Behaviour Policy

September 2026

Reviewed by:	Keely Folker	**Agreed by FGB:**	Sept 2026
Review Cycle:	Every 3 years	**Next Review due:**	Sept 2029

1. Purpose

Eastcombe Primary School is committed to providing a safe, secure, inclusive and positive learning environment in which everyone is valued and supported to achieve their best. We expect all members of our school community, including governors, staff, supply staff, pupils, parents/carers and visitors, to behave in a considerate, cooperative and respectful manner. All pupils will be treated fairly and with regard to their individual needs.

The development of pupils' emotional regulation is central to our approach. We recognise that behaviour can be a form of communication and may reflect an underlying emotion or need. Through supportive relationships, co-regulation and explicit teaching, pupils are helped to develop increasing independence and self-regulation.

The Headteacher has overall responsibility for standards of behaviour within the school. All staff have high expectations and share responsibility for creating a calm, safe and supportive environment in which pupils can learn, play and interact successfully. Staff are important social, emotional and learning role models. Additional or individualised support and reasonable adjustments may be provided where appropriate, including for pupils with special educational needs and/or disabilities (SEND).

We aim to work in partnership with parents and carers to provide consistent messages and approaches between home and school.

2. Aims and Behaviour Principles

Our behaviour approach aims to:

- create a safe, calm and inclusive environment in which effective teaching and learning can take place;
- support every pupil to learn, participate and thrive;
- develop pupils' emotional awareness and self-regulation;
- promote positive values, attitudes, knowledge and skills;
- teach pupils how to make positive behavioural choices;
- encourage pupils to take responsibility for their actions and, where appropriate, repair harm; and
- prevent and respond effectively to bullying, discrimination and harassment.

The school pays due regard to the protected characteristics under the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

3. Legislation and Statutory Guidance

This policy has been developed with regard to relevant legislation and Department for Education guidance, including:

- *Behaviour in schools: advice for headteachers and school staff;*
- *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement;*
- *Searching, screening and confiscation: guidance for schools;*
- *Restrictive interventions, including the use of reasonable force, in schools;*
- *Keeping children safe in education;*
- *Preventing bullying;*
- *Supporting pupils at school with medical conditions;*
- *SEND Code of Practice: 0 to 25 years; and*
- *Equality Act 2010.*

This policy also has regard to:

- *Section 175 of the Education Act 2002;*
- *Sections 88 to 94 of the Education and Inspections Act 2006;*

4. Roles and Responsibilities

The Headteacher will:

- implement this policy consistently;
- promote a positive school culture and high expectations;
- ensure staff receive appropriate guidance and support;
- oversee serious behaviour incidents;
- ensure appropriate records are maintained; and
- exercise the statutory responsibilities relating to suspension and permanent exclusion.

Staff will:

- model calm, respectful and positive behaviour;
- teach and reinforce behavioural expectations;
- establish positive relationships with pupils;
- apply the school's behaviour procedures consistently and proportionately;
- make reasonable adjustments where appropriate;
- use restorative and regulation-based approaches where appropriate;
- record significant incidents as required; and
- communicate with parents/carers where appropriate.

Parents and carers will:

- support the school's expectations and Behaviour Policy;
- encourage positive behaviour and respect;
- communicate relevant information that may affect their child's behaviour or wellbeing; and
- work constructively with the school when difficulties arise.

Pupils will be supported to:

1. demonstrate the school's vision and values: Aim High, Believe and Achieve and Respect, Resilience, Responsibility, Kindness and Cooperation;
2. listen and respond appropriately to reasonable instructions;
3. respect themselves, others and the school environment;
4. take responsibility for their behaviour;
5. participate in restorative conversations where appropriate; and
6. do their best.

5. Record Keeping

From Autumn Term 2 2026, the school uses CPOMS to record significant behaviour, safeguarding and pastoral information where appropriate, enabling relevant information about individual pupils to be maintained and monitored. Available paper records prior to this date will be inputted with relevant dates logged.

Staff should record incidents in a timely manner, objectively and factually, using full names that can be redacted at a later date if need be.

Staff who are parents will not have ready access to their child's or a family member's records but will be able to 'tag' said pupils.

The Headteacher will monitor all incidents and DDSLs will also be notified of all safeguarding concerns.

6. Behaviour Curriculum

Positive behaviour is explicitly taught rather than simply expected.
Staff model appropriate behaviour and use lessons, assemblies, routines and everyday interactions to teach pupils how to behave successfully in classrooms and around the school. Staff recognise and reinforce positive behaviour consistently.

The relationship between pupils and trusted adults is central to pupils' personal, social and emotional development. Class teachers use a range of approaches to support emotional regulation.

Emotion Coaching

1. Notice the pupil's feelings and respond with empathy.
2. Label and validate the emotion.
3. Set appropriate limits on behaviour.
4. Support the pupil to problem-solve and identify an appropriate response.

Regulation Pit-Stop - Depending on the pupil's needs, this may include:

1. grounding and calming activities, including breathing or sensory strategies;
2. developing emotional awareness; and
3. developing reflection and self-regulation skills.

Restorative Conversation - When the pupil is sufficiently regulated and it is appropriate to do so, staff may ask:

1. What happened?
2. Who was affected?
3. What were you feeling?
4. What might the other people involved have been feeling?
5. How can we make things right?

Restorative approaches will not replace safeguarding procedures, appropriate sanctions or formal investigation where these are required.

7. Pupils with SEND and Reasonable Adjustments

The school recognises that some pupils will require additional support or reasonable adjustments to meet behavioural expectations. Support will be planned using a graduated approach of assess, plan, do and review, where appropriate. Provision may include:

- speech and language support;
- pastoral support;
- Dog Mentor sessions;
- support from external professionals;
- alternative provision where appropriate;
- planned regulation or safe spaces;
- adaptations to classroom routines, seating or transitions; and
- individual behaviour or support plans.

Any use of a part-time timetable must be lawful, exceptional, temporary and regularly reviewed. It should not be presented as a behaviour sanction.

8. Recognition and Celebration

We aim to promote positive attitudes and behaviour through acknowledgement, praise and celebration. Recognition may include:

- verbal praise;
- stickers;
- House Points or Dojo Points;
- celebration certificates;
- Writer of the Week;
- positive communication with parents/carers;
- special responsibilities, privileges or ambassador roles; and
- Golden Time in Squirrel Class.

Recognition should reinforce effort, progress, positive behaviour and the school's values.

9. Responding to Misbehaviour

Responses to behaviour will be proportionate, appropriate to the circumstances and applied consistently, while taking account of individual needs and any reasonable adjustments.
Responses may include:

1. a verbal reminder or redirection;
2. a change of seat or brief in-class time-out;
3. a short period working in a designated alternative classroom, with appropriate work provided;
4. completion of unfinished work at an appropriate time;
5. loss of part of a break or lunchtime;
6. restorative action;
7. contact with parents/carers;
8. referral to the Headteacher;
9. a meeting with parents/carers;
10. an individual behaviour plan or contract;
11. additional pastoral or SEND support;
12. suspension; or
13. in the most serious circumstances, permanent exclusion.

Responses may also be applied to behaviour outside school where the school has lawful grounds to address the conduct.

The Headteacher may determine an appropriate response based on the individual circumstances of an incident. This means that consequences do not necessarily operate as a rigid escalating ladder.

10. Serious Misbehaviour

Serious misbehaviour may include, but is not limited to:

- persistent or serious breaches of the school's expectations;
- bullying;
- discriminatory behaviour;
- sexual violence or sexual harassment;
- physical assault or fighting;
- threatening behaviour;
- vandalism;
- theft;
- possession or use of prohibited items;
- smoking or vaping;
- possession, supply or use of alcohol or illegal drugs; or
- behaviour that presents a serious risk to the safety or welfare of another person.

Serious incidents will be dealt with according to their circumstances and may also engage the school's safeguarding procedures.

Where criminal behaviour is suspected, the school will consider whether the police or other agencies should be involved and will take care that any school investigation does not prejudice a police investigation.

11. Bullying

Bullying is ‘behaviour by an individual or group that is repeated over time and intentionally hurts another individual or group, either physically or emotionally. It will often involve an imbalance of power.’ Bullying may include:

- physical bullying;
- verbal bullying, including name-calling or threatening language;
- emotional or relational bullying, including deliberate exclusion;
- cyberbullying;
- racist bullying;
- bullying relating to religion or belief;
- sexist or sexual bullying;
- homophobic, biphobic or transphobic bullying;
- bullying relating to disability or SEND;
- bullying relating to appearance or health conditions; or
- bullying relating to a pupil's family or home circumstances.

Bullying will not be tolerated. Reports will be taken seriously and investigated appropriately.

Where bullying is reported or suspected, staff will:

1. listen, reassure and safeguard the pupil reporting the behaviour;
2. establish what has happened;
3. speak separately with relevant pupils and witnesses where appropriate;

4. record relevant evidence and accounts;
5. consider whether the behaviour constitutes bullying, discrimination, a safeguarding concern or another form of unacceptable behaviour;
6. inform the Headteacher where appropriate;
7. apply appropriate consequences and support;
8. inform parents/carers where appropriate;
9. consider restorative work where this is safe and suitable; and
10. monitor the situation to reduce the risk of recurrence.

Decisions will be based on the available evidence and, where a finding of fact is required by the school, on the balance of probabilities.

Support may be offered to:

- the pupil who has experienced bullying;
- the pupil who has displayed bullying behaviour; and
- witnesses or other affected pupils.

Staff, including Teaching Partners and Midday Supervisors, will be made aware of relevant monitoring arrangements.

12. Child-on-Child Abuse

The school recognises that children can abuse other children and that child-on-child abuse can take a range of forms. Sexual violence and sexual harassment will never be dismissed as "banter", "having a laugh" or an inevitable part of growing up. All concerns relating to child-on-child abuse will be taken seriously and managed in accordance with the school's Safeguarding and Child Protection Policy and current *Keeping Children Safe in Education* guidance.

13. Related and Hate Incidents

Any incident perceived by the victim or another person as being motivated by prejudice will be recorded and responded to appropriately.
This can include prejudice related to:

- disability;
- race;
- religion or belief;
- sexual orientation;
- sex;
- gender reassignment; or
- another relevant characteristic or perceived characteristic.

The Headteacher/DSL will determine whether additional safeguarding, reporting or external-agency involvement is required.

14. Searching, Screening and Confiscation

Searching, screening and confiscation will be undertaken in accordance with current DfE guidance.
Potential prohibited or banned items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarette papers and vaping products;
- fireworks;

- pornographic images; and
- articles that staff reasonably suspect have been or are likely to be used to commit an offence, cause injury or damage property.

Year 5 and Year 6 pupils may bring a mobile phone to school where permitted by the school, but it must be handed in on arrival in accordance with school procedures.

15. Restrictive Intervention and Reasonable Force

There are limited circumstances in which staff may use restrictive interventions, including the use of reasonable force, for example to safeguard pupils or others from harm. Any use of force must be reasonable, necessary and proportionate, using no more force than is required in the circumstances. The school will seek to prevent and de-escalate situations wherever reasonably possible and will follow statutory requirements concerning recording, reporting and communication with parents/carers.

16. Behaviour Outside the School Premises

The school may respond to behaviour outside the school premises where it is reasonable and lawful to do so, including behaviour:

- during a school-organised or school-related activity;
- while travelling to or from school;
- while wearing school uniform or otherwise identifiable as a pupil of the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil, member of staff or member of the public; or
- that could adversely affect the school's reputation.

17. Alternative Provision, Off-Site Direction and Managed Moves

Where appropriate, the school may work with parents/carers, the Local Authority and other education providers to arrange additional or alternative support.

Off-site direction and managed moves will only be used in accordance with current legislation and statutory guidance. A managed move is a formal process intended to result in a pupil transferring permanently to another mainstream school where this is in the pupil's best interests.

18. Suspensions and Permanent Exclusions

In line with the current DfE statutory guidance, Only the Headteacher or acting Headteacher may suspend or permanently exclude a pupil.

Suspension and permanent exclusion will be undertaken in accordance with current statutory guidance. A permanent exclusion will only be used as a last resort and where the relevant statutory test is met. Before reaching a decision, the Headteacher will consider relevant facts and evidence, enable the pupil to give their account where appropriate and consider relevant circumstances, including SEND and other vulnerabilities.

A pupil may receive one or more suspensions up to a total of 45 school days in a single academic year. During a suspension, the school will provide appropriate work in accordance with statutory requirements. Where a pupil is suspended for more than five school days, suitable full-time education must be arranged from the sixth school day.

Following suspension, the school will support the pupil's successful reintegration into school.

The school will notify parents/carers, the Governing Board and Local Authority as required by statutory guidance.

The governing board will consider reinstatement where required and parents/carers will be advised of their statutory rights.

In cases of permanent exclusion, arrangements for governing board consideration, independent review and the provision of education will follow current statutory guidance.

19. Partnership with Parents and Carers

Positive relationships between home and school are important in helping pupils achieve academically, socially and emotionally. Parents/carers are encouraged to raise concerns initially with the class teacher. More serious or unresolved concerns may be referred to the Headteacher.

The school will work collaboratively with families to establish consistent approaches between home and school and may signpost or seek support from external professionals where appropriate. Where additional coordinated support is needed, this may form part of the school's graduated SEND approach.

20. Monitoring and Evaluation

The Headteacher will monitor implementation of this policy and provide governors with appropriate behaviour information. The Headteacher's termly report may include information relating to:

- behaviour incidents and patterns;
- attendance;
- suspensions and permanent exclusions;
- alternative provision, off-site direction and managed moves;
- searching, screening and confiscation;
- restrictive interventions where appropriate;
- bullying and discriminatory incidents; and
- relevant safeguarding or SEND considerations.

Governors will monitor behaviour as part of their strategic oversight, including through school visits and appropriate consideration of anonymised data.

The policy will be made available to staff, parents/carers and other members of the school community as appropriate and reviewed in accordance with the school's agreed review cycle or sooner where legislation or statutory guidance changes.

Appendix 1: Home/School Agreement

Eastcombe Primary School

Home School Agreement

At Eastcombe Primary School we believe that one of the most important factors in children achieving their very best is the relationship developed between home and school. With your support and cooperation, we can provide the best quality education, embedding learning skills that will stay with your child for the rest of their lives; ensuring they achieve their true potential in every aspect of their life both now and into their future.

The School and its staff will:

- Prioritise safeguarding at all times
- Ensure staff are well-equipped to deliver the most up-to-date curriculum using effective learning techniques
- Maintain a safe, well-ordered and stimulating learning environment
- Provide clear expectations of values, behaviour and attitudes, uniform, home-learning and daily requirements
- Monitor attendance and punctuality while rewarding excellent attendance
- Provide a vocabulary-rich curriculum appropriate to age, ability and need that extends pupils' knowledge, skills and understanding of all subjects
- Provide appropriate feedback and set achievable targets for pupils and ensure 'next steps' are shared to support progress
- Have clear channels of communication and engage regularly with all parents/carers about their child's current learning
- Support parents/carers with their child's academic, behavioural, social and/or emotional needs
- Provide families with support, advice and signposting to outside agencies when required
- Support all pupils to engage in physically active break and lunchtimes that develop their social skills

Signed on behalf of the School: Mrs. Fowkes.

The Family will:

- Ensure their child arrives at school on time with:
  - Reading and reading record
  - Weather appropriate PE clothing, uniform and outer clothing (coats)
  - PE/swimming kit when needed
- Inform the school on the day of reasons for absence by 9:00 am via email: admin@eastcombe.gloucs.sch.uk
- Collect their child on time at the end of the school day
- Inform the school if anyone other than the parent will be collecting their child
- Inform the school of any changes to contact details and personal/medical details
- Provide encouragement and support for home reading and learning
- Support their child to read daily at home
- Encourage and expect good behaviour at all times
- Be supportive of the school's Behaviour Policy
- Attend parent/carers' meetings
- Read all correspondence and respond as necessary, noting any important dates

- **Inform the class teacher of any concerns as soon as possible**
- **Support school events**
- **Encourage their child to take part in extra-curricular activities**
- **Engage in daily conversation with child regarding their current learning**
- **Not take holidays in term time**
- **Ensure ParentPay account is always in credit**
- **Not deliberately upload or add any images, video, sounds or text to any public site on the internet that contain members of the school community**
- **Not deliberately bring the reputation of the school under question**

Signed on behalf of the Family:…… ……

The Child will:

- **Demonstrate the school Vision and Values at all times: Aim High, Believe and Achieve and Respect, Resilience, Responsibility, Kindness and Cooperation**
- **Listen and act upon instructions, advice and guidance from parent/carers and staff**
- **Do their best at all times**

KS2 Pupil Signature:…… ……