



Eastbrook Primary Academy: Positive Behaviour Policy 2024 – 2025

Audience:	Parents Eastbrook + REAch2 Staff Local Governing Body
Ratified by LGB:	Spring 2024
Other related policies:	Online Safety Child Protection & Safeguarding
Policy owner:	Matthew Clark
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Ethos

Eastbrook Primary Academy promotes a high standard of behaviour to ensure we have a positive atmosphere where everyone feels safe and exceptional learning can take place. This policy strives to develop a moral framework within which responsibility, self-management and positive relationships can flourish.

Culture

Culture is the beliefs, values, and social behaviours of a particular group of people. The culture at Eastbrook Primary Academy is:

- Everyone in the school should be kept **safe**.
- Being **kind** is a superpower. It spreads. This allows all to feel part of the same community.
- Being **ready** for learning is essential, individually, and as a group.
- Responsibility and self-management are the most effective ways that everyone can be **Safe, Kind and Ready**.

Expecting all members of the Eastbrook community to follow the shared culture does not mean that other cultures and beliefs are incorrect or are not valid. However, all pupils at Eastbrook are taught that there are a specific set of values and beliefs which everyone must demonstrate through their behaviour whilst members of the community. We believe these are the bedrock from which all other actions are built.

We aim for children to understand that feeling part of something that is bigger than themselves can be a major source of well-being, help boost self-esteem and support their positive mental health.

Behaviour Strategies

Wherever possible, staff use positive language. The Eastbrook team are both proactive and reactive in the classroom environment. The most effective behaviour management uses a combination of both these strategies.

Proactive means that children know how they are expected to behave; they understand the behaviours expected of them, how to do them, and why they are important. Staff pre-empt undesired behaviours and, when they do occur, use strategies to avoid escalation. Reactive means responding to children's behaviour when it happens, so they understand how to correct it.

Behaviour Curriculum (See appendix for Implementation Timetable)

Expected behaviours at school can be challenging to adopt and understand. Children need to learn social situations in a way that can be easily understood. Information presented in a literal, visual and concrete way will support our pupils to understand, cope and respond to rules, routines and the Eastbrook school culture. Eastbrook has developed a behaviour curriculum which is discreetly taught throughout the year to support all pupils' understanding of expectations. Each half-term, all year groups follow a behaviour curriculum which explicitly teaches the routines, values and behaviours expected at the school.

When implementing the behaviour curriculum, teachers use the '*Eastbrook Way*' (internal Teaching and Learning approach) to introduce, embed and review content as we would for teaching any other subject or new content.

For example: Explain, in small steps, how children are expected to behave, provide models of expected behaviours and routines, practise the expected behaviour repeatedly, provide scaffolds for children who find the behaviour challenging to learn, ensure children understand it is an expectation that they perform the behaviour even when you do not ask them to, or an adult is not present and review the behaviours regularly to demonstrate their knowledge.

Across each half term, staff will use 'year group assemblies' and an 'additional teaching time' to embed the expected behaviours. The following areas are focused upon:

- The Eastbrook Golden Behaviours (Safe, Kind and Ready)
- Expected behaviours at break and lunch time
- Legendary Lining Up (Walking on the left, one behind the other, moving quietly and swiftly through the school)
- Learning Behaviours (currently under review) and Golden Recognition Rewards
- Zones of Regulation

Please see 'Implementation Plan' for greater details on timescales and logistics

Golden Behaviours

Our golden behaviours are expected. They apply to everyone in every situation whether in class, on the playground, during trips and visits or moving to and from school.

When applying the Golden Behaviours, all staff should be positive, fair and consistent. All adults should aim to prevent unexpected behaviours from occurring through a mixture of shared culture, embedded routines, direct teaching and positive relationships.

Pupils flourish when they are **Kind, Safe and Ready** (Some examples of expectation *The is not an exhaustive list)

Safe	Kind	Ready
<ul style="list-style-type: none"> • Moving safely through corridors • Play games safely in the playground • Listen first time to instructions • Be calm and respectful when communicating • Remain in class unless given permission by an adult • Playing thoughtfully with others • Follow teacher instruction 	<ul style="list-style-type: none"> • Say please and thank you • Hold doors open for people • Talk kindly to others • Say good morning/ afternoon to adults • Look after school property • Use a polite tone of voice to adults • Value and celebrate differences • Care for others (even if not your direct friend) 	<ul style="list-style-type: none"> • Respect everyone’s right to learn • Look and focus on the speaker in the classroom • Sit smartly and sensibly in the classroom or learning space • Follow adult instruction • Manage your resources in the classroom to support learning and avoid distraction • Be independent and use your initiative

Routines

At Eastbrook, routines are aspirational, embody our values, create a sense of mutual respect, and apply to all children. Our behaviour curriculum outlines the routines expected for all pupils to follow. At the start of terms, and key points across the academic year, routines will be explicitly taught and revisited to ensure collective understanding. When teaching these routines, all staff must:

- Identify the routines expected.
- Communicate expectations in detail.
- Practise the routines until everyone can do them.
- Reinforce and maintain these routines constantly.

Playground

As part of the behaviour curriculum, children are taught the expected behaviours at play and lunchtimes. If a child is showing unsafe behaviour (e.g. playfighting), they will be asked to sit within an identified ‘Time Out Zone’ on the playground where they can re-boot and self- regulate. If and where a child has self -regulated, an immediate restorative conversation can take place if and where needed with a member of the lunchtime team. Senior leaders are ‘on call’ across playtime and lunchtime if any pupil is struggling to ‘self- regulate’ and needs support. Middle Leaders will be present to support ‘safe transitioning’ from 12:55 – 1:00pm and 1:10 – 1:15.

Parental Involvement

A positive partnership with parents and carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Therefore, parents and carers are kept well informed about their child’s behaviour in school and have the opportunity to input into their child’s personalised approach if and where needed. As outlined within the ‘Behaviour Pathway’(below), staff will communicate information appropriately regarding incidents when needed. When coming to a conclusion regarding applying a sanction/ restorative conversations, staff will make informed decisions based on the information and evidence available. As always, professional judgement when taking into consideration complex scenarios (eg: *multiple pupil involvement and or additional contextual information*) will be applied.

Establishment Phase

Rules and routines are introduced at the beginning of each year. The behaviour curriculum sets out the expectations for all pupils and is taught repeatedly during the first half term and revisited across the year. Pupils have the chance to establish and deepen their understanding of school routines and systems, and associated language as well as rehearse the behaviour they are expected to adhere to.

Inclusion

Classroom and playground provision is reviewed regularly and carefully by the Inclusion Team comprising senior leaders (HT, DHT), SENDco, ELSA support and Family Link Assistant (where appropriate). As a school, we seek to recognise the underlying causes of unexpected behaviours, meet unmet need and plan to proactively address any area of concern. The Inclusion team (headed by the SENDco) work alongside teachers in reviewing classroom and playground provision to ensure that positive behaviours are taught with suitable adaptations. Additional support can include behaviour plans, playground timetables, ELSA intervention, play therapy, comic strips, timetable adjustments, social stories and additional supportive measures. Pupils on the SEND register are expected, as are all children, to follow our Golden Behaviours (Safe, Kind and Ready) and will be supported to do so, where required.

Rewards

Whilst we wish for all children to do the 'right thing even when no one is watching', as research indicates, pupils enjoy being spotted, acknowledged and praised for their behaviours. Building on this, having both individual and collective rewards builds character and a shared sense of accomplishment.

-**House Points:** These are awarded solely for pupils demonstrating Golden Behaviours (Safe, Kind and Ready). Each week the winning house (castle) are celebrated in the whole-school celebration assembly. At the end of each half-term, the winning house will have additional playtime with all equipment.

-**Golden Recognition Awards:** It is essential that pupils take pride in their work and build strong learning dispositions. Each week, during Year Group Assemblies, between six and ten awards will be given out. Additional certificates will be shared at Whole School Celebration assemblies when milestones are met.

-**Golden Beads:** We wish to identify and celebrate exceptionality. Golden Beads are awarded for either 'a moment that is Above and Beyond' linking to Golden behaviours or exceptional learning and effort.

Star of The Week: Each week one pupil's hard work and achievement (from each class) is celebrated at our Family Assembly where we invite the parent / carer / family member of the child to come and share the success.

Co-regulation (Zones of Regulation & Mindfulness)

Pupils' ability to regulate their own behaviour has a significant impact on their achievements and emotional wellbeing at school. To better support this, Eastbrook has adopted the principles and practices of the Zones of Regulation. This is a cognitive behaviour approach designed to help pupils recognise when they are in different states called "zones," with each of the four zones represented by a different colour: red, yellow, blue and green. Pupils learn how to use tools including mindfulness strategies to stay in the 'green' zone or move from one zone to another. The implementation of this takes place through the behaviour curriculum.

Scripts / Shared language

A script is a prepared set of actions, and a suggested set of phrases to say. At Eastbrook, staff use the following script when managing a child's unexpected behaviour.

When speaking with children about unexpected behaviours, adults should speak in a calm, patient and/or assertive tone depending on the context. Wherever possible, removing the emotion from the incident / scenario. Whilst we recognise, it will not always be possible to use precise wording below (in every scenario) The key aspects to highlight (in each conversation) are in bold below.

A child who is showing unexpected behaviour (e.g. running in the corridor / talking to learning partner)

- "(Child's name), I can see that you are ..." (**name the behaviour**)
- "I need to see you ..." (following the **agreed golden behaviour**, 'being safe')
- "I expect..." (to see you sitting up straight like you were this morning, *being Safe, Kind and, or Ready*)
- "I know you will ..." (**Positive reframing**: help to put the equipment back in the right place)
- "Thank you for showing our golden behaviours"
- Leave the child (give them the space to **independently self-regulate**)

If a child's behaviour repeatedly indicates that these scripts are not effective, a personalised script must be created and shared with all adults who support that child.

Reasonable Adjustments (See appendix for more information)

By successfully designing, implementing and revisiting key class routines and structures, children will have a clear understanding of expected classroom and playground behaviours. In step with this, it is the expectation that all children can and should follow the Golden Behaviours. However, we recognise (for multiple reasons) that some children may require additional support and / or reasonable adjustments to do so successfully. If and where staff notice, or evidence suggests, that children are struggling to follow expected behaviours (repeated Golden Behaviour Consequences applied), it may be that adjustments may be applied to support. The aim is for these to be temporary. School staff would examine possible triggers and share proposed strategies to proactively address concerns. Parents will have the opportunity to feed into and agree next steps. An adjustment which may be applied is a 'Behaviour Plan' (see below).

Behaviour Plans

If a child is repeatedly showing undesired behaviours, a behaviour plan should be considered as a supportive tool. The plans must be clear in the following:

- *Preventing* behaviours occurring in the first place
- *Reducing* unexpected behaviours from occurring
- *Teaching* desired behaviours
- *Reinforcing* positive behaviours

- *Consequences* when necessary.

Behaviour plans need to be reviewed weekly, informed by clear evidence as to how effective they are, refined where necessary and, when unexpected behaviours have reduced, so does the level of intervention wherever possible.

Consequences

Consequences are associated with the behaviourist theory of human actions and decisions. A reinforcement is a stimulus used to encourage a behaviour. A consequence is a stimulus used to discourage behaviour. Consequences are most effective when:

- They are set as soon as the unexpected behaviour occurs.
- They focus on the behaviour, not the child.
- They are used consistently.
- They are productive.
- Children understand how to correct the unexpected behaviours.
- The consequence feels like it has an end.

When children are showing undesired behaviours, staff following this system:

Behaviour Pathway: (Pictorial version attached)

Verbal Reminder	Self-Reflection	Official Warning	Time out: Phase Leader / Experienced Teacher within Phase	(Golden Behaviour – Safe, Kind and Ready) Behaviour Consequence	Reflection: (Restorative conversation) Present: Phase Leader + Class teacher	Senior Leader Involvement
This will be shared with the child discreetly.	Each classroom has a 'Calm / Self - Reflection Zone' where children can refocus and reset.	1:1 conversation conducted discreetly and / or card given to child to have a clear reminder to follow school golden behaviours.	*This will be an agreed period. EG: 15 minutes / until the end of next lesson. Reasonable Adjustments may be applied by staff when assigning 'where' a child may go to support the process of self-reflection and de-escalation.	If the pupil returns to the classroom, and is still unable to follow expected behaviours (Safe, Kind and Ready), the pupil receive a Golden Behaviour Consequence . This means the pupil will spend time with CT and Phase leader @ break / lunch. -Parent must be informed if a 'Golden Behaviour Consequence' is applied.	At the earliest time, following the failure to follow the 'Golden Behaviours' both staff work with the child to reset, repair relationship and move forward. *It may be that a children needs to stay and reflect for an agreed time. (<i>consequence: certainty not severity</i>)	If Golden Behaviours (Safe, Kind and Ready), continue to be broken following a Restorative Conversation, the child will spend an 'agreed period' with a senior leader. Actions and Sanctions – if necessary – from Stage 2/3 (see chart below) can be applied.

Behaviour Pathway Unpacked

The Behaviour Pathway provides a clear and consistent framework for teachers, including examples of Level 1-3 behaviours to guide them appropriately when responding to undesired behaviour.

- All classes have a designated time out area including a chair, sand-timer and visual cues to help pupils reboot. Self - Reflections last no longer than 5 minutes and can be requested by the teacher. Pupils are also able to request a Time Out; however, only one child is able to use the space at a time, and it should not be during an input (*beginning part of lesson*) unless absolutely necessary.
- All corrective conversations should be shared with the child – where it is possible - discreetly. This can be completed verbally or by placing a card on the table of the child where appropriate. For younger children (EYFS + Y1), further reasonable adjustments and professional judgements on suitability may be required. Teachers can speak with the child away from the children and explain the 'Now and Next' expectations.

- Staff to use their professional judgement when linking to re-starting behaviour pathway / ladder of sanctions. Where appropriate, staff to use end of breaktime, morning and afternoon sessions to re-start sanction ladder. Staff will take into consideration, most critically, if the child is attempting to self-regulate and make positive choices.
- Following a 'Time Out' (with Experienced Teacher, Phase Leader), if unexpected behaviours persist in the classroom, the child will need to have a 'reflective / restorative conversation' with the Phase Leader and Class teacher at lunchtime to understand triggers, to repair and restore relationships and set goals for the next session.
- If the behaviour takes place in the afternoon, the 'reflective conversation' must take place at the next earliest possible time (start of the day / breaktime) to best support the child.
- Three (Golden) Behaviour Reminders in one week (or a short period) triggers an emergency '*Team Around The Child*' meeting where supportive and timely strategies are discussed and agreed between Class teacher, Phase Leader and Senior Leader.
- In addition, if and where there are multiple (Golden) Behaviour Consequences and or time spent with Senior Leaders across a half term, tailored targeted behaviour plans (above) or other suitably reasonable adjustments will be applied and rigorously reviewed. If and where this includes pupils on the SEND register, the SENDco will support in devising personalised adjustments. If and where a behaviour plan is devised, it must be shared and reviewed with the parent or carer every three weeks.
- If a behaviour plan (above) is unsuccessful following pupil voice and parental engagement, a further personalised timetable will be sought to support the child to best achieve the expected golden behaviours. Senior Leaders (HT, DHT) and all staff working directly with the child will work collaboratively to implement effective intervention. Senior staff will liaise and consult with external agencies (Fair Access Panel, LBAT) if and where appropriate.
- Negative behaviours of a more serious nature including repeated teasing (harassment), physical assault (not playfighting), violent language (swearing) and any breach of the NSPCC underwear rule will trigger (at least) a Golden Behaviour Consequence (time with Phase Leader and / or senior leader) and / or Internal Exclusions implemented.
- Wherever possible, teachers carry out quiet correction and try to avoid unnecessary attention from others. Consequences can be recorded on the teacher's class tracker and are not visible to other children.
- Following a **Golden Behaviour consequence**, teachers must alert the parent over the phone or in person. As above, if repeated Golden Behaviour consequences occur, the above flightpath of action can be applied.

Clubs and Playtimes

Clubs should agree and establish their own rules following the ethos described in this policy. Whilst Warnings, Self-Reflective conversations and Time Outs are used, should negative behaviour persist, it must be reported to the Senior Leadership Team. Should negative behaviour be repeated on two further occasions, the child can be removed from the club for the rest of the term.

Logging Behaviour Incidents (ref to Protected characteristics)

Whilst the number of self-reflections, warnings and 'time outs' should be monitored by staff, they do not need to be explicitly recorded. 'Time Out in Phase' and 'Golden Behaviour Consequences' are recorded on the 'Class Behaviour Tracker' (internal document) by staff each day. As above, when a Golden Behaviour Consequence is given, the parents of any children involved must be informed.

CPOMS should be used to log the following incidents / issues:

- Any serious breach of the behaviour policy (Level 3 behaviours).
- Child on Child Abuse
- The use of restraint
- Any discriminatory behaviour (on – line, racist, homophobic, religious based bullying)
- Evidence of alleged bullying (behaviours targeted and / or repeated over time)
- Any behaviour linking to multiple children which requires additional contextual information.

Within the 'Actions already completed' box, staff share any contents of the conversation with the parent or carer.

Child on Child Abuse

Child on child abuse is explained in more detail in part 5 of Keeping Children Safe in Education. It can include repeated teasing (harassment), physical assault, violent language, and any breach of the NSPCC Underwear Rule. Incidents might be in person or online. Such behaviours are harmful, cause distress to the victim and affect educational attainment. The Designated Safeguarding Lead may choose to carry out a risk assessment and share actions required to prevent further abuse and protect all of the children involved. Contact and support is sought from outside agencies including the local authority's Multi Agency Safeguarding Hub (MASH) or police when required.

Regulating Pupils' Behaviour Outside the School Premises

Eastbrook Primary Academy has a statutory power to regulate the behaviour of pupils when they are off school premises and not supervised by staff. As a result, we would expect any out-of-school misconduct (including child on child abuse) witnessed by members of the community (police, shopkeepers, street wardens etc) to be reported to the Headteacher.

Unexpected Behaviours

	Examples of Unexpected Behaviour	Action Needed
<p>This is not an exhaustive list. It should act as a framework for the 'types of behaviour' that warrant certain actions and or 'types of sanctions that could be applied'. It should be acknowledged that whilst implementing consistency is the clear and overarching aim, staff will apply professional judgement and discretion (<i>using the policy</i>) when applying actions and a sanction when needed.</p>		
Level 1	<ul style="list-style-type: none"> • Calling out / talking over others • Disruption to other children • Time delaying • Unkind Words / Language • Task avoidance • Mild inappropriate language • Verbal or physical retaliation • Repeatedly getting out of a seat (without instruction) • Non-compliance with class routines / school golden behaviours. 	<ul style="list-style-type: none"> • Verbal Reminder • Self- Reflection / Time Out • Warning issued by an adult in a calm voice • Use of scripted language • Move the child to a different seating place • Offer limited choice either...or... (Now / Next) • Offer an appropriate consequence
Level 2	<ul style="list-style-type: none"> • Repeated level 1 behaviours • Repeated refusal to follow instructions • Physically or emotionally hurting another child deliberately • Intentional kicking, punching, biting, fighting • Swearing at children or adults with intent • Using offensive language regarding protected characteristics • Consistently throwing objects around room • Damage to school or personal property • Leaving the classroom (without permission) • Running away from an adult 	<ul style="list-style-type: none"> • Golden Behaviour Consequence (Reflection / Restorative conversations) • Miss next (following) lunchtime • Parent informed <p><u>If repeated behaviours:</u></p> <ul style="list-style-type: none"> • flightpath of action -as above - is applied (eg: <i>Team Around the Child / Behaviour Plan / Reasonable Adjustments and/or Adapted Provision</i>) applied. • Agreed time with Senior Leader (<i>agreed in step with all staff involved</i>)
Level 3	<ul style="list-style-type: none"> • Repeated level 2 behaviours • Serious physical / emotional harm to a child or adult • Serious damage to school or personal property • bullying (<i>repeatedly targeted behaviours toward a child / set of children</i>) • Continuous breach of rules (Level 1 or 2), despite intervention involving staff, DHT, HT and parents 	<ul style="list-style-type: none"> • A reduced playground timetable • Internal Exclusion or External Suspensions (used as last resort) decided by the Headteacher • Time out with Senior Leader (applied in agreement with staff) <p><u>If repeated behaviours:</u></p> <ul style="list-style-type: none"> • Review provision in place (if required) • Create a clear Behaviour Support Plan (if not already in place) • Highly Personalised timetable implemented • Part Time Timetable consideration • overseen by a member of SLT on a 1:1 basis. • Senior leader liaison with external agencies for advice and support

Positive Handling

All school staff have a legal power to use reasonable force (as defined by the DfE meaning using no more force than is needed) to prevent children from hurting themselves, others, from damaging property or from causing disorder. If a member of staff has used reasonable force, the child's parent/carer must be informed, and a record of the incident must be kept on CPOMS. In exceptional circumstances, where a child is repeatedly showing unsafe behaviour, the parent/carer will be asked to consent to a positive handling plan.

Suspension + Permanent Exclusion

As part of this behaviour policy, the Headteacher may give a fixed-term suspension to a pupil for a serious act of unsafe behaviour. A suspension may also be used to provide a clear signal of what is unacceptable behaviour. The Headteacher may suspend a pupil for up to 45 days in any school year but should the number of days out of school exceed 15 days in a term, the governing body shall meet to consider reinstatement of the pupil. If the Headteacher suspends a pupil, they shall inform the parents/carers immediately, giving reasons for the suspension. At the end of a period of suspension, the pupil and parents/carers shall be invited to a re-integration meeting.

The Headteacher may permanently exclude a child in response to 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 the pupil or others such as staff or pupils in the school. The governing body is then required to meet and consider the exclusion and the pupil's reinstatement.

The Headteacher will inform the Local Authority, REAch2 Academy Trust and the Governing Body about any suspension whether for a fixed or permanent term. This is then followed up in writing.