouraging Better Choices:

"Mia, it's not okay to shout out in class. We need to keep it respectful. I know you can contribute in a positive way like you did yesterday. That is what I need to see today."

"You need to understand that every choice has a consequence. If you choose to...this will happen."

If you choose not to...then this will happen. I will leave you to make your decision."

"Do you remember yesterday, you helped me to...That's the (child's name) need to see today. That's the (child's name) you can be all the time."

"I don't like your behaviour, but I believe you can be successful."

"I am not leaving. I care about what happens. You are going to be brilliant."

"What do you think you could do to avoid this happening next time?"

"(Child's name) it's not like you to..."

Appendix B

Restorative Questions

To guide the conversation, use the following restorative questions:

- What happened?

Helps the pupil recount the incident in their own words.

- What were you feeling/thinking at the time?

Encourages the pupil to reflect on their emotions and thought processes during the incident.

- What have you felt/thought since?

Allows the pupil to express any changes in their feelings or understanding after the incident.

- How did this make people feel?

Prompts the pupil to consider the emotional impact on others involved.

- Who has been affected? How have they been affected?

Helps the pupil identify and acknowledge those impacted by their behaviour.

- What should we do to put things right?

Guides the pupil in considering ways to repair the harm caused.

- How can we do things differently in the future?

Encourages the pupil to think about alternative behaviours and strategies to avoid similar issues.