

Eastbrook Primary Academy: Positive Behaviour Policy 2025 – 2027

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
Review:	Summer 2026

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 discretely 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.

EG: 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 the first term (Autumn), staff will use daily teaching sessions 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
- Movement around the school (Walking on the left, one behind the other, moving quietly and swiftly through the school)
- Zones of Regulation

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 	<ul style="list-style-type: none"> • Say please and thank you • Hold doors open for people 	<ul style="list-style-type: none"> • Respect everyone’s right to learn

<ul style="list-style-type: none"> • 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"> • 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 and support for others (even if not your direct friend) 	<ul style="list-style-type: none"> • 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
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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 maintain behaviours and needs support.

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 can 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 a conclusion is reached regarding applying a sanction / reflection, staff will make informed decisions based on the information and evidence available. As always, professional judgement will be used when taking into consideration complex scenarios (eg: *multiple pupil involvement and / or addition contextual information*).

Establishment Phase

Rules and routines are introduced initially 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 of senior leaders (HT, DHT), SENco, ELSA support and Family Link Assistant (where appropriate). As a school, we seek to recognise the underlying causes of unexpected behaviours 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 (castles) are celebrated in the whole-school celebration assembly. At the end of each half-term, the winning house has additional playtime with all equipment.

-Golden Recognition Award (GRA's): It is essential that pupils have pride in their work and build strong learning dispositions and demonstrate fantastic conduct and attitude. Therefore, GRA's are awarded for either outstanding conduct or brilliant learning. Each week, during Year Group Assemblies, between six- ten awards will be awarded. GRA's can also be given during lessons for fantastic learning. Golden Recognition Special Certificates (10, 20, 30) will be shared at Whole School Celebration assemblies when milestones are met.

-Golden Beads: We wish to identify and celebrate exceptional learning. Golden Beads are solely for learning.

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) 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 (where repeated sanctions are 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. Parents will have the opportunity to feed into and agree next steps. One 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.

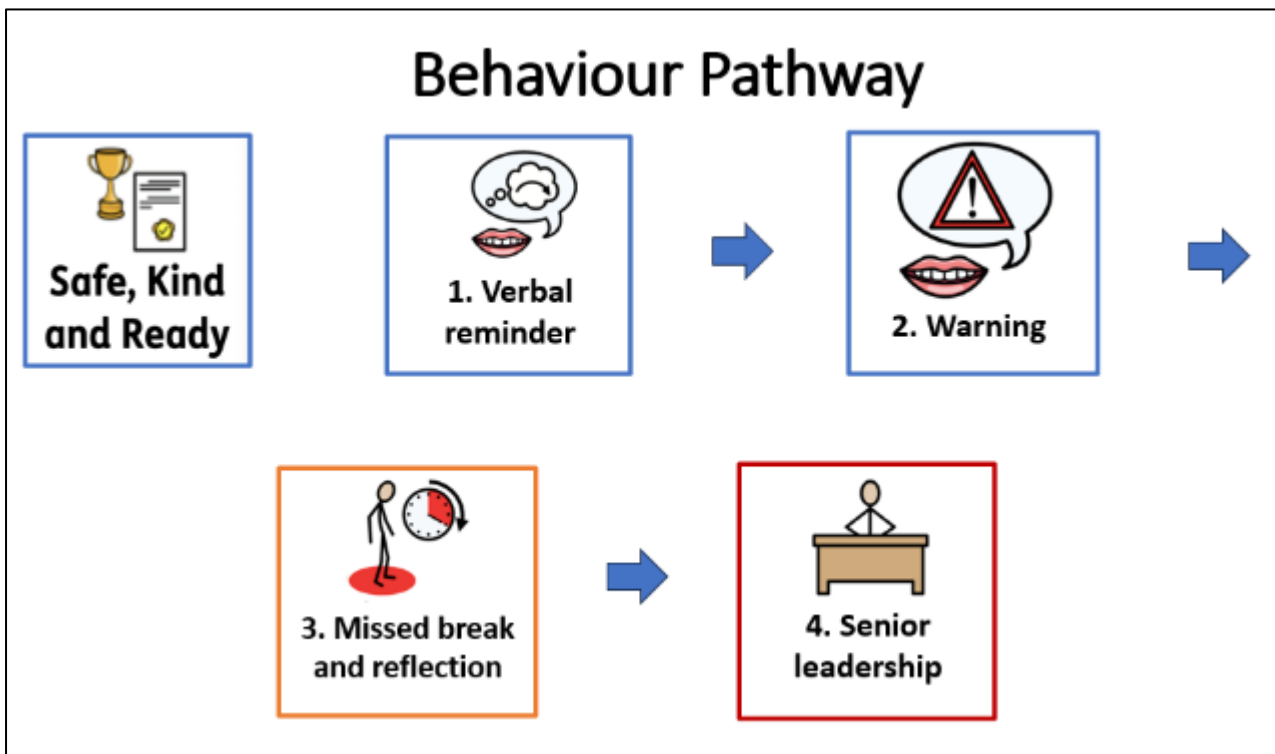
Consequences

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)



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 space including a beanbag / chair, sand-timer, practical strategies, zones of regulation reminders, and visual cues to help pupils reboot. The Self Reflection table / zone can and should be used at any point across the pathway. It is not a punishment.
- If a pupil is finding it difficult to access self regulation, supporting regulation should be used. Expert knowledge of the child within supported regulation is essential. Some examples of support regulation: sensory / movement break, use of busy box activity, agreed time out in contrasting class / space for specific period, a specific task / job that needs to be completed.
- The self – regulation space should always be offered first. However, with both self – regulation and supported regulation, the class teacher will use their discretion on when best to implement.
- All corrective conversations (to address behaviours) should be shared with the child – where it is possible – discreetly.
- 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.
- If a pupil continues to show undesired behaviours following a verbal reminder and formal warning, they will have period of reflection (sanction) at break / lunchtime. The amount of time missed will be dependent on the regularity of disruption and severity of incident alongside their engagement and response to conversation.

- Negative behaviours of a more serious nature (stage 2 – outlined below), will automatically equate to a sanction / reflection being applied. Staff will use their professional judgement and discretion to ensure appropriateness and fairness.
- Following a **pupil receiving a sanction / reflection**, the teachers must alert the parent over the phone or in person.
- If and where pupils are repeatedly reaching 'Step 3 and 4', further supportive measures will be applied (Behaviour Plan, Reasonable Adjustments, Inclusion support and / or Team around The Child) in consultation with parent / carers.

Clubs and Playtimes

Clubs should agree and establish their own rules following the ethos described in this policy. Whilst Warnings, Reflections 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)

Staff will monitor and log internally the use of Behaviour Pathway and inform parents if and when appropriate. However, the below information will be logged formally on CPOMS (internal recorded mechanism).

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 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 parent.

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 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
This is not an exhausted list. It should act as a framework for the ' <i>types of behaviour</i> ' that warrant certain actions and or ' <i>types of sanctions that could be applied</i> '. 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.		
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 • 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 • Deliberate disrespect to an adult • Intentional kicking, punching, biting, fighting 	<ul style="list-style-type: none"> • (Reflection / Restorative conversations *sanction) • Miss next (or part of) lunch/ break time • Parent informed <p><u>If repeated behaviours:</u></p>

	<ul style="list-style-type: none"> Swearing at children or adults with intent Using offensive language regarding protected characteristics Consistently throwing objects around room Damage to school or personal property Self-exiting the classroom Running away from an adult 	<ul style="list-style-type: none"> flightpath of action -as above - is applied (eg: <i>Team Around the Child / Behaviour Plan / Reasonable Adjustments / Inclusion + leadership support</i>) 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 suspension (used as last resort) decided by the Headteacher Time out (stage 4) 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 should 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.

Suspensions

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of unsafe behaviour. A suspension may also be used to provide a clear signal of what is unacceptable behaviour. For repeated or very serious acts of unsafe or anti-social behaviour, the Headteacher may permanently suspend a child. The Headteacher may suspend a pupil for up to forty-five days in any school year. If the Headteacher suspends a pupil, they should inform the parents/carers immediately, giving reasons for the suspension. The Headteacher should make it clear to parents that they can, if they wish, appeal against the decision to the Governing Body. After a child has been suspended, the child and parents/carers are asked to attend a re-integration meeting.

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.