

Behaviour Policy



RATIONALE

A school is a place that promotes responsibility, respect, tolerance, civility and academic excellence in a safe learning and teaching environment.

All children, parents, staff and visitors have the right to be safe, feel safe and to be respected. With this right comes responsibility and to be accountable for actions that put the safety and well-being of others at risk.

The staff and governors at Eatock Primary School believe that a secure, safe, happy, caring and welcoming environment, where relationships are based on mutual respect, help to develop self-esteem and promote good behaviour. We are committed to maintaining high expectations of behaviour as an essential contribution to the educational experience of the pupils and to the happiness and well-being of the school community.

The purpose of this policy is to give a clear code for the use of all at Eatock Primary School. It has been written following discussion with staff, the School Council and pupils. It reflects the values and principles that we consider to be important for our school. This policy should not be seen as something static, but must be responsive to changes within the school.

AIMS OF THE BEHAVIOUR POLICY

To achieve and maintain high standards of behaviour, by working together to promote an atmosphere of mutual respect, trust and understanding where all are valued.

To teach positive behaviour by modelling it in ourselves.

To provide a caring environment, one in which children are encouraged to make the right choices.

To develop self-discipline, self-control and respect for the rights of others.

To promote happiness and the smooth running of our school by fostering positive caring attitudes towards one another and the environment.

To listen with care to one another's views and opinions and value them.

To provide a time and space in which a child can reflect on his/her actions and, where relevant, make reparation through providing support and comfort.

To make boundaries of acceptable behaviour clear and to ensure safety.

To respond in a polite and thoughtful manner to one another.

To give our pupils the guidance they need to grow up into confident successful adults.

We are adopting the whole school approach in the belief that consistency is the key to fulfilling our aims.

NEEDS OF CHILDREN

At Eatock Primary School, we recognise that children can have different needs and that we should know what they are. We know that we need to treat some children differently to others to get the same result and this is what we mean by equal opportunities.

We know that we need to use the most appropriate techniques in order to help our pupils; for some this will mean lots and lots of praise and rewards, for others a quiet 'Well done, I'm proud of you'. For some it will mean extra help in lessons, for others it will be a challenge they can work on with their friends.

PUPIL VOICE

The consultation of pupils is an important duty which reflects children's rights under Article 12 of the United Nations Convention on the Rights of the Child. It will also help us to fulfil our safeguarding duties and ensure the Fundamental British Value 'Individual Liberty' is being promoted by allowing children a voice in matters that affect them:

- Children at Eatock will always be listened to. "The child who is capable of forming his or her own views has the right to express those views freely in all matters affecting the child" (Article 12 U.N. Convention on the Rights of the Child).
- Children apply annually to represent their peers on the School Council and feedback to their class every 3 weeks.
- Children complete a Pupil Voice Survey on relevant issues.

School Council Statement 2025-26

Children in our school know how to behave with respect and how to take responsibility for themselves. Everyone within our school has excellent manners and are always kind and thoughtful towards each other. Children should treat others as they would wish to be treated themselves. School Council recognise the importance of Individual Liberty and understand that everyone has the right to voice their own opinions. Members of the School Council will always listen to others' opinions and value their suggestions. Children at Eatock can identify a trusted adult to talk to if they are worried or upset. We believe if someone needs help, you should try and help them if you can. Members of the School Council want everyone to show GRIT towards all aspects of school life. We believe that in order for children to learn, succeed and feel happy and safe, everyone must be respectful, tolerant and take responsibility for their actions. School council members will remind others of our school values in order to stay safe around school and to achieve our school's vision statement.

Agreed By Eatock Staff and School Council 2025.

Our policy is founded on four agreed rules:

- Respect yourself
- Respect others
- Show tolerance and acceptance
- Take responsibility for yourself and others

These rights and responsibilities will be clearly discussed with all children throughout school, in order to ensure they appreciate how this will promote a well ordered and happy environment based on mutual respect.

These rights and responsibilities are clearly displayed in each classroom and around the school building.

Assemblies are used to reinforce all children's understanding of the school's expectations of behaviour. Circle time sessions are used to discuss aspects of behaviour including rights and responsibilities.

Children reach their potential where trust exists between teachers and the pupil and where peer groups are supportive. Teachers can use Circle Time to help them develop a positive classroom environment, where pupils can learn to be sensitive towards other peoples' feelings, to resolve conflicts themselves and to disagree constructively. Circle Time aims to provide opportunities for individuals to grow socially and emotionally within a safe, caring, nurturing environment. Circle Time provides a person centered setting where the promotion of personal communication skills, listening skills and awareness of self and others' feelings, can be sensitively managed. Confidence and responsibility can be shared whilst developing healthy, positive relationships. Pupils' emotional maturity is fostered as they learn and understand more about each other and themselves in a structured, familiar, relaxed situation. It is positive, affirming and inclusive, accepting all Circle members, adults and students' contributions in the same way. Circle Time is a practical session where common values are celebrated. Co-operation, friendship and personal responsibility is taught and encouraged.

For pupils with a special educational need, a social and emotional need or physical disability, it has a double benefit because it allows them to function at their own level, within the same boundaries. It gives them a chance to participate fully. Pupils can have Individual Education Plans written with components that may be facilitated within the Circle Time setting.

ENCOURAGING APPROPRIATE BEHAVIOUR

At Eatock, we aim to encourage children to demonstrate appropriate behaviour in accordance with the school rules. We do this by creating a secure environment where children can learn and play free from emotional threat. Clear limits are set and maintained throughout the school and rewards and sanctions are used to assist children in making the right choices.

Class teachers and the children within the individual classes set expectations for behaviour at the beginning of the new school year. Age-appropriate standards and systems within their classroom are established based on whole school approaches. The JIGSAW scheme of work provides assistance with this.

Using positive reinforcement children are taught appropriate behaviour using relevant rewards systems. Emphasis is placed on praise and deferred gratification rather than every reward being a material one. School staff should comment more frequently on what pupils are doing right

than on what they are doing wrong, aiming for the 'magic 5:1' ratio of positive-to-negative interactions (i.e. for every critical comment, they should provide five comments or gestures of approval).

Our positive reinforcement strategies in school include:

- Positive comments or stamps in pupil's work.
- Public praise in front of peers.
- Taking good work or a note about good behaviour to another teacher and /or the Head teacher for praise and stickers.
- Sharing achievements with parents. Postcard/note home.
- Achievement certificates, including Headteacher Awards.
- A House point System
- 'Pride of Eatock' and the 'Blue Jumper' awarded weekly
- School Council children are encouraged to give out certificates to peers for positive attitude and behaviour.
- Individual classes may run individual reward schemes to reinforce positive behaviour e.g. raffle ticket system or star charts, where appropriate.

Individual class reward systems should be reviewed half-termly.

All staff in school, including lunchtime staff, supply staff and other visitors need to be aware of the systems for encouraging and managing behaviour which are in operation and support their use and importance. Leading by example, staff should set standards of behaviour and encourage children to take responsibilities for theirs. We are all part of the school community and must reinforce the systems within this policy.

Staff have a duty to support all of the children in school (not just those in our own class) in the upholding of our shared rules in order for children to understand that we are all working towards the same goal; a well-ordered, calm and positive environment, where children have a respect for the rights of others and accountability for their own behaviour.

In order to achieve this, we will teach the children to understand that their behaviour results in a consequence. Desirable or undesirable consequences need to be seen by the children as an outcome of their own choice, i.e. good behaviour leads to praise or positive reinforcement, bad behaviour does not. ***Where a child is displaying both bad and good behaviour, we will always reinforce the good.***

OPPORTUNITIES FOR CHILDREN TO DISCUSS APPROPRIATE BEHAVIOUR

Opportunities for children to discuss appropriate behaviour occur in aspects of school life and within the curriculum. **The School Council** provides an opportunity for pupils to discuss behaviour and feedback through the respective class councils (see School Council Policy).

The PSHE curriculum including Circle Time promotes mutual respect, self-discipline and social responsibility (see PSHE Policy and RSE Policy). The RE curriculum includes ethical and moral issues.

SUPPORTING PUPILS TO BE SELF-REFLECTIVE

To support pupils to be self-reflective, and consider possible consequences of their actions, teachers will be proactive and pre-empt behaviour that might lead to a problem. When doing so, they will model the thought process, speaking their thoughts aloud so pupils can hear an example of someone reflecting on their choices and behaviour. School leaders encourage all staff to take this approach to ensure pupils within day-to-day practice to develop the pupil's ability to self-reflect.

INVOLVEMENT OF THE SCHOOL COMMUNITY

We aim to provide:

- Opportunities for all members of staff to evaluate and review behaviour issues.
- A calm environment in where by all are fully aware of behavioural expectations.
- Excellence role models of good behaviour.
- Immediate response to all incidents involving bullying or harassment.
- Support to work as a team, supporting and encouraging one another.
- Professional development for teachers, learning support staff and administrative staff.
- Help to develop strategies to eliminate undesirable behaviour both within and outside the classroom, as well as outside of school and online, and provide support for children to apply them consistently.
- Care for and pride in the physical environment of the school.
- Governor training.
- Frank and open debate at staff and Governor's meetings about behaviour issues.

PARTNERSHIP WITH PARENTS/CARERS

We aim to provide:

- Access to staff and contact through book diaries, discussion at classroom doors at the start and end of the day and emails to the office that can be forwarded to class teachers / SLT.
- Invitations to assemblies.
- Good communication channels including the school website and Facebook page, newsletters, MCAS communication app, parents'/carers' evenings, workshops, open days and assemblies/showcases.
- An outline of the behaviour policy as an integral part of school/home communication links so that each child appreciates that the key adults in their lives are working together for them.
- Welcoming ethos that welcomes parents into school. Open door policy.
- A clear policy for children with Special Educational Needs which involves parents from the outset.

BEHAVIOUR AT LUNCHTIMES AND PLAYTIMES

At playtimes in KS1 and KS2, children are rewarded with house points, the use of the climbing frames and the Astro-turf. At lunchtime, age-appropriate playtime equipment to use. In both key stages, Lunchtime and Playtime Pals are ever present on the playground to play with children if needed. Where children mis-use the playground equipment, the child will be suspended from using it for a *minimum period of 1 week*.

MONITORING AND DEALING WITH UNDESIRABLE BEHAVIOUR

At Eatock, we believe that everyone is accountable for their behaviour and by planning consequences we take away the emotional aspect that can cloud our judgement in the heat of the moment. If children are seen to break the rules without incurring consequences, then the message we give is that the moral values of our school are unimportant.

We recognise that consequences need to be in proportion to the misbehaviour and that consistency is crucial. The knowledge that the behaviour will be followed up is far more important than the gravity of the consequence.

It is of great importance that children understand that they are all different and may be responded to in slightly different ways. It is key to teach our children that all are treated **fairly**, but not necessarily **the same**. It is also important that the behaviour is targeted not the child. Therefore, the initial behaviour is focussed on rather than secondary behaviours.

SANCTIONS

The school operates a ZERO TOLERANCE approach. Sanctions should wherever possible be immediate and discreet. The sanction should match the offence (e.g. tidying up if things have been thrown on the floor). Sanctions should not continue beyond the day of the behaviour incident, unless a suspension has been given.

If misbehaviour disrupts learning, then the Head teacher, Deputy or SLT will be informed but the class teacher should remain responsible for the sanctions. If misbehaviour is persistent or of a very serious nature then the Head teacher will play a major role in applying the sanctions in partnership with the class teacher.

MINOR BEHAVIOURS

Behaviours that are incidental and unplanned. The adult response should be to:

- Distract the perpetrator
- Give 'The Look'
- Give a verbal request for **what is wanted from the child** (e.g. "Walk please".) Avoid using "don't"
- Say "Thank you" at the end of the request to emphasise expected compliance
- Praise another child for making good choices and displaying good behaviour
- Encourage compliance (request to do a minor thing then what you really want them to do e.g. Will you pick up that and then...)
- Help the child to focus and visualise what they should be doing (Are you alright (name)? What are you doing? Where should you be?)

MODERATE BEHAVIOURS

Moderate behaviours are dealt with by the class teacher or TA, using time-out or thinking time, whereby child is withdrawn to a quiet place for a short period of time (possibly a quiet table or place within the classroom or corridor area directly outside their classroom).

DELIBERATE BEHAVIOUR

- Where a child refuses to co-operate with the above and refuses to move. Staff will use deferred consequence ensuring the child knows what they have done and say "I would like you to sit there and think about your behaviour and what you have done".
- The objective is to give the child time-out to calm down and reflect on their actions rather than to punish. It would then be appropriate to discuss the child's behaviour after the child has had the reflection time.

MAJOR BEHAVIOURS

Major behaviours include deliberate, prejudicial and vicious behaviour that is intentionally used to hurt and harm. Major behaviours will be dealt with by the Head teacher in partnership with the class teacher as follows:

- Initially, the child will be taken/ sent (accompanied) to the Head with an explanation of what has occurred, this will be investigated and reported back to the class teacher.
- At this point a decision will be made as to whether the child can return to class or should be supervised elsewhere until a more suitable time. If the Head teacher is unavailable a member of the SLT will deal briefly with the incident (even if teaching a class). All incidents of a violent nature are reported and recorded on the school's online behaviour log.

When behavioural incidents occur, where practical, adults should start each day afresh and will encourage children to do the same. As the school wishes to take a proactive approach, parents will be contacted when unacceptable behaviour disturbs learning, interrupts play or upsets others emotionally on a frequent basis. The first meeting will be with the class teacher where the problems will be discussed and a strategy moving forward is agreed. This may involve the setting up an Individual Behaviour Plan and/or a home/school report system. A follow-up meeting will be arranged.

We hope by working together in this way the problem will be resolved. However, should matters persist or deteriorate then the following actions will be taken:

- Help will be sought from the school's SENCO, and if appropriate a referral to an external agency may be completed.
- A suspension may be issued whereby a child's parents will be contacted to collect their child and will not be allowed back into school until the end of the suspension period.
- A permanent exclusion may be applied in line with current legislation.

TRIPS AND VISITS

Where children have an Individual Behaviour Plan in place or where their behaviour is a cause for concern, the parents of the child will be asked to accompany their child, unless the child has an allocated 1:1 support via an Educational Health Care Plan (EHCP). Children who display oppositional behaviour or who fail to follow instructions may not be allowed to attend trips and visits off site due to Health and Safety.

PHYSICAL INTERVENTION AND REASONABLE FORCE

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the

classroom. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent. Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups. Removal from the classroom

SUSPENSIONS AND EXCLUSIONS

A "suspension" is defined as the temporary removal of a pupil from the school for behaviour management purposes. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

An "exclusion" is defined as the permanent removal of a pupil from the school, in response to a serious breach or persistent breaches of the school's Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using suspension and exclusion as a sanction where it is warranted. ***However, exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.***

Only the Headteacher of a school can suspend or exclude a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a suspension may be extended or converted to an exclusion.

The decision to suspend or exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to suspension and exclusion e.g. SEND pupils.

All children have a right to an education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of suspension, and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after exclusion.

Schools should have a strategy for reintegrating pupils that return to school following

a suspension, and for managing their future behaviour.

This policy supplements the statutory guidance published by the Department for Education (DfE), “Suspension and Exclusion *from maintained schools, Academies and Pupil Referral Units in England*”(2023) and LA guidance (held on the school system).

OTHER RELATED POLICIES:

PSHE Policy, Anti-bullying Policy, Safeguarding Policy, Teaching & Learning Policy, Equal Opportunities and Inclusion Policy, SEN Policy, Child Protection Policy, Lunchtime Policy, School Council Policy, Home/School Agreement, Racial Equality Policy and Bolton Exclusion Guidance

This policy was last reviewed in September 2025

REVIEWED WITH SCHOOL COUNCIL SEPTEMBER 2025

Levelling Criteria for Unacceptable Behaviour

Level 1	Level 2	Level 3
Not on task Disrupting other children, chatting in class Distraction, interruption Answering back Not taking instructions Telling lies/getting others into trouble Verbal abuse, minor bad language	Persistence of Level 1 Incomplete tasks (deliberate) Refusal to work Defiance Deliberate destruction of another child's piece of work Minor vandalism Stealing/intent to steal	Persistence of Level 2 Major disruption of class activity Vandalism of school buildings/property Stealing/intent to steal (persistent) Repeated incidents of bullying Persistent bad language and verbal abuse/racial abuse/prejudicial/

Unsafe movement around classroom/school Unsafe behaviour Careless damage Destruction of property (first time) Playtime incident (first occurrence)	Direct verbal abuse/racial abuse Threatening behaviour Isolated acts of violence – kicking, hitting, thumping etc Bullying, persistent name calling	discrimatory language Extreme behaviours Violent hitting, kicking, fighting Aggressive violent behaviour, causing deliberate injury Abuse/threatening behaviour towards staff/parents Dangerous refusal to obey instructions Leaving school premises without consent
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Levels of Behaviour and Response		
LEVEL	BEHAVIOURS	CONSEQUENCES
1. Low level part of general classroom management.	Being noisy, teasing, pushing in, running inside, interrupting the teacher, attention seeking, being 'cheeky', arguing back, telling tales, 'clowning' around,	Redirect to another activity. Talk to the child, discuss what has happened. Discuss in groups, or whole class. Move the child from the group to work on his/her own. Repeat work/ repeat appropriate behaviour. Appropriate sanctions applied, e.g. missing climbing frame.
2. Requires a consequence because of its intensity of frequency	Persistent teasing, rudeness, graffiti (on books, or class), spoiling others games, name calling, lying, hindering others from working, swearing at other pupils.	Miss playtime (supervised), work to be sent home, detention (playtimes supervised), child writes a letter of apology, loss of responsibility, loss of privileges. Sent to

	Misbehaving at lunchtime on 2 occasions	another class, or a senior member of staff. HT to send warning letter home re: suspension.
3. Requires deferred involvement of senior staff because of intensity or frequency	Graffiti/vandalism, racial abuse, rudeness to staff/pupils, kicking, hitting back, stealing, refusal to follow instructions, swearing, fighting, being un-co-operative, Misbehaving at lunchtime on 3 occasions.	Report to HT or SENCO. Loss of privileges (to be determined by teacher). Letter to parents informing them of the problem. Possible meetings with parents/Headteacher, meeting with child and senior management. Behaviour targets for weekly behaviour report, involvement of Behaviour Support Team. IEP for behaviour. Possible suspension of 1 day.
4. Requires immediate removal from the classroom and dealt with immediately by Deputy head or Headteacher	Vicious kicking, biting, continued physical and verbal abuse to staff/pupils, extortion, and dangerous refusal to follow instructions.	Remove immediately from classroom and other children. May need to use physical restraint (see policy on Physical Intervention and Use of Reasonable Force), set up an interim review pastoral support programme with support from external agencies. Removal to Head teacher or other members of the senior management team. Contact parents immediately, suspension up to one week depending on frequency and severity. The next step is an exclusion.

All incidents relating to behaviour are logged on the school's CPOMS (Child Protection Online Monitoring System) program.

Reviewed September 2025