



**Easton**  
**Behaviour Policy**  
Sept 2025

## **Contents**

1. Introduction
2. Calm, Consistent and Kind Adult Behaviour
3. First attention to best conduct
4. Restorative and inclusive approaches
5. Children with Social, Emotional, and Mental Health Needs (SEMH)
6. Child on child abuse and bullying
7. Exclusions

## **Appendices:**

- A) School Behaviour Blueprint
- B) Restorative Process
- C) Behaviour toolkit
- D) When things kick off checklist
- E) Class Dojo

## 1. Introduction

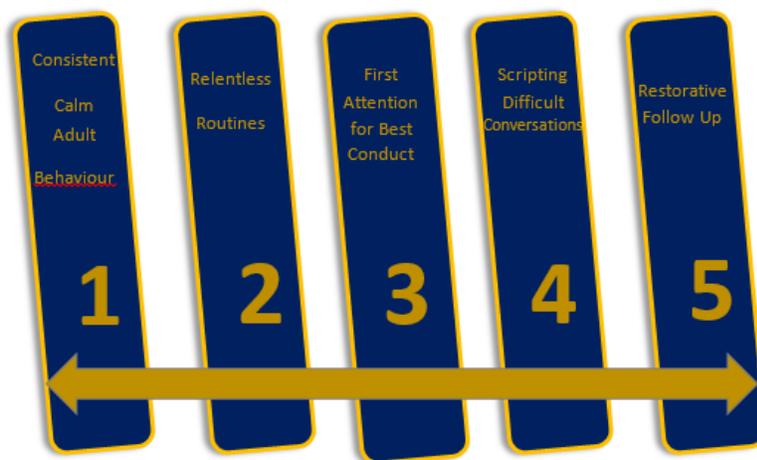
Lighthouse Schools Trust is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

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 promote a positive, calm and safe environment where all children can flourish.
- To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly and shown respect.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



## 2. Calm, Consistent and Kind Adult Behaviour

At Easton CE Primary, we believe that Calm, Consistent and Kind adult behaviour is the foundation for good behaviour management.

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 aggress, we do not show negative emotion when intervening with behaviour

We do this by using scripts and relentless routines to deal with challenging behaviour

### The 30 Second Script:

I have noticed.....

You know our rule....

You need to talk to me for 2 minutes after the lesson about this.

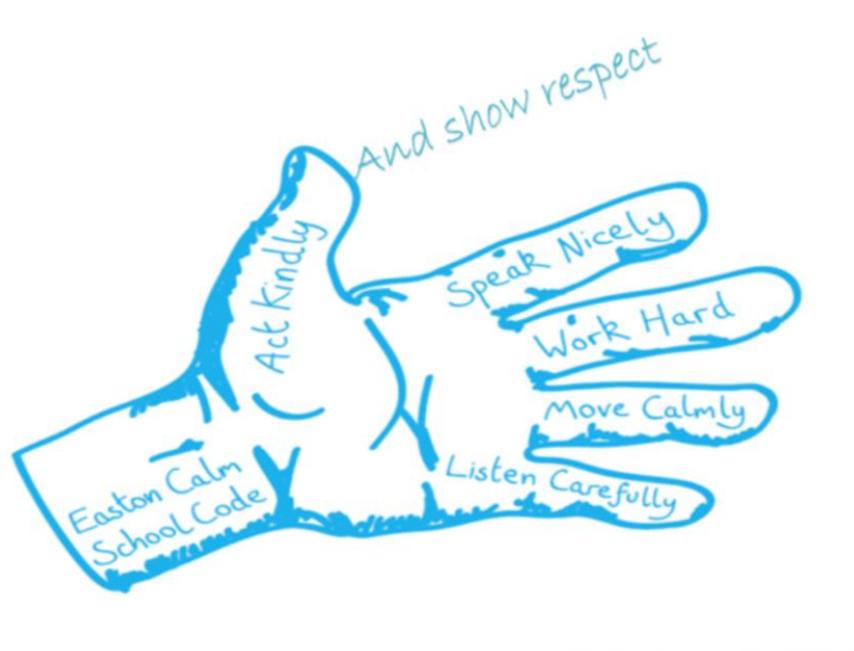
(If argues) I understand what you are saying but I need you to.....

Remember the day when you..... (Remind of the behaviour) that is the behaviour I need to see today. Thank-you for listening

Please see the behaviour toolkit and the behaviour blueprint for more information.

**A firm foundation means that we use the same rules and language in every classroom.**

CALM School Code



At our school we recognise the importance of providing clear rules underpinned by our values and vision. Our vision is for our diverse community to grow together, have fun together and excel in learning. 'Act justly, love mercy and walk humbly with your God.' (Micah 6 verse 8)

Routines are the cogs at the centre of all classroom practise. At Easton CE Primary, we recognise that where Calm, Consistent and Kind Routines are established, children feel secure to take risks in their learning. Successful routines have a **maximum of 3 simple steps**.

**We expect every adult to:**

1. **Meet and greet** at the door
2. **Refer** to the school rules
3. **Model** positive behaviours and build relationships.
4. **Plan lessons** that engage, challenge and meet the needs of all learners.
5. **Use** a visible recognition mechanism throughout every lesson (eg Dojo Points)
6. **Be calm** when going through the steps. Prevent before consequences.
7. **Restore the relationship with the learner**, retain ownership and engage in reflective dialogue with learners.

Please see Appendix A for our school's behaviour blueprint.

### **3. First Attention to Best Conduct**

At Easton CE Primary, we catch children doing the right thing first, before we deal with poor behaviour. We focus on the 95% children doing the right thing all the time first, because those are the children 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).

We do this by positive recognition:

Class Dojo and other in class positive recognition systems, such as table points and certificates.

### **4. Restorative and Inclusive Approaches**

At Easton CE Primary, we know the value of showing a child their behaviour and teaching them new behaviours. We know that punitive punishment has its limitations and doesn't teach new behaviours. Individual staff dealing with their own students' behaviour has enormous value. This is both in terms of the child's immediate behaviour and the long term relationship between the adult and the child.

We have put the following in place to support the children:

- Restorative Process (Appendix B) and Calming Strategies
- Trauma informed practitioners.
- Plenty of calm spaces around the school
- Zones of Regulation programme delivered in PSHE lessons and assemblies.
- A dedicated pastoral team and continuum of Social, Emotional and Mental Health Support
- Whole school Cognitive Behaviour Therapy (Anxiety in schools, Chris Calland and Nicky Hutchinson)
- Mental health support worker.
- Psychotherapist from the Bridge Foundation

## **5. Children with Social, Emotional, and Mental Health Needs (SEMH)**

Behaviour can be a means of communication that can indicate current/ recent trauma or adverse childhood experiences (ACES) or other mental health needs. We must ensure that all pupils are supported to communicate their needs safely and appropriately. We recognise that some behaviour may be a direct result of a child's vulnerability and can be closely linked with safeguarding therefore not solely linked to SEMH.

Staff ensure that children are supported in a way that matches their age and needs whilst establishing and maintaining the highest expectations for all children. Individual Behaviour and Positive Handling Plans are created when appropriate and designed to meet the specific needs of the child. A trauma-informed approach is used throughout the school. Where needed, we gain expert advice from Bridges Psychotherapist, Primary Mental Health Specialist, Bristol Inclusion Team, Not Just Behaviour Support, Educational Psychologist, and the area's Mental Health Support Worker.

## **6. Child-on-child Abuse and Bullying**

Child on child abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others.

All staff recognise that children are capable of abusing their peers including bullying (including online bullying) physical abuse, sexual abuse and sexual harassment, initiation/hazing type violence, and rituals.

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 have a program of PHSE lessons to follow up after the Anti-Bullying week.
- During internet safety week, we cover online bullying.

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

Child-on-child incidents including sexual abuse and harassment, are dealt with very seriously. We follow the school's safeguarding protocols (please see the safeguarding policy). We recognise that for children, 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 advise.

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.

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 Academy Council three times a year. Please see the school's safeguarding policy for more information.

## **7. Exclusions**

### **Suspensions (External)**

We believe that, in general, suspensions are not an effective means to help a child move their behaviour on. However, if the child has been very unsafe and the other children are at risk of harm, a suspension could be used to reset the class and the child. A plan for reintegration should be put in place. The 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 and treated without any animosity when they return. All suspensions are recorded on SIMS and reported to the Academy Council three times a year.

### **Permanent Exclusion**

Diocese of Bristol Academy Trust and the Local Authority Inclusion team should be informed when a child is at risk of permanent exclusion. In general, the Diocese of Bristol Academy Trust

does not believe that permanent exclusions are effective in improving a child's behaviour. However, we acknowledge that it can occur in certain circumstances. For example, when a risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school. Before permanent exclusions, a variety of different strategies should be explored:

- A Bristol support plan should be in place, written in coordination with the family.
- Gain expert advice
- An assessment for special educational needs and disabilities should take place.
- Alternative provision should be considered and used
- A negotiated transfer to another school

## 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.

### **Rules**

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

### **Praise**

- **Class Dojo**
- **Other positive recognition system**

### **Visible Adult Consistencies**

- **Follow and implement the calm school code**
- **Plan lessons to engage and enthuse the learner**

**Relentless Routines** 1, 2, 3 Stand up

### **30 Second Script**

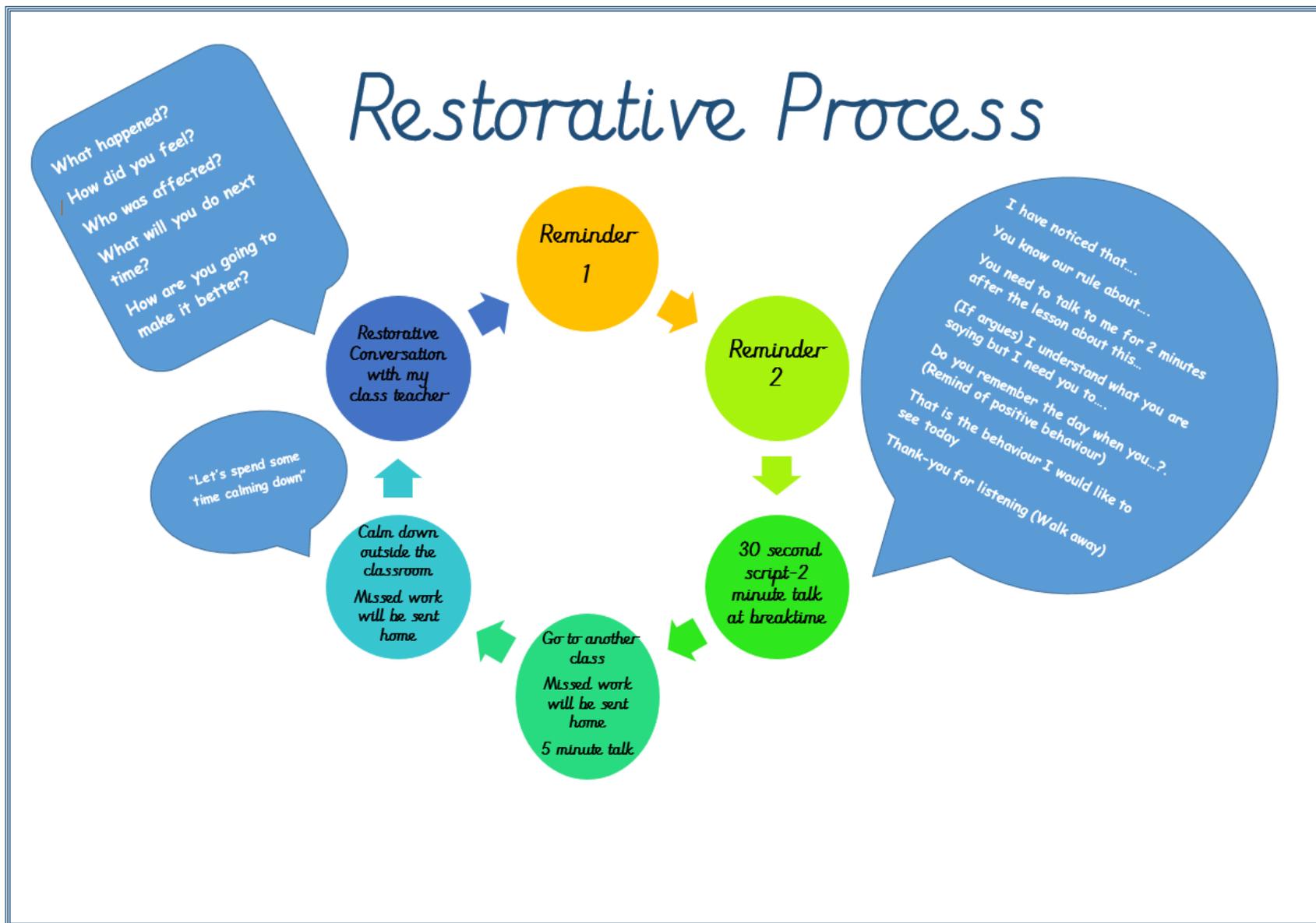
I have noticed....  
You know our rule about....  
Do you remember when?.....  
That is the behaviour I need to see  
Thank-you for listening.

### **Restorative process**

1 reminder  
2 reminders  
3 reminders – 30 sec script and 2-minute talk at break time  
4 reminders – go to another class and missed work sent home  
5 reminders – calm room and restorative conversation

### **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?



# Behaviour Toolkit



Directions are given in a **calm, firm, quiet voice**

Give instructions and **walk away** to show expectation of compliance - *'I need you to move to the chair over there. Thank you'*

**Expect** children time to comply with the first instruction and give them time to do so

Use **'Yes and,' 'and'** to divert from the secondary behaviour, focus on the primary behaviour and avoid conflict - *'Yes, you were just asking for a rubber and I need you to work on your own because I want your own ideas.'*

Give **short and simple** directions - *'Emma, (two second pause) you can choose to arrive for the next lesson on time or you can choose to do a lunchtime detention, thanks!'*

Use the **language of choice** - *'Andy, you have two choices. Either you choose to come outside with me now to discuss your behaviour or you choose for me to get a senior teacher to remove you from the room. What's your choice?'*

Use **double what questions** - *'Joe - What are you doing' ' What should you be doing?'*

**Name ... direction ... Thanks** - *'Kyle...baseball cap off...thanks'*

End instructions with **'thank you'** or **'thanks'** not please - *"Sarah, (two second pause) if you have an answer to a question then put up your hand, thanks!"*

Stay **focussed on the primary (not secondary) behaviours** - *'Sarah lets out a huff' but Mr. Gohil ignores this secondary behaviour.'*

Give **non-confrontational advice** - *"Sam (two second pause), it's important to sit with all four chair legs on the floor in case you fall backwards - thanks!"*

Use **positive do's** rather than don't *"Alex, I'd like you to choose to sit back in your seat. Thank you." Rather than Alex don't get out our your seat*

Use **When and Then** - *"Trevor, when you've put up your hand then I will answer your question."*

Use **I (not you) four part statements** - *"Sammy-Jo, when you are shouting at me (the behaviour not the person) it stops me from trying to help Simon (cause and effect) and I feel frustrated and annoyed (your feelings). I'd like you to choose to sit quietly and wait (desired behaviour) until I have helped Simon. I'll come and help you next."*

Ask **"Are you Ok?"** To intervene early in non-confrontational manner.

## Appendix D

# When it Really Kicks Off! O

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 student has made a 'poor choices' so far. Tell the student that you want them to make better choices. You are then focusing on the behaviours and the student 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 student 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 students 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 child 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

Students 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 student 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' students 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 students carefully. Avoid interrupting them or offering unsolicited advice or criticism.

## Appendix E

### DOJO Guidelines



- Use Dojo for Precise Praise
- 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 child
- Update class page minimum once a week with photos of learning
- Use messages to communicate direct with parents to share positive praise

## History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, change in legislation
September 2024	All	Reviewed policy	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
July 2024	All	None - Reviewed	Annual review of policy
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	<b>Education Directorate</b>
Date Adopted	<b>September 2021</b>
Review Date	<b>September 2024</b>
Next Review Date	<b>September 2025</b>
Level	<b>Level 2</b>