



Euxton CE Primary School



Behaviour Management Policy

'In our Christian family we all SHINE in the light of Jesus'

Vision Statement

'In our Christian family, we all SHINE in the light of Jesus.'

Strong Christian ethos, built upon Christian values.

Happy memories - a fun, loving and caring place.

Inspirational teaching and learning; high expectations.

Nurturing, safe environment - all valued and success celebrated.

Everyone working as a team; all proud to belong.

'Let your light shine' Matthew 5:16

At Euxton Church of England Primary School we continuously strive to live our vision statement and SHINE through our actions, thoughts and words. We believe in providing the highest quality education for our children in a caring, positive atmosphere based upon Christian values and therefore prides ourselves on the warm relationships between staff and children. Each child must be given every opportunity to flourish, know that they are safe, unique, special and valued. At Euxton C.E. we provide a warm, happy and safe environment where children are guided to achieve their very best. As a school, we believe it is our role to educate all as to how to recognise and regulate our emotions regularly.

Policy Aims

Our aim is for children to take ownership of their own behaviour. In doing so they will learn to take responsibility for their own actions. Staff have worked closely together on the production and implementation of this policy. It is our aim through this policy to give all staff, children, parents, governors, visitors and partner agencies a shared sense of direction and to create a shared system for behaviour management in our school, with clear strategies, which promote respect and self-discipline through the development of our vision statement: 'We all SHINE in the light of Jesus'.

We believe that good behaviour comes through a purposeful, enjoyable and well-organised learning environment. Our behaviour policy supports learning and teaching. It is based on the right of everyone in school:

- To feel safe
- To feel respected
- To learn

In having these rights, we accept that we have a responsibility to ensure that everyone else in school also enjoys the same rights.

We aim:

- To create a happy, caring, family atmosphere within our school in which everyone feels safe and valued.
- To promote good and responsible behaviour by the active implementation of our positive behaviour policy.
- To positively influence the behaviour of all pupils both within school and in the community it serves.
- To create a positive attitude to discipline which promotes good behaviour by raising morale and self-esteem, and encouraging pupils to exercise self-control and take responsibility for their own actions.
- To encourage all children to be honest and take responsibility for words and actions.
- To develop compassion and forgiveness in all members of our school community.
- To ensure that all members of the community have opportunities to rectify any lapses in responsible behaviour and see a way forward to, and be supported in making a fresh start.
- To have clear expectations and clear procedures, which are followed to ensure that all incidents are dealt with consistently and fairly.
- To provide a positive learning environment that encourages children to achieve maximum success in all they do, think and say.
- To contribute to the Personal, Social and Emotional Development of all children by explicitly teaching about behaviour as a progressive approach starting in the Early Years through to Year 6.

Policy into Practice



At Euxton C.E. Primary the following practices support behaviour and discipline. Staff and children believe in following our school rules which help us all to SHINE. They are underpinned by our Christian Values and British Values.

<u>School Rules</u>	<ul style="list-style-type: none"> ❖ Be ready ❖ Be respectful ❖ Be safe 				
<u>Our Christian Values</u>	Compassion Forgiveness	Friendship and Fellowship	Peace Hope	Wisdom Humility	Trust
<u>Our British Values</u>	Mutual respect	Tolerance	Democracy	Individual Liberty	Rule of Law

- Important expectations of behaviour are displayed throughout the school environment and discussed regularly with children to deepen their understanding.
- Children to be emotionally aware of themselves and others to build and sustain healthy relationships.
- Continuous responsible and good behaviour is always celebrated as part of daily school life and identified as expected behaviour for all.
- Staff support children to use restorative approaches to repair harm and restore relationships.
- Daily worships are used to provide opportunities for children to reflect on their behaviour and actions and consider how to make changes to move forward.
- During the first week of the autumn term, as part of a PSHE lesson, all classes develop their class agreement and expectations relating these to our school vision. These are seen as an essential part of classroom management and a collaborative means of promoting responsible behaviour. These are displayed alongside our school rules and behaviour steps within class and all children and adults have ownership of these rules and are expected to follow them. They are continuously referred to throughout the year to evaluate their effectiveness.
- Within all classes teachers ensure that children have responsibilities and defined roles through which they are constantly encouraged to make the right choices. These roles support the children's developing understanding of taking responsibility for the community beyond themselves.
- Working with changing learning partners is an integral part of lessons, which helps the children to work collaboratively. It develops tolerance and understanding of different viewpoints and encourages children to learn from each other.
- All children belong to one of our four school teams: Air, Earth, Fire and Water. A system of house points operates throughout the school by which children can be celebrated for all aspects of academic and non-academic achievements, for effort, for being considerate, and being responsible. The children have a sense of belonging and work as a team to support each other to behave in a responsible manner. Children work hard not to 'let each other down'. A weekly total of house points is accumulated and displayed on the House Team Board in the school entrance. All children are encouraged to support and challenge members of their house to try their best in all aspects of daily school life.
- To develop leadership skills and act as role models for each other, Year Six children are elected as Team Captains and roles as Year 6 Leaders. They have a responsibility to inspire all members of their team and school to be the best that they can be.
- All Year 6 children are given an area of responsibility through which they develop their leadership skills. They encourage all other children to live out our school vision

statement. These roles provide our oldest children with the opportunity to problem solve and develop their understanding of service through leadership.

- Children in Year 5 and 6 are trained as Play Leaders and aim to be role models for younger children in both Key Stages at break and lunch times. They support others in trying to resolve conflict and through games encourage cooperative and inclusive play.
- Class Councillors are elected by peers, who then form a School Council to lead through example. They work together to drive forward school development.
- In daily worship, through prayer and extracts from the Bible, we consider how we have reflected Jesus in our thoughts, words and actions.
- When appropriate, targets are identified for both children and staff to achieve, this enables all the community to share in and recognise the progress being made.
- During lunchtime children are constantly encouraged to demonstrate ownership of their behaviour. They are explicitly taught how to use their manners when interacting with others and how to resolve any conflicts, which arise. Both staff and children celebrate role models.
- Welfare assistants work alongside children, playing games and organising time, to ensure constructive activities are taking place at lunch time. This develops deeper relationships and mutual respect.
- Bullying, racial harassment, equal opportunities are subjects covered in RE, PSHE, whole school and class worships with the intention of deepening every child's understanding of their significance.

How we develop self-regulation:

To support pupils to make the correct choices and to regulate their behaviour, all staff are trained in emotional coaching and using the Zones of Regulation.

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'. Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

At Euxton CE Primary School, we use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. This is delivered progressively through PSHE lessons and reinforced and displayed in class. We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

What are the different Zones?

- **Blue Zone:** low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.
- **Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.
- **Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.
- **Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control

We will teach the children that everyone experiences all of the Zones. The Red and Yellow zones are not 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another. We will show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.

Rewards

- Headteachers award: Pupils are awarded special Headteacher Award certificates and stickers for outstanding achievement. Awards are given for a range of achievements.
- Celebration assembly on a Friday morning enables the school community to gather and share weekly successes together. We celebrate achievements out of school by inviting children to share with us their success. Certificates and trophies can be brought in to our Friday celebration assembly to be presented and parents are welcome to attend.
- Superstar of the week: Every teacher chooses a child from their class each week to be superstar. This achievement is linked to our Christian Values due to their attitude or as a result of work outcomes. Parents are informed and invited to our Friday Celebration Assembly to see their child receive their certificate. The children are also able to sit at the 'top table' for lunch each day for the week that they are superstar, with a friend of their choice.
- Weekly curriculum stickers are also presented by class teachers to celebrate children who SHINE in their learning and recognise achievements across the curriculum.

Parents are asked to help by:

- Supporting the school in sharing its vision, ethos and Vision Statement.
- Supporting the implementation of this policy through working in partnership with children and staff to ensure the best outcomes for children.
- Trusting the school to fulfil its promise to look after, care for and ensure that children are treated with equality through the assessment of need.
- Understanding the school has a responsibility to meet the needs of all children including those who have individual behaviour plans, which are related to their emotional and social needs.
- Be respectful of themselves and others.
- Be positive role models for their children, building happy and healthy relationships.
- Reinforcing our school policies and expected behaviour to ensure that we are working together and not confusing children with mixed messages.

- Reinforcing our message that retaliation is unacceptable and that all incidents should be discussed and dealt with fairly.
- Remembering that sometimes mistakes are made by both children and staff, as we are all only human beings striving to live and learn as Jesus taught us. However, recognising that by working together these can be addressed and rectified to ensure that children receive the right messages and learn that mistakes do happen but how they are dealt with is important.
- Encouraging children to be honest and take responsibility, emphasising that all incidents can be dealt with effectively if the truth is told.

At Euxton CE Primary School, we pride ourselves on developing strong and supportive relationships with parents and carers. We ensure two-way communication through being proactive and positive.

Role of Staff

In order to ensure continuity all members of staff have the following responsibilities:

- To always put the child first.
- To deal with all situations with love and empathy, valuing the dignity of all.
- To encourage all children to take responsibility for their own actions.
- To act as a role model for all children through what they say and do.
- To follow school expectations along with the children.
- To implement and evaluate all aspects of our school behaviour policy.
- To work in partnership with each other and with parents to ensure that unacceptable behaviour is dealt with effectively.
- To develop trusting relationships with parents to enable key messages to be worked on together, to provide consistent messages to each child.
- To create a safe environment where pupils feel respected and accepted by all, whether they make a mistake or not to encourage openness and trust.

Inappropriate Behaviour

Behaviour in our school is outstanding. Any incidents are rare due to excellent behaviour management and positive relationships between staff and children. However, at Euxton C.E. Primary School, we recognise that children do sometimes make mistakes, which can lead to unacceptable behaviour. In all cases it is the behaviour which is unacceptable and not the child. Therefore, all our strategies are used to enable children to reflect upon their behaviour, take responsibility for their actions and decide how they can best rectify any situation, which may have occurred. We constantly encourage child self-evaluation, which is deeply intertwined within our whole curriculum and school. We are continuously striving to guide children to recognise that they have a community responsibility and therefore their actions can influence how another feels or acts. Within this message we seek to educate all children to understand that some members of our community will require more help to achieve this.

Support for children: Some children, through a variety of circumstances, find it difficult to manage their own behaviour. Our aim is to identify and co-ordinate a programme of support that will enable them to make appropriate choices with regard to how they behave. When we have a concern, the teacher will informally meet with the parents to establish a working relationship. At this point we will share our observations and decide

how to support the child. This could include short-term target setting for specific skills, establishing behaviour or pastoral support plans, practising routines and the use of circle time. Positive behaviour strategies and support can be accessed through out local CISS inclusion hub.

Specific identification and support: This involves the class teacher and parent coming to an agreement on the specific description of the main difficulties. From this a personalised termly Individual Behaviour Plan can be agreed and put into action. It is reviewed frequently with members of SLT to evaluate effectiveness and changes made where necessary to ensure it has a positive impact on behaviour.

Continual Disruption: We feel it is our duty to preserve the rights of children to learn and teachers to teach. Children will be told what they are doing and will be given a chance to alter their behaviour. On occasions some children will not respond to normal behavioural strategies. Should there not be a change in behaviour; children will then be given a 'Reflection' guide to complete (see below for example of form).

Procedures:

All unacceptable behaviour will be treated on an individual basis. Incidents occurring within class will always be dealt with by the class teacher, during break time by the teacher on duty and at lunchtime by a lead teacher or welfare assistant. The appropriate action to take will be decided by the person dealing with the incident. However, if support is required it will be sought and advice asked for. The emphasis is on positive action (recognition and reward) rather than negative action (punishment). Problems which occur should be dealt with promptly and constructively.

LEVELS OF BEHAVIOUR

All staff follow the stages below to determine actions for the misbehaviour they are dealing with. We will always listen to the child and follow the verbal conversations above to determine reasons. However, there may be times where sanctions are needed e.g. time out, use of a Reflection guide.

STAGE	EXAMPLE OF MISBEHAVIOUR (not limited to:)	ACTION REQUIRED
1.	<ul style="list-style-type: none"> • Off task • Calling out • Failure to follow instructions or school procedures • Back chat, disrespectful comments 	<ul style="list-style-type: none"> • Praise/rewards for good behaviour • Speak quietly to the child concerned • Discuss poor behaviour with child • Reinforce correct behaviour
2.	<ul style="list-style-type: none"> • Repeated stage 1 behaviour. • Any inappropriate physical contact • Offensive remarks to peers or staff 	<p>If child continues to repeat behaviour in Stage 1 consequence may be ...</p> <p>As above PLUS</p> <ul style="list-style-type: none"> • Make expectations clear • Child moved/separated in class/outside • If at break/lunch, incident shared with class teacher. Repeated incidents of the same nature then

		<p>child sent to class teacher for additional support for resolution and decision making regarding next steps.</p> <ul style="list-style-type: none"> • Withdrawal of privileges to reflect on behaviour e.g. complete a Reflection Guide at break • Informal chat with parents by class teacher • Incident logged on ABC form/CPOMS by class Teacher or if at Out of School Club (OSC), parents informed by OSC staff and logged on CPOMS at point of collection
3.	<ul style="list-style-type: none"> • Verbal / physical aggression • Vandalism to school property which may result in injury to themselves or others • Stealing or damaging the property of others • Repeated incidents of misbehaviour (pattern analysis) 	<p>As above PLUS:</p> <ul style="list-style-type: none"> • If repeated behaviour after seen by class teacher, at break/lunch/OSC, incident shared with Headteacher (HT) • Reporting to HT • HT to speak with parents • Incident logged on CPOMS • Positive reinforcement – e.g. smiley chart • Establish Behaviour/Pastoral Plan and share with pupil, parents and staff • Possible Early Help Assessment to seek support from external agencies (L3) • Parent may be asked to pay for damage caused to property
4.	<p>Aggression which results in positive handling or may have caused injury to self or others</p>	<p>Parents informed by HT/SLT/Behaviour Lead</p> <ul style="list-style-type: none"> • Team Around the Child meeting (inc SENCO and class teacher) • As above PLUS: • Escalation to Headteacher or Assistant Headteacher in Headteacher's absence • Evaluation of situation which may result in exclusion • Work with external agencies on strategies on return to school: • Nurture support/ELSA lead • Working independently within or outside of class, if necessary • Positive methods to re-integrate
<p>If after returning to class the child again needs to complete a Reflection Guide within the same week then the child will be either internally excluded for up to a whole week or formally excluded at the discretion of the headteacher. Beyond this, exclusions for up to five days will be given at the discretion of the headteacher. Exclusions beyond that will only be used after consultation with the governors.</p> <p>Should any incident of seriously inappropriate behaviour be of such a nature that the Headteacher feels that an immediate exclusion is the only reasonable</p>		

consequence, then the Headteacher will exercise the right to exclude that pupil for as long as is deemed appropriate, irrespective of that child's position on the above Behaviour Monitoring system.

Reflection guides

Often what means more than rewards and sanctions are comments from staff and smiles. The impact of stopping a child and saying 'I can see you SHINING because..' 'I noticed just how kind you were to ..., thank you, that was really nice of you', equally when one child has been mean to another phrases such as 'you know you don't feel happy about this and nor do they, but how can you fix this? What can you do next to repair this / make things better?'

We are a happy school. We strive not to have anyone feeling lonely for too long on the playground and have a buddy bench system in place to support this. You will seldom hear shouting in our school and the children have a strong sense of what is right and wrong. Our system of Reflection guides help children who have overstepped the mark to be reflective and this system is outlined below. During the school year any completed Reflection guides are logged on CPOMS and then kept in a file and used to track any possible patterns of behaviour which we need to address. At the end of the school year all forms are analysed and the results of which are shared with staff and governors. In turn this leads to positive change to reduce the likelihood of poor behaviour the following year.

Examples of unacceptable behaviour which would require the use of a Reflection guide may include:

- Hurting others
- Spitting
- Telling lies
- Bad language
- Being rude to an adult
- Being racist
- Damaging school property
- Continuous minor inappropriate behaviour with no sign of improvement
- Poor behaviour whilst kept in at breaks or a similar sanction period
- Letting down the school in public e.g. shouting / silly on a trip / swimming
- Any other inappropriate behaviour

Please note, these occurrences are rare but systems are needed to be in place should this type of behaviour be displayed.

STAGE 1: At Reflection guide level, if the offence occurred during a lesson, the child will miss the start of their next break time in order to discuss their behaviour and complete a Reflection form. This is so that quiet time is given to reflect and ensure that the child is calm to go out to play and ready to learn at the start of their next lesson. If the offence is at play / lunch time then he / she can return to class at the end of break/after completing a Reflection form if calm and 'ready to learn'. If the offence is more serious than the above (eg. hitting an adult, etc. then the head teacher may decide to go directly to Stage 3). Parents will be informed if a child has completed a Reflection form that day.

STAGE 2: If behaviour does not improve or there is a reoccurrence of the behaviour, a formal meeting will be arranged with parents, class teacher and member of SLT to agree next steps to support positive behaviour management. These will be reviewed weekly.

STAGE 3: If after returning to class the child again needs to complete a Reflection guide within the same week then the child will be either internally excluded or formally excluded at the discretion of the headteacher. Beyond this, exclusions for up to five days will be given at the discretion of the headteacher. Exclusions beyond that will only be used after consultation with governors.

Should any incident of seriously inappropriate behaviour be of such a nature that the Headteacher feels that an immediate exclusion is the only reasonable consequence, then the Headteacher will exercise the right to exclude that pupil for as long as is deemed appropriate, irrespective of that child's position on the above Behaviour Monitoring system.

Our Behaviour Management System is enforceable by all staff.

Any incident will be investigated fully to establish all facts, taking into account reasons for behaviour, parties involved and share of responsibility. Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

All parties involved will be asked to reflect on the incident and consider the part they have played. Once children have accepted responsibility they will be then guided to decide what they would consider to be a suitable outcome. This enables them to own the consequence and accept further their part in the incident. Possible consequences could include missing a section of free time to discuss and reflect, loss of responsibility, removing objects thrown or mess created.

At this point it is hoped that apologies can be given and accepted. Records will only be kept if a child involved has an individual behaviour plan, an on-going behaviour log or if the teacher dealing with the incident considers it to be serious enough to record. CPOMS is used to monitor behaviour.

In cases where children are unable to accept responsibility and the collation of information does not clear up confusion or the incident is of a more serious nature, the incident will be referred to the class teacher who will investigate the incident further and decide appropriate next steps.

Occasionally when responsibility is still not accepted or when the incident is viewed as being very serious the child/ren will be sent to a member of the Senior Leadership Team or Headteacher who will decide what action to take.

In all cases the teacher dealing with the incident will decide whether or not to inform parents. Our policy is to provide all children with opportunities to take responsibility for their own actions and therefore not all incidents will be reported back to parents. However, this will depend upon the seriousness of the incident, the previous and current behaviour of the child and the outcome of the incident. There may be times when the teacher feels that although the incident has been dealt with and all parties have apologised that parents should be informed to ensure that similar incidents do not happen again. At lunchtime all incidents will be brought to the attention of the lead teacher who will ensure that they have been dealt with in line with school policy. In the case of point 4, the lead teacher will refer the incident to the class teacher, SLT or Headteacher.

Persistent or more serious incidents:

Persistent unacceptable behaviour will include bullying, disruption of lessons, racist taunts, physical aggression, continual bad language etc. This will be recorded on CPOMS and parents will be involved at a very early stage so that school and home can work in partnership to try to prevent such behaviour becoming more serious. This may lead to a child being placed on an IBP, which would be reviewed termly.

Serious incidents will include: physical assault, deliberate damage to property, stealing, leaving school without permission, verbal abuse, refusal to work, disruptive behaviour in class, racist taunts and bullying in any form. This type of behaviour is the responsibility of the Head teacher or SLT in her absence, who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded on CPOMS.

1. A verbal warning by the Headteacher and possible withdrawal from the classroom or playground for the rest of the day, with a request that parents come into school to discuss the incident.
2. A child may be placed on a weekly/daily report ensuring a dialogue between school and home. This should be reinforced with weekly meetings with parents.
3. A very serious incident may result in parents being asked to take their child home for the rest of the day as a fixed term exclusion.
4. At the meeting with parents to discuss the incident a warning is given about the next stage unless there is an improvement in the child's behaviour. If the problem continues then – further fixed term exclusions will be enforced.
5. On any other re-occurrences further exclusions will operate. At this point a case conference involving parents and support agencies may then follow to plan preventative strategies, which may provide extra support for the child.
6. Once 45 days exclusion has been exceeded a meeting between the parents and the Governing Body will take place.
7. If no marked improvement is evident then Permanent exclusion will be considered after consultation with the Governing Body and the LA.
8. Throughout the exclusion process reintegration procedures will be discussed and implemented to provide children with every possible chance for success.

Child-on-Child abuse including sexualised abuse

Child-on-Child abuse is defined as abuse between children under 18 years of age. Euxton CE Primary School has a zero-tolerance approach to abuse, including child-on-child abuse. We will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

Further details can be found in our Child Protection and Safeguarding Policy.

Pupil conduct outside of school

Subject to this policy the school may discipline for any misbehaviour when the pupil is:

- Taking part in any school related activity

- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil of the school (in person and online).

In circumstances where a pupil's behaviour is reported to be inappropriate outside school time the parent/carer of the child will be contacted and the behaviour policy will be followed. The behaviour will be discussed with child and parent/carer.

Use of reasonable force

Although every opportunity will be taken to diffuse a situation and support pupils to regulate, there will be occasions when pupils lose control a physical intervention may be necessary to keep themselves and others safe. There are a small number of staff at Euxton CE Primary School who are certified to use positive handling techniques and follow the Team Teach positive handling procedures.

These situations may include (as referenced DfE 'Use of Reasonable Force' document)

- 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 disrupts a school event or a school trip or visit
- 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 from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Where a child has identified SEND, the school will make all reasonable adjustments to reduce use of reasonable force. Parents will be informed if their child is involved in a significant incident. Please refer to the DfE document "Reducing the need for Restraint and Restrictive Intervention in School" (June 2019) Physical intervention must be recorded as a Physical Intervention log on CPOMS. This will be monitored by the inclusion team and SLT and where appropriate, a meeting will be held to discuss the intervention, debrief and put in appropriate adjustments to provision. It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship. This intervention will also be communicated to parents of the child involved.

Unacceptable strategies to use:

At Euxton C.E. Primary School we value and respect all members of our community and therefore our policy is one of forgiveness and new starts. In our interactions with children we do not:

- Make assumptions based on prior behaviour trends.
- Arrive at conclusions based on hearsay or false witness.
- Shout loudly at children without giving them the chance to explain the reasons for their behaviour.
- Overreact so that children cannot differentiate between the levels of unacceptable behaviour.
- Respond in a negative way to a child, instead of dealing with the behaviour.
- Treat children unfairly, or with little continuity.
- Take situations personally and hamper objectivity.

Searching and Confiscating Property

As a school, we reserve the right to use searching, screening and confiscation powers appropriately to ensure pupil and staff welfare is protected and to establish an environment where everyone is safe.

We adhere to the guidance outlined in the document 'Searching, Screening and Confiscating – Advice for Schools July 2022'.

Complaints

If there are any complaints from members of the school community regarding any content in our Behaviour Policy please follow the procedure as set out in our school Complaints policy.

Monitoring and Review

This policy is monitored by the headteacher, who reports to Governors about the effectiveness of the policy on request.

Related Policies

This policy should be read in collaboration with the following policies and documentation:

- Complaints Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Home-School Agreement

This policy should be read alongside this document:

- Suspensions and Permanent Exclusion 2023
- Behaviour in School – Advice for Headteachers 2022
- Use of Reasonable Force in Schools 2013
- Searching, Screening and Confiscating – Advice for schools July 2022
- Keeping Children Safe in Education 2025

Reviewed by M. Ash & I. Ball January 2026

**APPENDIX 1:
School rules and expectations.**



Ready	Respectful	Safe
<ul style="list-style-type: none"> • We arrive at school on time. • We are ready to learn. • We are prepared and have the right equipment for our lessons. • We show that we are listening. • We focus well in all our lessons. • We try hard and do our best. 	<ul style="list-style-type: none"> • We listen when others speak. • We are kind and polite. • We treat others as we want to be treated. • We respect difference. • We are positive role models. • We are good friends. • We respect God, our friends and our school. 	<ul style="list-style-type: none"> • We line up and move around the school in a safe manner. • We are in the right place at the right time. • We speak to a trusted adult if we are worried. • We follow instructions to keep safe. • We use equipment safely and correctly. • We stay safe online.

	Be Ready	Be Respectful	Be Safe
Classroom	Be ready to work. Have the right equipment. Complete my work. Do my best.	Listen and follow instructions. One speaker at a time. Take care of all property. Use appropriate voice level.	Keep your hands and feet to yourself. Wait your turn. Sit sensibly when on the carpet or a chair.
Hall (worship)	Sat sensibly.	Listen to the speaker. Head bowed and eyes closed for prayers. Stand in silence when the music begins and ends.	Keep your hands and feet to yourself. Walk in and out sensibly and quietly.
Hall (lunch)	Stay seated.	Use an inside voice. Use your manners. Listen to adults and your friends.	Leave no trace. Do not leave the hall. Walk. Keep your hands and feet to yourself.
Playground	Bring appropriate clothing for the weather. Play in the correct area of the playground. Stop when the whistle is blown. Walk to line up on the 2 nd whistle.	Share equipment. Take turns and play cooperatively. Listen to others when they talk to you. Use kind words and be a good friend. Help others if they need it. Be polite and remember your manners.	Use equipment correctly. Put the equipment away when asked. Use kind hands, feet and words. Play games that are appropriate for school and the playground. Play carefully.
Corridors	Be lined up ready to leave the classroom or hall.	Travel with an inside voice. Friendly greetings. Be polite.	Walk quietly and calmly. Single file. Stay to the left.
Toilets	Ask an adult	Respect other's privacy. Leave the area tidy, as you would want to find it.	One person per cubicle. Flush the toilet. Wash your hands.

APPENDIX 2:

POSITIVE BEHAVIOUR MANAGEMENT

Positive Behaviour Management is a way of promoting social and emotional development through positive and proactive practices:

Positive: increasing and strengthening wanted behaviours through reinforcement (not using punishment or negative consequences to reduce the challenge).

Proactive: anticipating where things may go wrong and preventing that from happening (rather than reacting when things go wrong).

HOW WILL OUR INTENT BE ACHIEVED?

USING LANGUAGE OF CHOICE AND ASSERTIVE DISCIPLINE

In disciplining children, adults are not only seeking to stop an immediate misbehaviour, but also to teach them about the impact of their behaviour on themselves and others, and about the power of their own choice. This helps them learn how to avoid the misbehaviour for the longer term. Using 'language of choice' is in contrast to using 'language of demand'. If you demand something of someone, for example "If you don't stop talking now, you'll get a 'time out'!" you are directly prompting one of two natural responses, which is either to:

- Resist the demand (and create conflict)
- Accede/Give in to the demand (and lose face)

Instead, language of choice places responsibility for behaviour with the child, for example, "If you choose to interrupt again while I am explaining this you will have to receive a 'time out'. Think about making the right choice. Thank you!" Crucially, this approach bypasses the natural instinct to resist, that can more easily occur when we are simply told what to do, while still leaving the option of a consequence open if the child does not make the right choice.

ROLE OF THE ADULT

Know and Understand our pupils and their influences	Meet and greet our pupils at the door. Never walk past or ignore pupils who are failing to meet expectations. Understand our pupils strengths and interests. To use the stem sentences (below) to support consistent approach. Follow up all behaviour including restorative conversations and communication with parents. Plan lessons that engage, challenge and meet the needs of all pupils. Deal with all poor behaviour in private.
Teach learning behaviours alongside managing misbehaviour	Teach responsible behaviour as part of the school day. Teach the link between behaviour and outcome. Link behaviours explicitly to the PSHE curriculum and use whole school behaviour teaching prompts.

Use classroom management strategies to support good classroom behaviour	Consider classroom layout. Consider good pupil partnerships. Reinforce school behaviour expectations. Recognise and reward good behaviours. Recognise that sometimes universal strategies may not always work for all pupils.
Apply simple approaches to regular routine	Staff will consistently apply the school behaviour policy Staff will consistently apply stem sentences across school.
Use targeted approaches to meet the needs of individuals	Where practical, ensure approaches are adapted to individual needs. Provide training in specific strategies with high behaviour needs.
Apply consistency	Whole-school consistency of language and approach is paramount. School recognises that whole-school approaches to behaviour may take longer to embed.
Praise	Public acknowledgement of pro-social behaviour and individual success can be very powerful in a positive way.
Private correction and support	Adults will always seek to come close to a pupil to speak to them quietly, avoid drawing attention to undesired behaviour in front of other children or loudly across the classroom. In this way the misbehaviour is still pointed out, but the child is given privacy and time to reflect on choices they made and to think for themselves about what they might do differently moving forward. Deal with this interaction in a timely way.
Modelling desired behaviour	Children learn from the behaviours they see and experience around them, making it very important for adults to always demonstrate in themselves the behaviours that they expect from children. In school, this is particularly important in terms of behaviours like respect, compassion, justice apologising and accepting apologies, acknowledging mistakes, resolving difficulties fairly and amicably, and so on.
Calm response	Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. Staff avoid communicating these feelings to the child/ren and at school will work hard to keep responses low key and matter of fact. This encourages a calm and logical, rather than heated and emotional, response. Staff will use de-escalating strategies in order calm the situation in a calm manner and then support resolving the issue.
Justice	Staff will ensure all children are listened to in

	order to gain full perspective of a situation. This will inform next steps of a resolution.
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STAFF LANGUAGE AND RESPONSES

Here are the stem sentences (with guidance) that experts in behaviour management suggest using to support children with the behaviour and that staff at Euxton CE Primary School use when needed. Staff remember to connect before correct.

1.	We will use the child's name when we begin to speak with them	This addresses the child directly and shows them that they have your full attention and that you mean to sort the situation out for and with them.
2.	2. "I can see something is wrong" / "I can see you are (behaviour)" (state the behaviour)	A phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation. It also recognises the reality of a situation and why this needs adjusting.
3.	"I am here to help you"	A phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
4.	"Talk and I will listen"	This strategy provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.
5.	"Come with me and we'll talk about it..."	Quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. We would always use this tactic if the child is in an unsafe place (e.g. on a wall or on the roadside).
6.	"If you choose to do XXXX again, you will receive a consequence"	This gives children a chance to positively adjust their behaviour in a constructive way.
7.	(Name), at Euxton C.E. Primary School, (eg.) we respect and listen so that everyone can learn.	Behaviour is de-personalised and whole-school expectations are referred to, in order to encourage behaviour.
8.	Last step would always be to praise the child for making the adjustment.	Recognising adjusted behaviour is important. This may be linked to our Christian and British values.

Behaviour Steps

Behaviour Steps

Step 1
Relate

Step 2
Reminder

Step 3
Warning

Step 4
Reset
back to Step 1

Step 5
Time out
back to Step 1

Step 6
Reflection
Guide

Ready
Respectful
Safe

FRIENDLY
REMINDER

STOP **THINK**

1 minute
reset away
from the
class

Time out of class
to reflect and
regulate

BLUE **GREEN** **YELLOW** **RED**
ZONE **ZONE** **ZONE** **ZONE**

TIME TO
REFLECT

**Appendix 4:
Example of a Reflection guide:**



REFLECTION GUIDE



'In our Christian family, we all shine in the light of Jesus'

Name:.....

Class:.....

Date and Time:.....

Completed with:.....

What did I do? Who did it affect?

Circle which of our rules/Christian values/British values this affected:

School Rules	<ul style="list-style-type: none"> ❖ Be ready ❖ Be respectful ❖ Be safe 				
British Values	Tolerance	Mutual respect	Democracy	Individual Liberty	Rule of Law
Christian values	Compassion Forgiveness	Friendship and Fellowship	Peace Hope	Wisdom Humility	Trust

Why did I do it? Which zone was I in?

Blue	Green	Yellow	Red
Bored Tired Sick sad	Focused Calm Happy Ready to learn	Silly Worried Frustrated anxious	Angry Out of control

How could I help myself get back to Green when I feel like this?

Who could help me?

Next Steps (completed by adult and agreed/shared with child):

Follow-up action (please circle as appropriate): contact class teacher/Parents

support in class/wellbeing referral/logged on CPOMS/individualised behaviour or pastoral plan

Appendix 5:



An Euxton child
will...

- 1 Shine in work and play
- 2 Respect ourselves, each other
and God
- 3 Be kind, polite and helpful
- 4 Be fair and truthful
- 5 Be active in listening and
learning