

Easton CE Primary

Behaviour Policy

September 2026

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"Act Justly, Love mercy and walk humbly with your God", Micah 6:8

1. Our ethos and aims

Lighthouse Schools Partnership is committed to creating a calm, safe and positive environment where every child can learn, achieve and thrive. At Easton CE Primary School we have high expectations for behaviour and believe that everyone in our school community should treat one another with kindness, respect and consideration. We encourage children to take responsibility for their actions and support them to make positive choices.

We recognise that every child is unique and that behaviour can be a way of communicating feelings, needs or experiences. Our approach is built on strong relationships, understanding and support. We work to understand the needs of each child and provide the guidance and encouragement needed for them to succeed.

We believe that children learn best when they feel safe, valued and understood. By establishing clear routines, consistent expectations and positive relationships, we create an environment where learning can flourish and all children can develop socially, emotionally and academically.
Our aim is not simply to manage behaviour, but to teach and develop the skills children need to build positive relationships, regulate their emotions, show respect for others and become confident, responsible members of the school community.

We believe that good behaviour is essential for effective learning and for children to achieve their full potential. Every child has the right to learn in an environment that is calm, safe and free from disruption. By maintaining high expectations and supporting positive behaviour, we help to create the conditions in which all pupils can feel secure, engage fully in their learning and flourish both academically and personally. Where difficulties arise, we work in partnership with pupils, families and staff to provide support that is fair, inclusive and responsive to individual needs.

At Easton CE Primary, we do not discriminate against age, disability, gender reassignment, race, religion or belief, sex and sexual orientation (Public Sector Equality Duty, 2011). This policy promotes the safety and wellbeing of the learners (Please see our safeguarding policy for more details).

Aims of the policy

- To build a school community rooted in kindness, respect, compassion and empathy.
- To create a calm, safe and nurturing environment where all pupils feel valued and can flourish academically, socially and emotionally through clear routines, consistent expectations and strong, trusting relationships between staff and pupils.
- To recognise behaviour as a form of communication and respond with understanding, while meeting the individual needs of each child.
- To help pupils develop self-regulation, make positive choices and take responsibility for their actions.

- To foster a culture of excellent behaviour that enables all members of the school community to learn, work and thrive together.
- To work in partnership with families to support pupils' wellbeing, development and success.
- To promote inclusion by ensuring that all pupils receive the support they need to participate fully in school life.

2. Our behaviour curriculum

At Easton CE Primary School, we believe that clear expectations help children feel safe, successful and ready to learn. Our approach to behaviour is rooted in our vision for our diverse community to grow together, have fun together and excel in learning, guided by the Christian value:

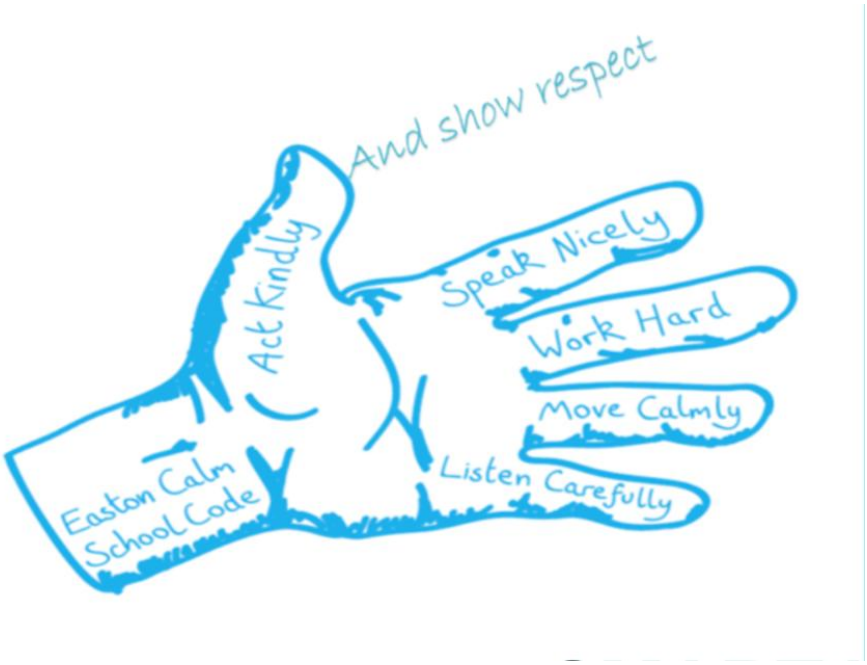
"Act justly, love mercy and walk humbly with your God."
Micah 6:8

We teach and model positive behaviour through our Calm School Code, which sets out the five core behaviours we expect all pupils to demonstrate in every aspect of school life:

1. **Act kindly and show respect**
2. **Speak kindly**
3. **Work hard**
4. **Move calmly**
5. **Listen carefully**

These simple, consistent expectations help children develop the skills they need to learn effectively, build positive relationships and contribute to a calm and inclusive school community. By following our Calm School Code, pupils are supported to become confident, responsible and respectful individuals, both in school and beyond.

CALM School Code



Our behaviour curriculum is based on the **Five Pillars of Pivotal practice**



a. Calm, Consistent and Kind Adult Behaviour

At Easton CE Primary, we believe that Calm, Consistent and Compassionate adult behaviour is the foundation for good behaviour management: it signals to pupils that they are safe, valued and understood.

Calm, consistent adult behaviour means being in control of yourself before you attempt to take control of anyone else's behaviour. Calm, consistent adult behaviour means that there are no gaps between the adults, there is an agreed plan we stick to (Pivotal, 2017).

At Easton CE Primary, we are a staff team and work together, we have a tight, firm foundation. We do not shout, we do not shame and we do not show negative emotion when intervening

with behaviour. We understand that all behaviour is communication and adults are trained to respond with curiosity, seeking to understand the message behind the behaviour.

A firm foundation means that we use the same rules and language in every classroom.
We expect every adult to:

1. **Meet and greet** at the classroom door
2. **Refer** to the calm school code when discussing behaviour
3. **Model** positive behaviours and build trusting relationships
4. **Plan lessons** that are engaging, inclusive and responsive to children's needs
5. **Use** positive recognition, being specific with praise
6. **Be calm** when going through the restorative process: Prevent before consequences.
7. **Restore the relationship with the learner**, through restorative conversations and agreed consequences.

b. Relentless Routines

Predictable routines are the cogs at the centre of all classroom practise. We use predictable routines and consistent language to reduce anxiety and provide stability, helping pupils to feel secure enough to take risks in their learning and relationships. As a staff, we agree approaches to behaviour and learning together to ensure consistency. We teach and reteach routines regularly throughout the year. Successful routines have a **maximum of 3 simple steps** and are able to be followed by all pupils.

c. First Attention to Best Conduct

At Easton CE Primary, we catch pupils doing the right thing first, before we deal with poor behaviour. We focus on the 95% pupils doing the right thing all the time first, because those are the pupils that deserve our first attention. This does not mean that we are ignoring poor behaviour, but the first focus of all adults should be recognising those who are doing the right thing first (Pivotal, 2017).

d. Scripting difficult conversations

Our restorative approach is based on our understanding that pupils need to be taught ways of communicating, expressing themselves and resolving conflict. We also know that restorative approaches work best when adults are prepared and when adults support with behaviour consistently across the school. We achieve this by using consistent language (scripts) and predictable routines to support emotional regulation.

The 30 Second Script:
Are you ok?
I have noticed that you are finding it hard to...
As you are still finding it hard to...

We can have a check in at the end of the lesson.
You know our rule….
I understand what you are saying but I need you to…..
Remember the day when you…… (Remind of the behaviour) that is the behaviour I need to see today. Thank-you for listening

Restorative conversation prompts:
What happened?
Who did it affect?
What were you thinking/feeling at the time?
What could you do next time?
What can you do to put it right?

To enable all children to participate in restorative conversations we may adapt our approach. For example, by using part of the script, using a scaffold such as widget symbols to support the conversation or by adjusting the timings or environment.

3. Roles and responsibilities

We recognise that a pupil's success at school is based on a multitude of factors and we believe that staff, families and pupils all have a role to play in creating a school community rooted in kindness, respect, compassion and empathy.
We expect the following commitment from school staff:

- Strive to provide a calm, safe and nurturing environment where every child can flourish.
- Build positive relationships with pupils and families, maintaining high expectations and working closely with families to support each child's learning, well-being and personal development.
- Be a model of our calm, consistent and compassionate approach to behaviour
- Communicate honestly and with integrity, treating pupils and families with respect and dignity

We expect parents and carers of pupils at our school to support positive behaviour by:

- Encouraging their child to follow the school's values. expectations and Calm School Code
- Speak positively about learning and school rules
- Help their child to understand the impact of their behaviour on themselves and on others
- Support the school's restorative approach when difficulties arise
- Celebrate their child's achievements, efforts and positive choices
- Treat all members of the school community with respect and kindness
- Communicate with staff calmly and respectfully, even when there are concerns
- Work collaboratively with the school to support their child's wellbeing, learning and behaviour which may include attending meetings and engaging with additional support
- Ensure their child is ready for school, arriving on time and reading to learn
- Share information with the school that may affect their child's wellbeing, behaviour or learning

We expect pupils contribute positive to their own learning and our school community by:

- Attending school regularly and arriving on time
- Their best in all their learning
- Be respectful, kind and inclusive to others
- Follow the school's rules, values and expectations
- Look after school property and the environment
- Use technology safely and responsibly
- Ask for help and support with their need it and support others when they can.

4. Recognition and rewards

At Easton CE Primary School, we believe that recognising and celebrating positive behaviour is key to creating a calm, safe and nurturing environment where all pupils can flourish. We place a strong emphasis on noticing and acknowledging positive choices, effort and progress. Staff use specific praise linked to our Calm School Code, values and expectations to help pupils understand what success looks like and to encourage positive behaviour for learning.

We work closely with parents and carers to celebrate achievements, regularly sharing positive news through conversations, Class Dojo messages and phone calls home. In classrooms, pupils are recognised for positive contributions and behaviours through Class Dojo points, which contribute towards class rewards and foster a sense of teamwork and collective responsibility. Wider achievements are celebrated through assemblies, where pupils may receive certificates and awards for demonstrating our values, making progress, showing effort, or consistently meeting school expectations.

By recognising success, effort and individual strengths, we aim to build pupils' confidence, motivation, sense of belonging and pride in their achievements.

Our recognition systems include:

- Specific verbal praise linked to the Calm School Code and school values.
- Class Dojo points and class rewards.
- Class Champion trophies.
- Star Certificates presented in celebration assemblies.
- Attendance awards.
- House points.
- Positive communication with parents and carers through Class Dojo, phone calls and face-to-face conversations.
- Celebration of individual achievements, effort and positive contributions in assemblies.

5. Restorative practice

At Easton CE Primary, we know that some pupils will need ongoing additional support, and we recognise that regulation and restoration can take time. We have a dedicated pastoral

team who work with children and families through appropriate interventions, supporting them to develop the skills necessary to participate fully in school life.

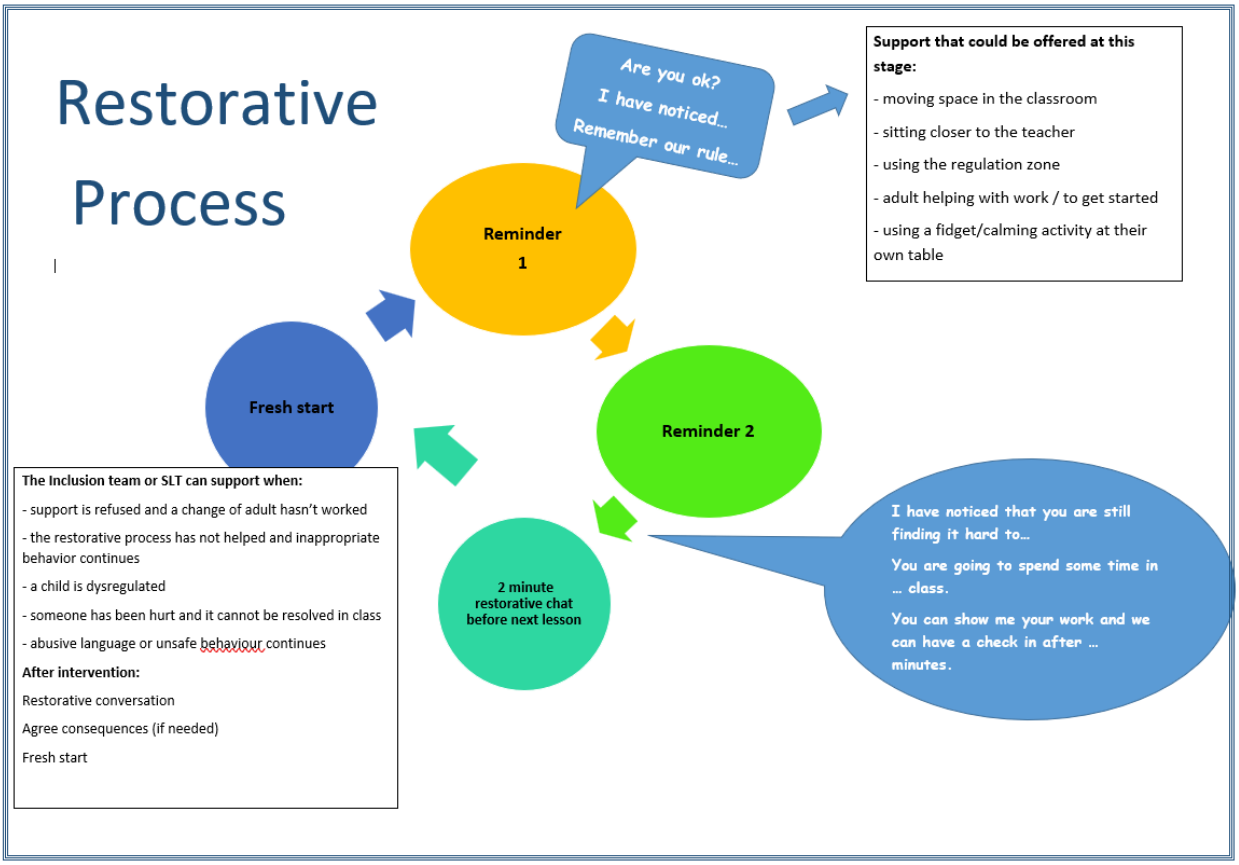
We have put the following in place to support pupils:

- Restorative Process and restorative conversations
- Staff trained in trauma informed, relational approaches
- Regulation zones in class and break spaces around the school for emotional regulation
- Zones of Regulation programme delivered in PSHE lessons and assemblies
- A dedicated Inclusion team offering graduated SEMH support
- Whole school Cognitive Behaviour Therapy (Anxiety in schools, Chris Calland and Nicky Hutchinson)
- Mental health support worker
- Therapeutic input from external professionals
- Boxall Profile assessments
- Graduated response as outlined in our Social, Emotional and Mental Health Policy

6. Responding to behaviour

At Easton CE Primary School, we understand that behaviour is a form of communication. While children may sometimes make choices that disrupt learning, affect relationships or impact safety, we approach these situations with professional curiosity, seeking to understand the needs behind the behaviour.
Through our behaviour curriculum and restorative approach, we help children reflect on their choices, understand their impact on others and develop the skills needed to succeed socially, emotionally and academically.

Our staff follow a restorative process to support positive behaviour in lessons. This is explicitly taught to pupils so that they understand the consistent approach that is used in school to support positive behaviour.



Where further consequences are required, they will be appropriate, proportionate and tailored to the child's age, needs and circumstances. Our aim is to support learning, repair relationships and promote positive long-term behaviour change. We will communicate with families when significant consequences have been applied so that we can work together to support the child.

Example of consequences that may be applied in addition to the restorative process:

- unfinished work completed during free time or at home
- restorative conversation
- apology or action taken to make amends
- reflection time during morning play (KS2 pupils)
- loss of a class privilege
- separate playtime or play area to support safety
- support from the Inclusion Team
- discussion with the Behaviour Lead or other member of the Senior Leadership Team

Behaviour across the school is lead by the Behaviour Lead and supported by the Inclusion Team. Behaviour incidents are recorded, monitored and analysed to ensure the appropriate support can be given to pupils and staff to improve behaviour quickly where necessary. When a pupil is identified as requiring additional support, the school's Inclusion Team will meet to identify needs and plan interventions. This could include daily check ins, group or individual mentoring or adaptations to the pupil's in class provision. The school will communicate clearly with the pupil and family to ensure that any decisions made are

collaborative, proportionate and in the best interests of the child. The impact of interventions on behaviour is monitored through a plan, do, review and adapt process.

When challenging behaviour continues or escalates, the school may use a **Pastoral Support Plan** to clarify expectations, including support from parents, agree targets and review progress.
The school may also implement additional steps such as:

- Daily or weekly report cards
- A referral to the Mental Health Support Practitioner (where appropriate)
- A Safety Support Plan
- A Team Around the Child meeting
- Referral for external support

The school will make clear to parents if their child is at risk of Fixed Term Exclusion (sometimes referred to as suspension) due to repeated behaviour incidents.

7. Pupils with Social, Emotional, and Mental Health Needs (SEMH)

Behaviour can indicate current or recent trauma, adverse childhood experiences (ACEs), or other emerging mental health needs. We ensure that all pupils are supported to communicate their needs safely and appropriately. We recognise that some behaviours may be a direct result of a child's vulnerability and can be closely linked with safeguarding concerns; therefore, behaviour is never viewed in isolation or solely attributed to SEMH.

Staff support pupils in ways that are developmentally appropriate while maintaining high expectations for all. Pastoral Support Plans and Safety Support Plans are created when needed and are designed to meet the specific needs of each child. A trauma-informed approach is embedded throughout the school.

Where additional expertise is required, we seek guidance from Bridges Psychotherapist, Primary Mental Health Specialists, Bristol Inclusion Team, Not Just Behaviour Support, Educational Psychologists, and the area's Mental Health Support Worker.

In accordance with DfE guidance on Early Help and Family Help, when a pupil's needs indicate that further coordinated support may be beneficial, we work with families to make timely referrals to external agencies. This may include Early Help, Family Help, or other multi-agency support services. These referrals are made in partnership with parents/carers and are overseen by the school's safeguarding team to ensure that pupils receive the right help at the right time.

We ensure:

- Behaviour is understood in the context of development, experience, and potential trauma.
- Plans are tailored to the pupil's age, stage, and needs.
- Behaviour is tracked and analysed to inform support.

- Safeguarding and SEMH are closely linked in our response.
- Children are supported to communicate their needs safely.
- Referral pathways to Early Help, Family Help, and other agencies are used appropriately and in line with DfE guidance.

Please see our Social, Emotional and Mental Health Policy and Child Protection and Safeguarding Policy for further details.

8. Bullying

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online (Anti-bullying alliance, 2021)

The following measures are in place to prevent bullying:

- Anti-Bullying week and a follow up program of PHSE lessons teaching children how to identify bullying
- Trained play leaders on duty at playtimes to help resolve conflicts and stop recurring issues between peers
- Internet safety week, educating children about online bullying and staying safer online
- Regularly informing children of who they can speak to in school to support
- Regular monitoring of behaviour data to identify patterns and trends that could indicate bullying

Where bullying has occurred, we support both the victim and the perpetrator(s) with follow-up bespoke social, emotional, and mental health support.

More details on our approach can be found in our Anti-Bullying Policy.

Child-on-child Abuse

Child on child abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others. All staff recognise that pupils are capable of abusing their peers including bullying (including online bullying), physical abuse, sexual abuse and sexual harassment, initiation/hazing type violence, and rituals.

Child-on-child incidents including sexual abuse and harassment, are dealt with very seriously. We follow the school's safeguarding protocols (please see the school's Child Protection and Safeguarding policy). We recognise that for pupils, the perpetrator may also be at risk and this behaviour could be because that child could also be in danger. Where sexual harassment peer-on-peer abuse occurs, we always seek advice from e.g. Brooks Traffic Light tool, our Police Constable Support Officer, First Response and NSPCC Sexual Abuse advice.

At Easton CE Primary, we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full

consideration to the impact on that individual child's emotional and mental health and well-being. We do not tolerate any form of abuse or bullying. Our response is immediate, restorative and inclusive with a focus on emotional wellbeing and repair.

All Child-on-child abuse including bullying, behaviour, dysregulated and intolerant (sexist, racist, intolerance towards religions, homophobic, transphobic, and disablist) incidents are added to CPOMS and investigated thoroughly. They are regularly analysed and reported to the Governing Body each term.

9. Online behaviour and the use of mobile phones

Pupils are expected to use digital devices and online platforms safely, kindly, and responsibly. Staying safe online and respectful behaviour, including online bullying, forms part of our PSHE curriculum taught through explicit lessons, assemblies and workshops. We teach pupils how to communicate respectfully, manage disagreements, and ask for help if something online makes them feel uncomfortable. Any concerns about online bullying, unsafe content, or inappropriate behaviour are dealt with quickly and in line with our safeguarding procedures. When a pupil's online behaviour suggests they may need more support, we work with parents Workshops and information sessions for parents also take place as we know that behaviour online and device use can have an impact at home and at school.

Easton CE Primary School is a mobile phone-free school during the school day. Pupils must keep mobile phones switched off and out of sight at all times on the school site. Where pupils are permitted to bring a phone for safety reasons, it must be handed to a member of staff on arrival and collected at the end of the day. The use of mobile phones, smartwatches or other communication devices during lessons, breaktimes or lunchtimes is not permitted.

Any misuse of a mobile device, including unauthorised use, photographing or recording others, accessing inappropriate content, or using technology to intimidate, bully or harass, will be treated as a breach of the school's behaviour expectations and may result in confiscation of the device and further sanctions in line with the behaviour policy. This approach supports safeguarding, positive relationships, pupil wellbeing and full engagement in learning.

More details can be found in our Mobile Phone Policy.

10. Reasonable force and restrictive interventions

Our school follows Department for Education guidance regarding the use of reasonable force and the searching of pupils. School staff may use reasonable force, where it is lawful, necessary and proportionate, to prevent a pupil from:

- committing an offence,
- causing injury to themselves or others,
- damaging property
- seriously disrupting good order and discipline.

Any use of force will be a last resort, used for the minimum time required and never as a punishment. Parents will always be informed verbally and in writing when reasonable force or a restrictive intervention has been used. The school is committed to de-escalation and early intervention strategies wherever possible and staff are trained on de-escalation strategies.

As outlined in the January 2018 document 'Searching, screening and confiscation' the Headteacher and authorised staff also have the legal power to search pupils or their possessions where there are reasonable grounds to suspect that a pupil is carrying a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or cigarette papers
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used:
    - To commit an offence, or
    - To cause personal injury to, or damage to the property of any person (including the pupil)

The school also prohibits the following items:

- Lighters
- E cigarettes / vapes

Searches will be conducted respectfully, sensitively and in accordance with statutory guidance, with due regard for safeguarding, the age and needs of the pupil, and their right to dignity and privacy. Significant incidents involving the use of force or searches will be recorded and, where appropriate, parents or carers will be informed.

For more information please visit the LSP policy website and read the **Restrictive Intervention and Safe Touch Policy** Lighthouse Schools Partnership - LSP Policies

11. Exclusions and suspensions

We believe that, in general, suspensions are not an effective means to help a child move their behaviour on. However, a suspension may be used where there has been 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 others.
The decision to suspend or exclude a pupil can only be made by the Headteacher or their designate and the Headteacher/designated will follow the most recent DfE guidance 'Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (DfE July 2026).' This guide relates to the following legislation:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

When establishing the facts in relation to a suspension or an exclusion the Headteacher will apply the civil standard of proof, ie. 'on the balance of probabilities' it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

The Headteacher or other appropriate senior leader will notify parents, the governing body and the local authority of suspension and permanent exclusions in accordance with the statutory timescales set out in the DfE guidance.

During the first 5 schools days of a suspension, work will be provided and marked to support continuity of learning and maintain a relationship between the pupil and the school. For longer suspensions and permanent exclusions, the local authority responsibilities begin from the sixth day.

Following a suspension, a reintegration meeting will review what is already in place and what else can be done to support the pupil in achieving a successful reintegration. Each day is a new day and where a child has received a suspension, it is expected that they will be welcomed fully when they return.

All suspensions are recorded on our school MIS system, CPOMS and reported to the Governing Body each term.

Looked After Children, Previously Looked After Children and Children with a Social Worker

Easton CE Primary School recognises that Looked After Children (LAC), Previously Looked After Children (PLAC) and children with a social worker are among the most vulnerable pupils in our school community and may be disproportionately affected by suspension and exclusion. Before making a decision to suspend or permanently exclude a pupil, the Headteacher will consider any contributing factors, the child's individual circumstances, and whether appropriate support and reasonable adjustments have been put in place. The school will work closely with parents/carers, social workers, virtual school staff and other

relevant professionals to explore alternatives and provide appropriate support wherever possible.

Where a pupil is looked after, previously looked after, or has an allocated social worker, the school will ensure that relevant professionals are informed promptly of any risk of suspension or exclusion and will seek their views when planning support and reintegration. Decisions will always be made in the best interests of the child, taking account of their educational, social, emotional and safeguarding needs.

Following any suspension, the school will hold a reintegration meeting and review whether further support, intervention or multi-agency planning is required to promote successful inclusion and prevent future suspensions.

Permanent Exclusion

Lighthouse Schools Partnership and Bristol Inclusion team will be informed when a pupil is at risk of permanent exclusion. Easton CE Primary seeks to avoid permanent exclusions wherever possible through early intervention and support. However, we acknowledge that it can occur in certain circumstances when allowing a pupil to remain in school would seriously harm the education or welfare of others. Before considering permanent exclusion, the Headteacher will pay particular regard to the needs and circumstances of pupils with SEND, Looked After Children (LAC), Previously Looked After Children (PLAC) and pupils who have a social worker. Before permanent exclusions, a variety of different strategies should be explored:

- A Pastoral Support Plan should be written (having a PSP does not indicate that a child is at risk of Permanent Exclusion but all children at risk of permanent exclusion should have one)
- Expert advice and support should be sought from Bristol Inclusion Team
- An assessment for special educational needs and disabilities should take place
- Alternative provision should be considered and used
- A negotiated transfer to another school could also be considered

12. Monitoring and review

Our behaviour approach is monitored and evaluated regularly through the analysis of behaviour, attendance and safeguarding data, alongside feedback from pupils, staff and parents. Following a continual cycle of *plan, do, review and adapt*, the impact of the policy is assessed and adjustments are made where necessary to ensure that behaviour systems remain effective, inclusive and responsive to the needs of pupils. The implementation and impact of this policy will be reviewed throughout the year, and the policy itself will be formally reviewed and approved annually by leaders and governors.

Appendix A – Easton CE Primary (Behaviour Blueprint)

This is how we do it here…

At Easton CE Primary, we have high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

Positive recognition

- **Class Dojo**
- **Specific praise**
- **House points**
- **Home communication**

Rules

Act kindly and show respect, Speak Nicely, Work hard, Move calmly, Listen Carefully

Visible Adult Consistencies

- **Calm, consistent and compassionate**
- **Behaviour is a form of communication**

Relentless Routines 1, 2, 3 Stand up

30 Second Script

Are you ok?
I have noticed….
You know our rule about….
Do you remember when?……
That is the behaviour I need to see
Thank-you for listening.

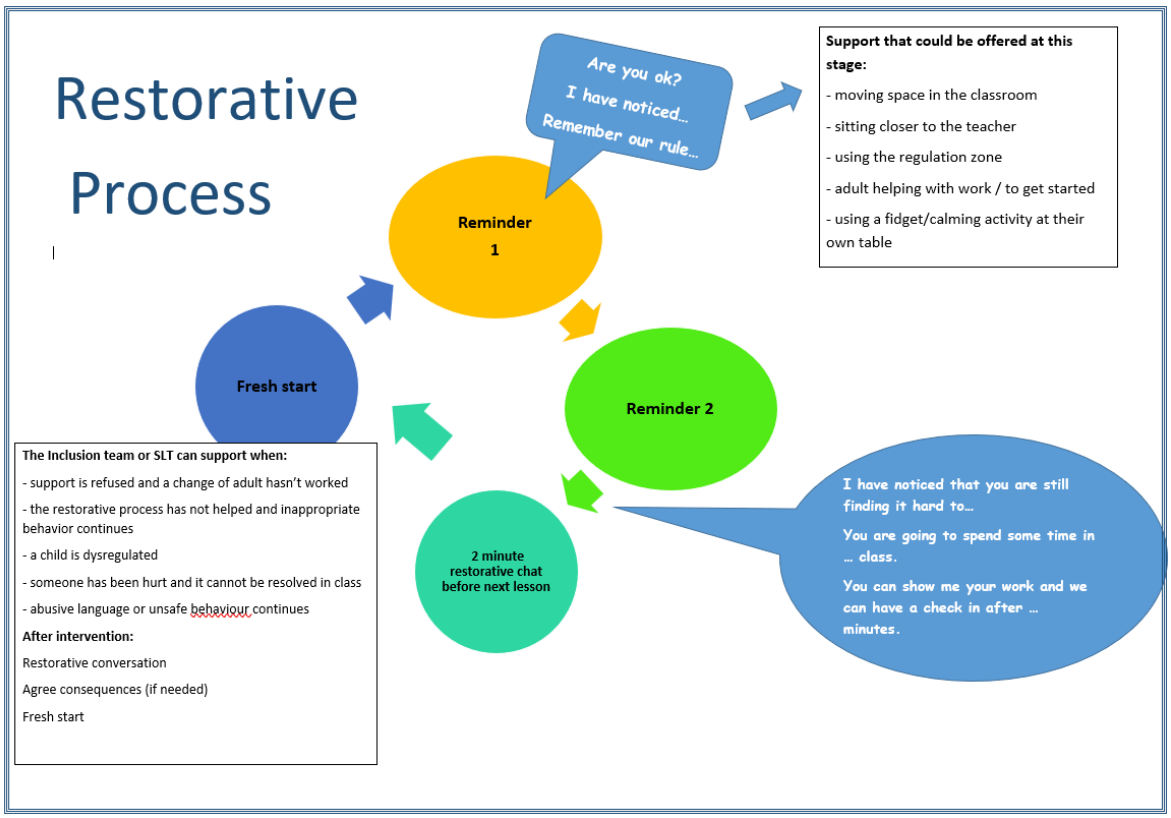
Restorative process

1 reminder (support)
2 reminders (support)

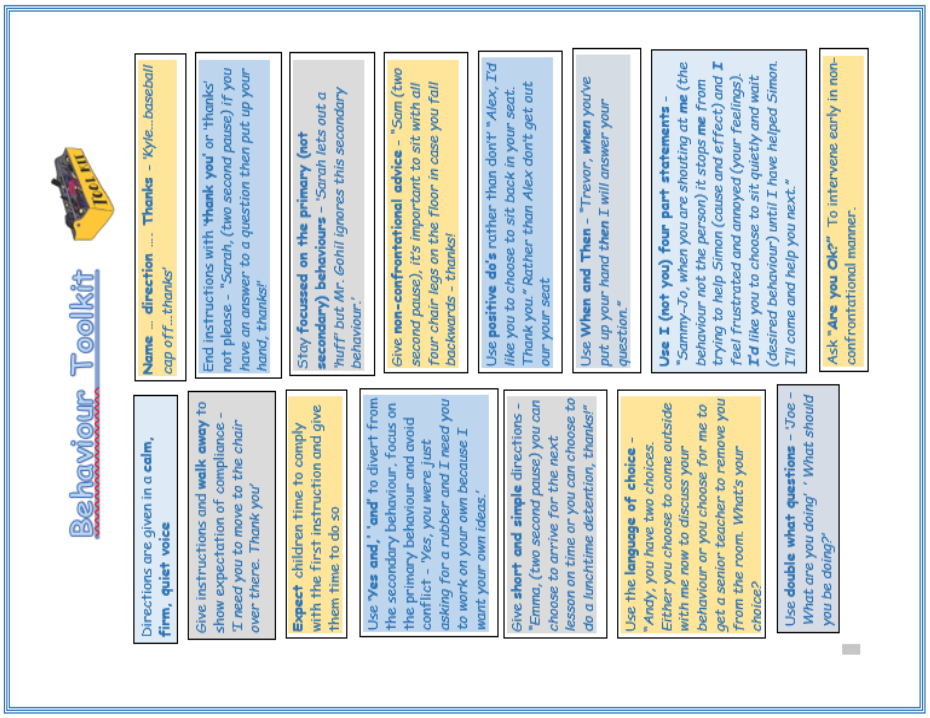
Restorative Conversation

What happened?
What were you thinking at the time?
How did this make people feel?
What has been affected?
What should we do to put things right?
How can we do things differently in the future?

Appendix B: The Restorative Process



Appendix C – Behaviour Toolkit



Appendix D - When it Really Kicks Off!

Please listen to the following podcast:

https://pivotaleducation.com/when-it-really-kicks-off/

What do you do when a learner really explodes?

Paul Dix (2014) explains what to do and what not to do!

Discuss choices
Clearly and calmly explain the behaviours which you observed, how they relate to the classroom plan and that the pupil has made a 'poor choices' so far. Tell the pupil that you want them to make better choices. You are then focusing on the behaviours and the pupil is less likely to feel personally attacked.

Don't chase secondary behaviours
Focus on the behaviour you are correcting and do not discuss anything else. If the pupil tries to divert you tell them that you understand what they are saying but they still have a consequence/need to make better choices in their behaviour.

Plan your interaction
Make sure that you take a moment to structure what you are going to say and keep to that 'script'. Think carefully about your verbal and non-verbal communication. Enjoy the skill of being able to stay in control of the confrontation.

Don't bring up past misdemeanours
Focus on the single, identifiable behaviour which you have seen. All pupils start each class with a clean sheet.

Remember that you are the adult
Losing your temper will leave you exposed. Try and see the interaction for what it is – an adult helping a pupil to learn about behaviour and make better choices.

Get on their level physically
If they are seated, try kneeling or bending over, rather than standing over them.

Avoid negative comments on cultural styles
Pupils should be allowed to dress themselves and their hair within the agreed limits of the school's dress code and to move as they please if this does not encroach on the space of others.

Respect students' personal space
Students may feel threatened and become agitated if their personal space is constantly violated. This does not mean, however, that teachers should ignore bad behaviour.

Use friendly gestures, not aggressive ones
Avoid pointing the finger. Open hands with upturned palms are less threatening.

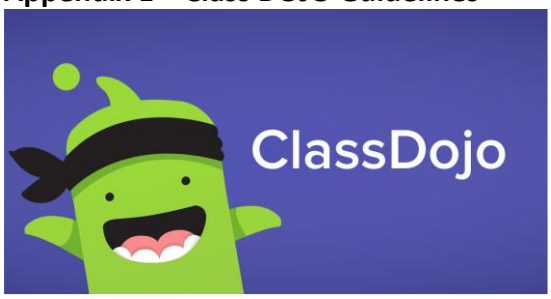
Use student's preferred name
Ask each student how he/she would like to be addressed in the classroom and then respect that preference.

Ask questions rather than make accusations
Assume that the pupil is a responsible person. "Are you ready to begin?" is less confrontational than: "Put your magazine away. It's time to start class", especially spoken in a concerned and kind tone.

Deal with the behaviour problem in private
Reprimanding or 'shaming' pupils in front of their peers causes unnecessary embarrassment. Speaking to them privately respects their dignity and self-esteem.

Listen carefully when students speak
Remain open-minded and objective. Consider the messages of pupils carefully. Avoid interrupting them or offering unsolicited advice or criticism.

Appendix E – Class DOJO Guidelines



- Use Dojo for Precise Praise
- Agree with class rewards for achieving points target
- All parents need to use it – it is the class teacher's responsibility to ensure this happens
- **Never** send or reply to a personal message to/from a pupil
- Update class page minimum once a week with photos of learning
- Use messages to communicate direct with parents to share positive praise and examples of best work from pupils

Appendix F – The Boxall Profile

The Boxall Profile is a nationally recognised assessment tool used to identify and understand pupils' social, emotional and behavioural needs. It helps staff to build a detailed picture of a child's strengths, challenges and developmental needs, enabling targeted support to be planned and reviewed. Children are assessed using The Boxall Profile at least twice a year. The data created is used to adapt our whole school and class provision and to monitor the impact of our behaviour approach and interventions.

At Easton CE Primary School, the Boxall Profile is used alongside other assessments, observations and professional judgement to inform interventions, monitor progress and ensure that support is tailored to individual needs. The information gathered helps staff to understand behaviour in context and to develop strategies that promote emotional wellbeing, engagement in learning and positive relationships.

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, change in legislation
September 2026	All	Reviewed and updated policy Added new sections for clarity: Our Behaviour Curriculum/ Roles and Responsibilities / Recognition and Rewards / Responding to Behaviour / Online Behaviour and Mobile Phones / Use of Reasonable Force / Monitoring and Review Clarity of expectations for positive recognition systems Clarity of responses to behaviour including graduated response Additional sections on online behaviour and mobile phone use, reasonable force and searching	Clearer alignment with DfE guidance
September 2025	All	Updated restorative process visual	
July 2024	All	None - Reviewed	Annual review of policy
September 2023	All	Change of emphasis in positive policies away from recognition boards Change to wording from 'fixed term exclusion' to 'suspension'.	Reflection of successful practice in school. National change 2022
September 2021	All	New Policy	Following new KCSIE 2021 and new Pivotal approach

			adopted across the Trust in consultation with DBAT Behaviour Network

Policy Owner	Headteacher – David Kooyman
Date Adopted	**September 2021**
Review Date	**September 2026**
Next Review Date	**September 2027**