Behaviour Policy

Autumn Term 2026

Rationale

At Elloughton Primary School, we value the importance of relationships. We believe that children need to feel safe, secure, and comfortable with the adults around them to thrive academically, socially, and emotionally. This policy outlines our expectations for behaviour, which are grounded in the positive relationships between staff and pupils, informed by research and evidence. We recognise that some pupils may require a more personalised approach to meet their developmental needs. The key principles outlined below are designed to help children understand and manage their behaviours effectively.

Our behaviour management system is based on recognising desired behaviours and ensuring there are consequences for unacceptable behaviour. Our goal is to cultivate a culture that promotes high standards of behaviour, enabling all our pupils to achieve and thrive in a safe, calm, and supportive environment. Every member of our school community plays a crucial role in maintaining the highest standards of behaviour at all times.

Aims

At Elloughton Primary School, we create a positive culture that promotes excellent behaviour, ensuring all pupils have the opportunity to learn in a calm, safe, and supportive environment. Our approach to behaviour management is built on positive relationships and consistency. By integrating these principles, we aim to create an environment where every child can thrive.

We are committed to the following principles:

- Encourage all children to be proud of themselves and our school.
- Promote politeness and good manners in a secure environment.
- Promote mutual respect and tolerance at all levels.
- Build self-esteem in all children through our restorative community.
- Provide opportunities for all children to experience success.
- A consistent approach to managing behaviour.
- Encourage a sense of responsibility through our restorative practices.
- Provide clear guidance to staff, governors, children, and parents about the school's expectations and code of practice.
- Attend to the needs of the whole child, recognising that this will look different for every child.
- Prevent all forms of bullying among children and address any incidents promptly.
- Provide equal opportunities for all and strive to be a fully inclusive school.

We will do this by:

- Establishing a whole-school approach to maintaining high standards of behaviour that reflect the values of our school.
- Clearly outlining the expectations and consequences of behaviour.
- Defining unacceptable behaviour, including bullying and discrimination.
- Providing additional support for pupils who require a more personalised approach.
- Supporting staff in recognising and addressing trauma and the subsequent symptoms.
- Outlining a clear behaviour pathway with support provided at each stage.

Our Moral Compass – School Values

Our moral compass outlines the values we hold in high regard and is continually referred to within school.

Children will embody the values on our moral compass showing:

- Ambition
- Confidence
- Respect
- Gratitude
- Resilience
- Perseverance
- Teamwork
- Empathy
- Kindness
- Integrity

Expectations for Learning and Behaviour

Elloughton Expectations
At Elloughton Primary School, we have three core expectations that everyone in our community is expected to uphold: Be Kind, Be Ready, Be Safe.

Be Kind… We think it is important to be considerate of others and mindful of how our actions affect situations. At Elloughton we show kindness because we aspire to be good citizens who are respectful of others. We understand that to earn respect, we must respect others. This includes respecting our environment, our community, and the physical resources in our school. We treat everyone with kindness.

Be Ready… School is a place for learning. We need to be ready to learn, make mistakes, and approach challenges with a 'can do' attitude. Even if we can't do something yet, with hard work, we will succeed. We should be ready to listen, think, reason and challenge. We need to be ready to help and be helped. We should be prepared to grow as learners and citizens in our community. We should be ready to face and overcome difficulties.

Be Safe…Our school is a safe place to learn. To stay safe, we carefully consider how our actions affect our own safety and the safety of others. We recognise the importance of informing adults if we do not feel safe, trusting that they will listen to us. We know that feeling safe is essential for learning, including making mistakes and learning from them.

Children in School

During assemblies children will :

- Enter and exit the assembly hall silently.
- Demonstrate respect by actively listening during the assembly.
- Demonstrate curiosity and will participate when required.

In school corridors children will :

- Walk on left
- Be calm and quiet
- Walk in single file
- Demonstrate respect in acknowledging others

In the dining hall children will :

- Use a knife and fork
- Have good manners
- Use quiet indoor voice

In the classroom children will :

- Actively listen
- Be curious
- Concentrate
- Be resilient
- Communicate and cooperate
- Be reflective

At Before and After School Club children will :

- Be curious
- Communicate and cooperate
- Use quiet indoor voices
- Be respectful

Adults in school

As adults within school we will:

- Ensure children feel a strong sense of belonging to our school.
- Promote visible acts of kindness.
- Cultivate excellent learning behaviours.
- Maintain high expectations for all.
- Consistently model our learning approach.
- Be assertive and fair.
- Remain non-judgmental.
- Explicitly teach and continually reinforce positive behaviour.

Parents and Carers

Parents and carers of the children in our school will:

- Support the school's reward and sanction system.
- Understand that all children make mistakes and that the school includes a diverse range of temperaments, personalities, and abilities.
- Respect and trust the professional judgement of staff.

Restorative Practice

The principles of restorative practice will be actively promoted by the school community. Restorative practice is grounded in values of empathy, respect, honesty, acceptance, responsibility, and mutual accountability. We will separate the deed from the doer, encouraging children to make amends for any harm caused to others. Children are urged to address inappropriate behaviour by either speaking directly to the person involved or informing an adult or another responsible individual. They will also be encouraged to reflect on how their actions impact and affect others. (See Appendix for prompts).

Restorative questions

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

Scripted Interventions

- You own your behaviour.
- Your poor behaviour does not deserve my time.
- You are better than the behaviour you are showing today… and I can prove it.
- Remember when…. that's who I want to see today.

Expectations and routines

Expectations for behaviour are clearly communicated, reinforced, and upheld. Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet these behavioural expectations. To ensure pupils fully understand these expectations, we regularly reinforce them, praise pupils for demonstrating them, and display our expectations around the school to clarify expected behaviour in different areas. Staff consistently use the same language and approach to maintain clarity and uniformity.

Rewards

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the school's routines, expectations, and behavioural norms. All children are expected to exemplify the Elloughton Expectations, which staff will consistently reinforce, recognise and praise throughout the day. Additional rewards may also be earned to encourage and sustain positive attitudes.

- House points (linked to the values of our moral compass)
- Star Learner Certificates
- Headteacher Awards
- Rex Respect
- Recognition of Acts of Kindness (invitations to afternoon tea)
- OPAL certificates
- Sports certificates
- Arts certificates

Consequences

Any behaviour that does not align with Elloughton Expectations is addressed. In most cases, a reminder about the expectations is sufficient. If necessary, a warning will be given. Should a child continue to exhibit behaviour that falls short of the expected standard, all adults must follow the established Behaviour Pathway. (Outlined overleaf).

When children behave in a way that falls below expectations, they are given a warning and reminded of the appropriate behaviour. Staff will use de-escalation techniques when needed.

If the behaviour persists, a yellow card will be given outlining the reason for the card. For specific, serious behaviours, children are issued a red card e.g. physical aggression towards

others, verbal abuse (including racism and homophobia), swearing, defiance and deliberate damage to property.

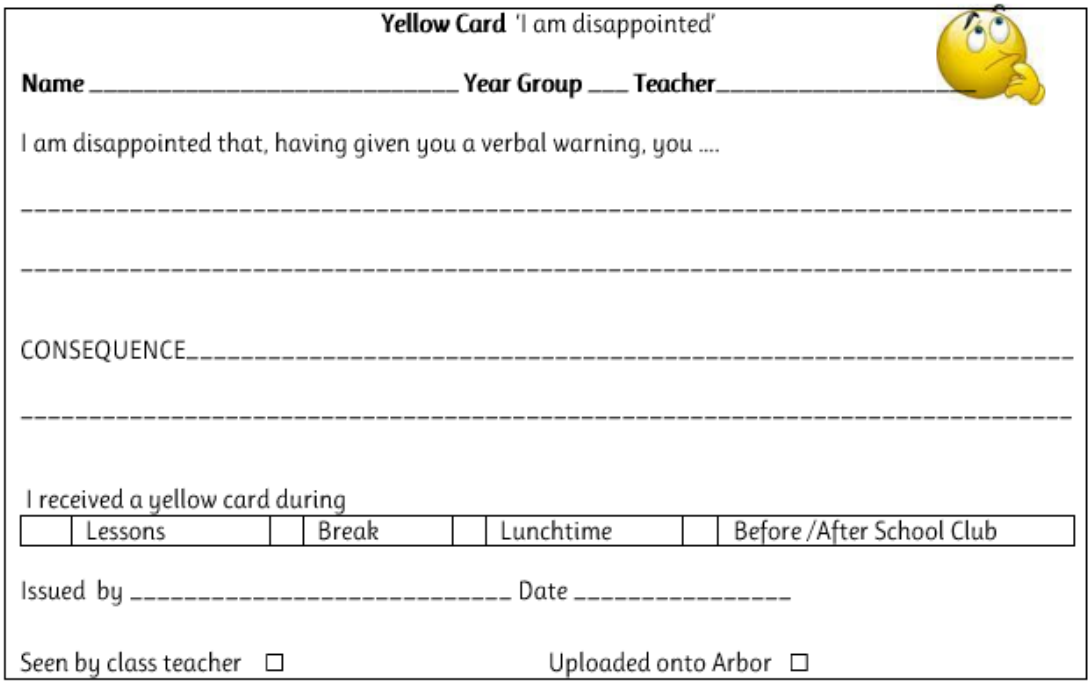
Behaviour Pathway: Low level incidents

Step 1

A verbal warning is issued.

Step 2

A yellow card is issued – *"I am disappointed because…."* . The yellow card should be completed by the child under the direction of a member of staff. If the card is issued by a member of support staff the child should show the yellow card to their class teacher so they are fully aware of the incident and will record it on Arbor. The child should then place it in the yellow card box in the school office. The deputy head will monitor the cards and speak to the relevant children as required.



Yellow Card 'I am disappointed'

Name _____ **Year Group** ___ **Teacher**_____

I am disappointed that, having given you a verbal warning, you ....

_____

_____

CONSEQUENCE_____

_____

I received a yellow card during

	Lessons		Break		Lunchtime		Before /After School Club

Issued by _____ Date _____

Seen by class teacher ☐ Uploaded onto Arbor ☐

Parents are informed via a message on Arbor.

A more visual version may be used for younger children and/or those with additional needs.

Yellow Card 'I am disappointed……'

Name _____ Year Group ____Teacher_____

Today I received this because:

_____

My choice was not:

☐ Kind ☐ Safe ☐ Respectful

How did I feel:

angry sad confused frustrated

Circle the feeling

Consequence:_____

Staff to complete: card received during

Lessons		Break		Lunchtime		Before /After School Club

Issued by _____ Date _____

Seen by class teacher ☐ Uploaded onto tracker ☐

Step 3

As a consequence children spend time with an adult completing school based community service such as classroom jobs for 5 minutes.

Behaviour Pathway: Serious incidents

Step 1

A red card is completed by the member of staff and issued to the pupil by the headteacher. The red card goes home with a letter from the headteacher, and parents are asked to sign the slip and return to school. It is recorded on CPOMS and on Arbor. Parents are also notified via the Arbor app. As a consequence, children spend their lunchtime with an adult, eating their lunch with an adult and then completing school based community service.

A restorative conversation will take place so children have the opportunity to discuss what happened, they will be encouraged to explore how their actions impact and affect others and what they will do differently next time.

Red Card		
Name:	Class Teacher:	Year
Today I received a RED Card for:		
CONSEQUENCE:		
Issued by:		Date
I confirm that I have discussed this card with my child.		
Parent Signature:		Date
Please return to school within two days		

Step 2

If a child receives two red cards in a half term, parents are invited for a meeting with the child's class teacher to discuss concerns regarding behaviour and support strategies to improve a child's behaviour.

Step 3

If the behaviour does not improve and further red cards are issued, parents are invited to a further meeting with the headteacher/deputy head/phase leader to discuss the need for additional support. If deemed necessary, the implementation of an Behaviour Management Plan will be discussed and agreed. This document identifies unwanted behaviours, potential triggers and the support needed to improve a child's behaviour.

ERYC Behaviour Support Team BEHAVIOUR MANAGEMENT PLAN DATE:

Pupil name:	DoB:	Year:	
Lead staff member, teachers and TA's:	Staff with access to this plan:	How it will be made available:	
What Behaviour looks like:			
Secure	Low level	Defensive	High Level

POTENTIAL TRIGGER SITUATIONS

How to support: What helps?	Distractions/ Calming	What next?

Step 4

When persistent behaviour occurs, a meeting will be held with parents to review the Behaviour Management Plan and a Positive Behaviour Report Card will be put in place for a short period of time. (Approx 2 - 3 weeks).

Elloughton Primary School
Positive Behaviour Report Card

Name:	Day:	Class:
Targets:		

Points	Registration	Session 1	Break-time	Session 2	Lunchtime			Session 3	Session 4
1 Required adult intervention	☐	☐	☐	☐	☐	☐	☐	☐	☐
2 Adult reminders	☐	☐	☐	☐	☐	☐	☐	☐	☐
3 Good	☐	☐	☐	☐	☐	☐	☐	☐	☐
Signature									

The report card should be kept on the teacher's desk and should be completed by a member of staff at the end of each session. At the end of the week, the daily report cards should be shown to the headteacher.

A total of 20 points is required per day.

My daily reward is _____

Monitoring

The Behaviour Lead regularly monitors behaviour data to identify specific patterns in behaviour. This ensures staff and pupils are appropriately supported. Termly reports are shared with governors.

Early Years

In the Early Years, we have high expectations of all children's behaviour. However, we understand that children new to the setting will need support and guidance becoming familiar with the school expectations and routines. Each day we reinforce the Elloughton Expectations and teach the children what these look like.

Positive behaviour strategies are used to encourage repetition of good behaviours through house points and certificates. In the Early Years distraction and ignoring low level negative behaviours are used as techniques and we usually find children are quick to change what they are doing so they also receive positive praise. We understand that some children find behaviour a particular challenge and the Early Years staff will work closely with parents to identify triggers and implement individual strategies or interventions, such as a personalised behaviour chart based on a child's interests.

Children are supported in the development of their behaviour by all adults, who are dedicated to modelling positive behaviours. Calm down time is used, and staff take the time to explain about inappropriate behaviour from time to time when the boundaries are tested.

Bullying

Bullying is defined as the repetitive, intentional harming of one person, or group, by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, ridicule, humiliation
Physical	Pushing, kicking, hitting, punching, throwing things at someone, spitting, or any other form of physical violence, taking or hiding someone's belongings
Prejudice-based and discriminatory	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, faith, disability,sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We take all reports of bullying seriously and always fully investigate reports of bullying.. Bullying in any form is not tolerated in our school. Please see separate Anti-Bullying Policy.

Child-on-Child Abuse

At our school, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between children including:

- All forms of bullying (as stated above)
- Being coerced into sending sexual images (sexting),
- Physical or sexual assaults,
- Child sexual exploitation
- Sexual harassment or sexual violence

These behaviours should never be tolerated, passed off as 'banter' or regarded as part of growing up.

If a pupil reports an incident of abuse, we will let the pupils know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently, and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from the Safeguarding Hub.

Incidents relating to all forms of bullying will be reported, recorded, and dealt with, in accordance with the Anti-Bullying and E-Safety policy.

Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied. The school considers a balance between the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

Behaviour beyond the school gates

In line with section 89 of the Education & Inspection Act 2006, this policy also applies to poor behaviour beyond the school premises.

Teachers may discipline pupils for:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member 'to such an extent as is reasonable'. (DFE Behaviour in Schools DFE February 2024)

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding Policy for more information.

Educational Visits

Our main concern is for the safety of all the children in our care. In exceptional cases it may be felt that the behaviour (or trends of behaviour) of certain children might create a safety hazard for themselves and other children/staff. A risk assessment will be undertaken by the phase leader, deputy head, or headteacher and reasonable adaptions will be put in place to ensure all children can take part. In exceptional circumstances if after applying control measures there is still significant risk to the child and/or others parents will be informed and alternative provision will be made

No child will be excluded from any activity due to any physical or learning disability, economic or religious reasons.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Staff training

Each school year staff will be reminded of the Elloughton Expectations and the role they play in positively managing behaviour. Regular training takes place to ensure consistency in restorative practice and positive behaviour strategies. Regular behaviour updates take place during staff meetings and briefings to ensure that all staff feel confident to deal with behaviour and to ensure consistency. The headteacher, Behaviour Lead, phase leaders and SENCO provide support and guidance for all members of staff who require additional strategies. Physical intervention training is kept up to date. Staff new to the school will receive behaviour training as part of their induction.

SEND

For some pupils, additional support may be needed as their behaviour may be caused by an identified need/s or unmet social, emotional or mental health needs. Additional assessments will be carried out to determine the specific needs and bespoke support required. This may involve intervention, ELSA support or external agencies. An individual support plan (ISP) and/or Behaviour Management Plan will be used to identify clear

expectations and targets. Parents will be involved in this process. Reasonable adjustments may be made to the usual rewards and sanctions in individual cases in response to any special educational need or disability.

Pupils' individual needs will always be considered when implementing our Behaviour Policy and applying rewards and sanctions. We will provide additional support where necessary to ensure pupils follow the behaviour expectations.

All pupils will be fully included in our Elloughton Expectations, however periodically or according to pupils' developmental age, this may mean that some SEND pupils may be treated differently to their peers, depending on their specific needs. We recognise that at times different behaviour management strategies will be required to support children with additional needs. Reasonable adjustments will be made for disabled pupils in accordance with the Disability Discrimination Act 1995) and the Equality Act 2010.

Trauma Informed Practice

Elloughton is a trauma informed school. A trauma informed school is one that is able to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. A trauma informed school approach is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on comprehensive and extensive research in neuroscience, attachment theory and child development.

"Classroom management is not about having the right rules, it's about having the right relationships." *Quote by **Danny Steele** (with Todd Whitaker listed as co-author on the chapter) in the book **Essential Truths for Teachers**.*

Emotional and learning behaviours are at the heart of our behaviour procedures and approaches.

As a trauma informed school, we use our understanding of social and emotional development and learning within all our approaches to behaviour. We strive to be an emotionally literate school with our everyday practice informed by an applied knowledge of the neuroscience of emotional and social development and attachment research. Through this we aim to ensure resilience, good mental health, and a readiness to learn.

At Elloughton Primary School, we aim to meet the complex needs of our pupils through:

- The provision of a predictable and safe environment, explicitly founded on nurture and attachment principles that promotes security through consistent routines and clear boundaries.
- An unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour.
- The application of unconditional positive regard for all pupils, acknowledging and addressing any inappropriate behaviours which may arise by attuning to the pupil and their need and working with them on strategies.
- All inappropriate behaviour is an expression of an unmet need – all staff seek to understand what the behaviour need is and working with the child, introduce strategies to support.
- The provision of an appropriate learning curriculum with carefully planned learning opportunities including the development of social and emotional aspects of learning.
- The confident and consistent employment of intimacy, warmth, banter and trust as a way to support and engage pupils by connecting in a congruent and caring way.

Physical intervention and use of reasonable force

All staff are encouraged to recognise escalating behaviours at an early stage and to use de-escalation strategies where possible to avoid incidents escalating. Staff follow the guidance from the Team Teach approach to support with de-escalation. It is essential that adults remain calm, and use agreed and consistent language. Maintaining strong relationships built on trust and respect are essential, especially when a child is struggling to manage their emotions and self- regulate their behaviour.

In our school we view physical intervention or restraint of pupils as a last resort to maintaining a safe environment. However, there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils, injuring themselves or others, or damaging property. (See Physical Intervention and Positive Handling Policy for further information).

Exclusions

At Elloughton Primary School we see exclusions as the very last resort and actively work with all stakeholders to ensure everything possible is put in place to avoid excluding a child.

The decision to exclude a pupil will be taken in the following circumstances: (a) In response to a serious breach of the school's behaviour policy (b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or him/herself in the school. Suspensions and permanent exclusions are an extreme sanction and can only be administered by the Headteacher.

Internal exclusion - A child is removed from the classroom to work in a room on their own under close staff supervision.

Suspension- A **child is temporarily removed from school**. They can only be removed for up to 45 school days in one school year.

Permanent Exclusion - Permanent exclusion is the most serious sanction a school can give. It means that the child is no longer allowed to attend the school and their name will be removed from the school roll.

(See Exclusion Policy for further details).

Monitoring and review

The effectiveness of the Behaviour Policy is monitored and reviewed regularly by senior leaders to ensure consistent, fair and positive behaviour management across the school. Monitoring includes analysis of behaviour records, exclusions, attendance and pupil voice, with particular consideration given to pupils with SEND and other vulnerable groups. Findings are used to inform staff training, support strategies and school improvement. This policy is reviewed every three years, or sooner if required.

Adoption, Approval, Sign Off

Signed	**Mrs Fulstow**
On behalf of	FGB
Date	Autumn Term 2026

Document Control

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