



*"Let your light shine" - Matthew 5:16*

# **Eccleston C of E Primary School**

## **Behaviour Policy**

September 2025

Review September 2027

Eccleston C of E Primary School believes that all children have the right to learn in a safe, happy and positive environment that is free from prejudice, stereotypes and bullying. Eccleston expects pupils to uphold our six values of Thankfulness, Love, Respect, Forgiveness, Perseverance and Kindness.

In order to access learning, pupils need to acquire the ability to self-regulate, be persistent and understand that making mistakes is a fundamental part of acquiring knowledge and skills. Positive behaviour is an essential ingredient of an effective school. The implementation of the policy starts in Reception and remains consistently applied throughout the school. It is designed to be simple, effective and clearly understood by all. It is important to note that this policy does not sit in isolation.

Through a trauma-informed approach, our aim is to provide an inclusive and calm atmosphere and to encourage children to move around in a controlled manner. Our expectations of the children can only be realised through the co-operation and support between home and school. We invite parents to work with us. Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND).

**Creating a positive school culture is everyone's responsibility.**

At Eccleston, we promote

***Ready***

***Respectful***

***Safe***

These are referred to and used regularly by adults working in school.

**Aims of the Policy**

- To develop a moral framework within which children can mature emotionally and in which relationships can flourish.
- To enable children to develop a sense of self-worth, respect and tolerance for others.
- To support children in upholding our values of Thankfulness, Love, Respect, Forgiveness, Perseverance and Kindness.
- To produce an environment in which children embody our values of ***Ready, Respectful and Safe***.

- To take a Trauma Informed Approach to our responses to children's behaviour.

### **Objectives**

For children to feel and experience;

- Self-respect
- Self confidence
- Emotional regulation
- Pride when they try their best
- Enjoyment in attending school
- For children to be supported and taught to show empathy with others' feelings
- Respect, courtesy and tolerance towards teachers, other staff and towards one another
- Respect for their environment and community

### **Our routines**

At Eccleston, we place a high prominence on developing **clear class routines** at the start of each year with the children. We focus on ensuring these routines are consistent and straightforward. Each day on the gate, '**meet and greet**' ensures every child is spoken to with a 'good morning', to start the day off in the right way. At the end of each day, class teachers ask the children in class to come up with '**three good things**' that have happened that day – this may also include examples of children demonstrating our values of Thankfulness, Love, Respect, Forgiveness, Perseverance, Kindness or Ready, Respectful and Safe - for the class to celebrate.

At Eccleston, we believe that it is important to **praise** children regularly **in public** for when they are doing the right thing, working hard, being respectful, inspiring and nurturing others and achieving their very best. This acts as a positive catalyst for others who also want to enjoy the positive feelings that come with positive praise. Sometimes, children do not get their behaviour right, and here at Eccleston we feel it is important to talk to them and go through the scripts below in **private**, away from other children. This is to support our children to learn about what went wrong and explore how they can make a more positive choice next time. We do this in private to ensure our children do not experience feelings of blame and shame.

We strive for all of our children to feel happy and safe. We have adopted a safe way to move around the school called **Smart Walking** which is a way where children walk calmly and quietly to their next destination – Sensibly, Silently, Single File. Children are praised for their smart walking and are encouraged to '**Smart Walk**'. For children who need additional support or have SEND, we will encourage them with this to ensure we meet their individual needs.

## **Zones of Regulation**

We use the four Zones of Regulation to discuss feelings with children: Blue, Green, Yellow and Red.

The **Blue Zone** describes low states of alertness and down feelings, such as when a person feels sad, tired, sick, hurt, lonely, or bored. Our energy is low and our body is moving slowly when we are in the Blue Zone. When in the Blue Zone we often need to rest and recharge to meet our goals. We can regulate by seeking (or co-regulate by offering) comfort, energizing, or resting. If we are feeling sick in the Blue Zone, we may need to rest. If we are feeling tired, we may need to energize (depending on the context). If we are feeling sad, we may need comfort. In all these situations, the common theme is noticing our lower energy and/or down feelings and options for managing them.

The **Green Zone** describes a calm, alert state. We may be feeling happy, focused, content, peaceful, or calm in the Green Zone. The nervous system feels safe, organized, and connected in the Green Zone, helping us be primed to learn. However, we can learn in other Zones too. When in the Green Zone we regulate by using tools and supports that keep us moving forward comfortably, helping us feel ready to go! In the Green Zone, we might regulate by choosing to eat a healthy snack, exercise, take a break, or pause for a mindful moment. These restorative actions help us proactively care for ourselves so we can move forward with ease.

The **Yellow Zone** describes when our energy is higher, and our internal state starts to elevate. Our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness, be overwhelmed, or have the wiggles, when in the Yellow Zone. In the Yellow Zone we may need to take action to regulate to manage our energy and feelings as they get stronger. For example, if we are feeling energetic at the lunch table it helps to use caution and take a deep breath, so we do not spill something. If we are feeling nervous before our performance, we can slow down our racing thoughts and speech by using a mindfulness tool. When we are frustrated, and pause to take notice, we can decide to take a break to collect ourselves before we say something we regret.

The **Red Zone** describes a state of extremely high energy and intense, very overwhelming feelings. We may be in an extremely heightened state of alertness, potentially triggering our fight, flight, freeze or flee protective response. We may feel elated, euphoric, anger, rage, devastated, out of control, panicked, or terrified when in the Red Zone. When in the Red Zone we might need to pause and assess if we need to regulate and gain a sense of control of our strong feelings and high energy. For example, if we are feeling angry it may help to pause and count to 10 before we act. If we are panicked, we can stop and use our self-talk to help us gain a sense of control of our thoughts in order to meet our goal. If we are elated, such as when a teammate scores the winning point, we might need to pause and take a big

breath to regulate our impulse to run out on the field to celebrate if there is still time on the clock.

### **School Council and Ethos Group**

The purpose of the School Council is to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school. Each meeting has an agenda, but representatives may choose to discuss additional issues that are not on the agenda, but are valid.

School council are responsible for making decisions about all aspects of school life which affect all pupils. Having contributed to the decision-making process through their representative, each pupil has some degree of possession of the outcome. The discussions, feedback and decision making contribute to pupils' own awareness of the need for individual and group discipline. This, in turn, contributes to improving behaviour, helps to prevent bullying and encourages, community, trust and teamwork.

Ethos group meet to look at our Christian Distinctiveness and also to select the VIPs for that week based on our values of Thankfulness, Love, Respect, Forgiveness, Perseverance, Kindness.

### **Greeting Pupils and Parents**

At the start of every day, parents (where possible) and pupils are greeted by staff with a personal greeting to encourage a positive start and to strengthen the positive home school relationships which play a strong and vital role in our school ethos and culture.

### **Our Recognition:**

Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place. All achievements and efforts are celebrated and valued.

#### **Forms of Rewards:**

1. Verbal comments of specific praise are given regularly by all staff. We aim for them to be clear and sincere.
2. Dojos - All children collect Dojos. These are points that can be earned for anything which is positive (Ambassador, Around School, Christian Values, Helping Others, Let your Light Shine, On Task, Persistence, Respecting our Environment, TTRS/Numbots, Teamwork, Working Hard and Worship Take Away). Any adult in school can reward a child with 'Dojo', which are added electronically to the child's individual 'Dojo' avatar and can be seen on the app. Parents can also see their own child's individual rewards and can view them in real time as they are awarded and delivered via a notification

on the Dojo app. **Dojos are never removed from a child.** Classes agree a realistic collective goal to work towards by the end of the term. If achieved, children are rewarded with e.g. additional playtime, wear your slippers in school day, arts and crafts session etc. All Dojos are put to zero once the target has been achieved.

3. Let Your Light Shine worship is held every Friday to recognise achievement and effort. Weekly certificates are Let Your Light Shine and VIPs (Values in Practice) and are awarded recognising our values: Thankfulness, Love, Respect, Forgiveness, Perseverance, Kindness.
4. Praise Postcard - If children go above and beyond, teachers may choose to complete a surprise postcard which will be sent home, so that parents/carers receive information from the teacher and can celebrate their child's achievement.
5. Phone Calls Home – If children go above and beyond, teachers may choose to phone home to share with parents/carers how well their child is doing in school or about something specific that their child did that day/week.
6. For superb work, the class teacher may ask the child to share their work with another member of the teaching staff (this will often be the Headteacher) to celebrate their success.
7. Other celebrations – As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration.

### **Our Repair**

The ethos within our behaviour policy is designed so that the vast majority of children will not need to ever reach behavioural consequences. In the vast majority of cases, *a verbal or non-verbal reminder* specifying what a child has been asked to do/how they have been asked to behave will suffice. Through a trauma-informed lens, we explore actions through curiosity about behaviour.

Our consequences are outlined below:

Chance. Everyone makes mistakes – this is your **Chance**.

- “Name are you ok?”
- “Do you know what you’ve got to do?”
- “Do you have all the equipment you need?”

After a short interval, if this has not had the desired impact, follow up comments (examples below) and a **first warning** is given. **Choice** – you’ve had a chance, you are now making a **Choice**.

- I have noticed that you are... (having trouble with, getting on with your work, settling down, name the behaviour etc) Gentle approach.

- I need you to... (get on with your maths, work, name the task) State behaviour.
- You are better than this behaviour. Do you remember when... (refer back to an incident of good behaviour).
- I'll come back in two minutes to see how you are getting on... Walk away, do not engage in eye contact and follow up later.
- Look around the room to catch someone following rules. (Award a Dojo point, praise verbally etc)

If a child needs to catch-up on work, they may be kept in at break times in order to complete it to a satisfactory standard. This includes homework where children have not completed it on more than one occasion

After a **Choice warning**, children are given a **Consequence** - '**Reflection Time**' in class and the repair script may be used.

After '**Reflection Time in Class**', children are given '**Reflection Time in Another Class**'. The repair script is used back in their class. At this point, children will miss part of their break (Reception = 5 minutes, KS1 = 7 minutes, KS2 = 10 minutes).

After '**Reflection Time in Another Class**', children are sent to '**Visit the Head**' (or a member of the Senior Leadership Team) to discuss their behaviour.

On some occasions, it may be necessary for a child to miss some, or all of their break time without the warnings, particularly if the child has physically hurt another child, or has used abusive/foul language. Depending on the severity of the behaviour, not all **Chance, Choice, Consequence** steps will be followed.

Following an incident of inappropriate behaviour that has not followed the Ready, Respectful, Safe or our Values of Thankfulness, Love, Respect, Forgiveness, Perseverance, Kindness, the following script may be used.

### **Repair script**

**Remember it's not "What's wrong with you" but "What's happened to you?"**

1. "What happened?" Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.
2. "What were you thinking at the time?"
3. "Who has been affected? / How have they been affected?" It is important that the child considers others and the impact of their behaviour.
4. "What do you think now?"
5. "What needs to happen to put this right?" This may not always be an apology as a forced apology is worthless.
6. "What will you do differently next time?"

**Regular Reflection Time in Class, all Reflection Time in Another Class and all Visits to the Head** will always be recorded on CPOMS and parents informed.

In line with our school values we see all behaviour as a form of communication and want to support children to thrive, feel safe and achieve. Where children find it difficult to regulate their emotions they will be supported to regulate back to feeling safe and calm. They may be trying to communicate a lack of skill, or understanding but in that moment are feeling overwhelmed.

In some instances, the following options may also be considered:

1. A written apology
2. A meeting with the Headteacher or Assistant Headteacher
3. A letter or phone call home
4. Removal from a favoured activity that day
5. Retraction from the right to represent the school e.g. in a sporting event
6. A support programme e.g. a tailored programme with the ELSA.
7. Home School behaviour Diary/chart

### **In Worship**

We have high expectations of children's behaviour during Worship as it is a time for contemplation and reflection.

Children are expected to:

- SMART Walk in to worship
- Wait to be invited to sit once everyone from their class is ready.
- Contribute only when invited to by an adult
- Support the achievements of others
- Sit and listen attentively
- Join in worship with parts they feel comfortable to
- SMART Walk out of worship

**Chance, Choice, Consequence** will be followed – preferably by a member of staff not leading worship so as not to cause disruption.

### **On the Playground**

Expectations for behaviour on the playground/field are high – everyone deserves to feel safe. Children know that the following expectations are in place at play:

- We only play football when it is our turn on the main playground
- We use equipment carefully and assess the risks
- We only use benches to sit on



- We keep our feet dry and away from puddles
- Sticks stay on the ground
- We are respectful of nature and do not pull leaves/branches off trees
- We Smart Walk at the end of play back into school
- We use basketballs for throwing and catching – not kicking
- We return all equipment at the end of play to the storage box
- All rubbish is to be put in the bins

We will blow the whistle 5 minutes before the end of play so that children have time store the play equipment that they have been using. This also ensures that children are given a 5 minute warning before coming back in to aid transition.

If children do not follow our expectations, or behave in a way outlined in **De-escalation** below, we will follow **Chance, Choice, Consequence** as above. Instead of **Reflection Time in Class**, or **Reflection Time in Another Class**, children will be given **Reflection Time on the Bench** where they will be asked to sit for Reception = 5 minutes, KS1 = 7 minutes and KS2 = 10 minutes before engaging with our repair script. Depending on the severity of the behaviour, earlier steps may be skipped.

### **SEND / Vulnerable Pupils**

We are aware that some of our pupils experience sensory issues and may find particular environments and experiences over-stimulating, frightening or uncomfortable. For a few pupils, adults and peers can be sources of unpredictable actions and sensory sensations; transitions and demands which interrupt routines and repetitive activities (which a pupil may rely on to give a sense of order and predictability to their day) can provoke anxieties which may be communicated to others through behaviours which are concerning in their nature.

By identifying difficult behaviours, considering physical and sensory issues, addressing mismatches in the environment and focusing on a person's highly individualised strengths and needs, we aim to design programmes to teach more effective means of communication, more socially appropriate interactions with others, and greater tolerance of the different environments and demands which will be encountered in everyday life.

We acknowledge that our behaviour systems will not work for all pupils and note that some children may need different strategies, rewards and sanctions and these will be discussed with the class team, family, SENDCo (if appropriate) and ELSA (if appropriate) so that all pupils have a system to follow which is motivational, realistic and achievable.

### **Positive Behaviour Plans**

On the rare occasion that children regularly receive **Reflection Time in Another Class** or **Visit to the Head**, they will be given a written Positive Behaviour Plan that will be shared

with home daily. This will be monitored by the Class Teacher and Head/Assistant Head. Some children may be given a behaviour chart where they track and reward good behaviour during each teaching session.

### **De-escalation**

Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. Staff receive training on this. There are many ways to do this such as distraction, humour, change of task or person, and/or partial agreement. On occasions there may be times when it might be necessary for a child to go from the playground or classroom to a safe area. They may need to be guided or restrained for their own safety and that of others. Parents of the child will be informed by phone call or in person. The incident will be recorded on CPOMs.

Staff are aware that behaviours shown may be as a result of Adverse Childhood Experiences and will take a Trauma Informed Approach in all situations.

Examples of behaviour which may result in a Choice / Chance / Consequence / missing break time and in some instances exclusion include: **Please note that this list is not exhaustive.**

1. Choosing not to follow a reasonable age-appropriate instruction
2. Non-completion of school work that could be reasonably expected: completion to expected standard during break
3. Making unkind remarks
4. Answering back
5. Lack of respect
6. Moving around school in a way that falls below expected standards of general behaviour, e.g. running, shouting, pushing
7. Not telling the truth
8. Foul language and swearing
9. Damaging property, including defacing property
10. Stealing, including hiding another person's property
11. Biting, spitting, hitting and kicking
12. Aggression to others
13. Racist or derogatory comments
14. Fighting or encouraging others to fight
15. Forming gangs for the purpose of intimidating others
16. Putting themselves, other children or adults at risk

### **Use of Reasonable Force**

On very rare occasions, it may be necessary to have physical contact with the children and use reasonable force. All staff, based on their professional judgement have the legal power to use reasonable force. Such cases may be to control or restrain a child dangerous to

others and themselves or who is damaging property. Another would be to intervene in fighting after a refusal to separate or where they refuse to leave an area and are led out of an area. Most members of staff have undertaken de-escalation training and manual handling training. At Eccleston, we never use force as a punishment and always act in the child's interests to avoid injury. However, in extreme cases, it may not be possible to avoid injuring the pupil. All staff will make reasonable adjustments when using reasonable force for disabled children and children with special educational needs. If such serious incidents occur and reasonable force has been used, then the incident will be recorded on CPOMS and the parents of the child will be informed.

### **Behaviour beyond the school gates – Teachers' powers / Statutory guidelines**

What the law allows: Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

This includes any inappropriate behaviour when the child is:

- Taking part in any school-organised activity or school related activity or
- Travelling to or from school or
- Wearing the school uniform
- In some other way identifiable as a pupil at the school.

Or inappropriate behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the safe running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the impact on the reputation of the school depending on the incident.

### **Exclusions:**

At Eccleston, our Behaviour policy is built around a graduated approach and response, and in the vast majority of cases we would never envisage the need to get to the final stages which involve the formal exclusion of a child from school. Exclusion can be fixed short term, or permanent. As a local authority school, we will follow the CWAC guidance in the unlikely event of needing to exercise this right. Please read the following for further information:

<https://www.cheshirewestandchester.gov.uk/residents/education-and-learning/pupil-exclusion-from-school.aspx>

It may be necessary in very exceptional circumstances for a child to be excluded from school. The Headteacher (or Assistant Head in the Headteacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the

circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

This Policy should be read in conjunction with our Anti-Bullying Policy and our SEND/Inclusion Policy.

Government guidelines include: 'Behaviour and Discipline in Schools' (January 2016); 'Exclusion from maintained schools, academies and pupil referral units in England' (September 2017); 'Special educational needs and disability code of practice: 0 to 25 years' (January 2015).