# East Allington Primary School

# Behaviour Policy

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**EDUCATION SOUTH WEST**

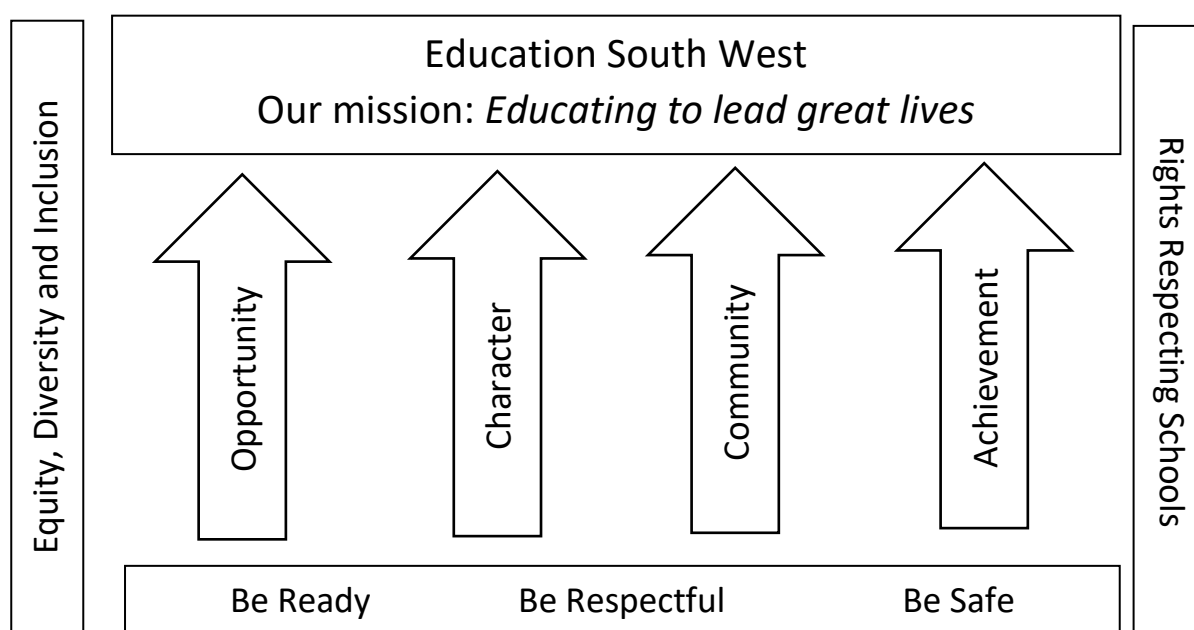**Education South West (ESW) Behaviour and Culture Policy**

# Part A: The ESW approach to behaviour and culture in our schools

**A1. Vision, values and ethos in an ESW school:**
The culture of our schools is built upon a unifying belief that we are *'educating to lead great lives'*. This mission statement is further embedded in the pillars (values) of our Trust - Opportunity, Character, Community and Achievement.

In order for children and young people to belong, thrive and achieve in our schools we aim to create a culture built upon the same core principles – be ready, be respectful, be safe.

We believe that if we embed the principles of ready, respectful and safe in every school we will create orderly and calm environments. These environments will minimise distraction and disruption enabling every pupil to belong, thrive and succeed through learning.



**A2. The role of Equity, Diversity and Inclusion (EDI) in our school culture:**
EDI are key concepts in creating fair and supportive environments across our schools for children and young people, families and staff. EDI sits at the heart of every policy.

**Our working definition of EDI:**
- **Equity:** This involves ensuring fair treatment, opportunities, and advancement while striving to identify and eliminate barriers that have prevented the full participation of some groups. It's about providing varying levels of support based on individual needs to achieve fairness in outcomes.
- **Diversity:** This refers to the presence of differences within a given setting. In the workplace, it includes differences in race, ethnicity, gender, age, religion, disability, and sexual orientation, as well as other attributes like socio-economic background and neurodiversity.

- **Inclusion:** This is about creating environments where any individual or group can be and feel welcomed, respected, supported, and valued. It's about fostering a sense of belonging and ensuring that everyone can participate fully and equally.

These principles are not only about compliance with legal standards, such as the Equality Act 2010, but also about fostering a culture where everyone can thrive.

### A3. The role of Rights Respecting Schools in developing our school culture:
As Rights Respecting Schools (RRS) we integrate the principles of the United Nations Convention on the Rights of the Child (UNCRC) into our ethos and policies, including our behaviour and culture policies. Here are some key ways they link:
- **Positive relationships**: RRS focuses on building positive relationships between pupils, families and staff. Behaviour policies in these schools emphasise respect, dignity, and non-discrimination, fostering a supportive environment.
- **Student participation**: Pupils are actively involved in creating and reviewing our school behaviour policies. This includes working with the very youngest pupils as well as the oldest. This participation ensures that policies reflect their views and needs, promoting a sense of ownership and responsibilities.
- **Restorative practices**: Restorative practices are used alongside sanctions and interventions. RRS often use restorative practices to resolve conflicts. This approach encourages pupils to understand the impact of their actions and work towards repairing harm.
- **Rights education**: Behaviour policies are aligned with educating pupils about their rights and responsibilities. This education helps pupils understand the importance of respecting others' rights, leading to better behaviour overall.
- **Wellbeing focus**: By prioritising children's rights, RRS creates a safe and nurturing environment. This focus on wellbeing is reflected in behaviour policies that aim to support rather than punish pupils.

### A4. ESW Behaviour and Culture Policies have a set of guiding principles:
The guiding principles which underpin all behaviour management in our schools are in line with our mission to *'educate to lead great lives'*:
- **Behaviour is a form of communication:** We assume that most behaviour is a form of communication. We meet this need through wellbeing support and the graduated response which underpins our Trust Special Educational Needs and Disabilities (SEND) policy and processes. The core needs of pupils with SEND are met through the Ordinarily Available Inclusive Provision (OAIP) in each school.
- **Every interaction is an intervention:** Every interaction between staff and students is an opportunity to positively influence behaviour, learning, and wellbeing. This approach emphasises the importance of using daily interactions to support pupils' development, mental health, and relationships, while also addressing behaviour through understanding and restorative practices.
- **Consistency is key:** Clear expectations and consistent responses to behaviour create a predictable and safe environment in which all young people can learn and thrive. All pupils need consistency and none more so than those with protected

characteristics including those pupils with additional needs (SEND) or those who experience poverty (Disadvantage).

- **Relentless routines:** Simple, repeated routines which are explicitly laid down by school leaders and are taught and upheld by all adults, help establish a positive culture of behaviour in which all children can thrive and belong. Routines help maintain the high expectations needs for all pupils to learn and achieve.
- **First attention to best conduct:** We prioritise recognising and celebrating positive behaviour over focusing on poor behaviour. This positively framed approach builds the sense of belonging all pupils have with their school community.
- **Restorative practices:** Mistakes are learning opportunities. Restorative conversations help repair relationships and rebuild trust alongside sanctions and interventions where necessary. Restorative practices can help repair relationships and promote better future conduct.
- **Emotionally intelligent:** Adults model emotional regulation and positive behaviours for pupils to emulate. All interactions with children and young people are positively framed through our key rules (see below).

The individual behaviour and culture policies in each of our schools (PART B) are underpinned by these core principles. Furthermore:

**A5. ESW Behaviour expectations** apply to all members of the school community. These include:
- Showing **respect** for themselves, others, and the school environment.
- Acting with **kindness and consideration** in their interactions.
- Taking **responsibility** for their actions and decisions.
- Striving to **achieve** their best in all areas of school life.

**A6. These expectations are summarised in our three rules:**
1. Be **ready**
2. Be **respectful**
3. Be **safe**

**A7. Legislation, statutory requirements and statutory guidance**
Each of our individual school policies are based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

> Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

> Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

> DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

**A8. Monitoring and Evaluation of Part A – reflected in Trust and school monitoring**
The implementation of this policy will be regularly reviewed through:

- Observations of staff consistency during the annual peer review cycle
- Student, parent/carer and staff feedback.
- Analysis of behaviour data to identify patterns and inform interventions.
- Ofsted inspections

By adopting these principles and practices, we aim to create a school culture where all pupils feel they belong, can learn effectively, and grow into responsible, respectful, and resilient individuals.

# Part B: The East Allington specific approach to behaviour and culture in our school

## Our Relational Approach
At East Allington Primary School, relationships are at the heart of everything we do. We see behaviour as a form of communication and respond with empathy, fairness, and consistency. Our aim is to help children reflect, restore trust, and re-establish a strong sense of belonging.

## High Expectations for All
We expect every pupil to uphold a high standard of behaviour at all times. A calm and safe environment helps children to feel secure and motivated, which in turn enables them to achieve their very best. By living our school values, children learn to distinguish right from wrong, make wise decisions, and grow into responsible citizens who contribute positively both within and beyond school.

Our three simple rules shape the culture of our school:
- **Active**
- **Bold**
- **Caring**

These rules apply in every situation—classrooms, corridors, the playground, school trips, and beyond. They are consistently reinforced by all adults in school. Pupils understand the rewards for following them, as well as the consequences when they do not. Consequences are not about punishment but about opportunities for reflection, repair, and re-engagement.

**Statement of Principles**

This policy builds on the trust-wide framework in Part A and is underpinned by our belief that children flourish when they feel valued, safe, and connected. Relational practice shapes every interaction, ensuring behaviour management strengthens rather than damages relationships.

Our principles are:
- The whole school community shares responsibility for maintaining a safe and caring ethos.
- Behaviour expectations are rooted in our school and Trust values.
- Bullying and harassment are never tolerated.
- The policy is applied fairly and consistently by all adults.
- Sanctions are proportionate and linked to behaviour choices.
- Positive behaviour is promoted and reinforced, while unacceptable behaviour is addressed with a focus on understanding underlying causes.
- It is always the behaviour that is challenged, never the child.
- Praise and recognition are central; children are taught replacement behaviours and strategies for making better choices.
- Everyday positive conduct is expected, but effort and exemplary behaviour are acknowledged and celebrated.

**Aims**
- To provide a safe, calm, and orderly environment where children feel happy, motivated, and ready to learn.
- To ensure a consistent, whole-school approach to behaviour.
- To raise standards of learning by maximising time on task.
- To build strong partnerships with parents and carers.
- To promote self-discipline and personal responsibility for behaviour choices.
- To encourage respect for others, the school, and the wider environment.

**Relationships**

Strong, respectful relationships are the foundation of effective learning. As a Rights Respecting School, we align our practice with the UNCRC. We recognise that high expectations for behaviour are essential to protecting every child's right to a quality education.

Staff model positive behaviours and uphold routines consistently. Children are taught to hold themselves to account for their actions, as advocates for their own learning and as members of a caring community.

Staff will:

- Model and explicitly teach positive behaviour.
- Hold high expectations for all.
- Apply the Behaviour Policy consistently in all contexts.
- Use clear communication and shared language when discussing behaviour.
- Separate the behaviour from the child, ensuring dignity is preserved.
- Build positive relationships with families.
- Reward effort and application, not just outcomes.
- Stay calm—raised voices and shouting are not acceptable.
- Follow up incidents with reflection, restoration, and learning opportunities.

**Curriculum Links**

Positive behaviours and respect for others are promoted through:

- PSHE and Relationships Education
- Global Goals and British Values
- Circle Time and class charters
- PE and wellbeing provision

Each class develops and displays its own charter linked to the school rules, reinforcing expectations for learning environments, lunchtimes, and playtimes.

**Rewards**

Recognition is an important part of encouraging positive behaviour. At East Allington, effort and contribution are celebrated through:

1. Dojo points linked to our school values.
2. Weekly celebration assemblies and certificates.
3. Termly trophy awards.
4. Personal recognition, such as calls or postcards home.
5. "Above and Beyond" certificates posted to families.

**Consequences**

Consequences are designed to guide reflection and repair, not to punish. Restorative conversations and problem-solving help children learn from mistakes and re-engage with their learning and peers.

Steps include:

1. **Reminder** of expectations.
2. **Move within the class**—closer to the teacher or near a positive role model.
3. **Link class**—10 minutes of work in another room, recorded and followed up with parents if repeated.
4. **Time in at playtime**—
5. **Headteacher/SLT referral**—serious behaviours discussed, with the child's voice heard and appropriate consequences agreed.
6. **Persistent issues**—parents invited to school to work with staff and child on solutions.

Serious incidents may escalate more quickly, and further sanctions such as seclusion, fixed-term exclusion, or—rarely—permanent exclusion may be applied.

**Exclusions**

Exclusion is always a last resort, used only where a pupil's behaviour seriously endangers the safety or learning of others. The Headteacher alone has the authority to exclude. Procedures follow statutory DfE guidance, with parents, governors, and the local authority informed as required. Reintegration meetings and pastoral support plans follow any exclusion.

**Reasonable Force**

Trained staff may use reasonable force where necessary to prevent harm, in line with PiPs training and DfE guidance.

**Bullying**

Bullying is defined as deliberate, repeated behaviour (Several Times On Purpose – STOP) that causes harm and involves a power imbalance. It may be emotional, physical, verbal, racist, sexual, or online. Bullying is never tolerated and is dealt with promptly in line with the school's Anti-Bullying Policy.

**Off-site Behaviour**

Pupils are ambassadors for the school in the community. Expectations for Active, Bold, Caring behaviour extend to journeys to and from school and all school visits. Individual risk assessments are completed for pupils on support plans or behaviour plans when attending trips or residentials.

**Misconduct by Adults**
- **Parents/Carers:** Misconduct on site may result in a written warning or, in severe cases, a ban from the premises.
- **Staff:** Allegations against staff are managed according to safeguarding guidance. Staff are not automatically suspended; decisions are made in line with local authority procedures.

**Roles and Responsibilities**

The Headteacher and Governing Body oversee the implementation of this policy, but creating a safe, respectful environment is the responsibility of the whole school community. Every member of staff has a role in ensuring that the rights of all children are upheld.

**Review**

**Date agreed by Staff:** 09 / 2025

**Date agreed by Governing Body:** 09/2025

**Review Date:** 09 / 2026

Signed: _____ (Head)

Signed: _____ (Chair of Governors)