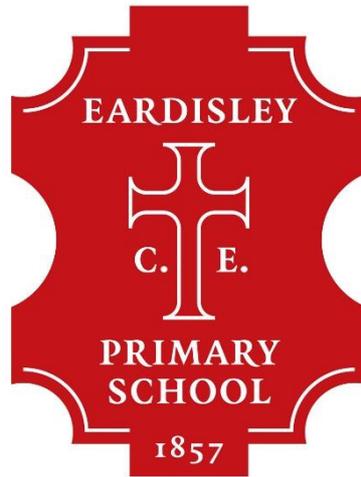


Eardisley CE Primary School

Behaviour Policy



In all that we do our values shine through

Policy agreed: February 2026

Review date: February 2027

This policy document outlines an area of school policy which has a relevance to safeguarding. At Eardisley CE Primary School we take this responsibility very seriously and in drawing up this policy we have considered national guidance and OFSTED expectations with regard to the safeguarding of children in our care.

Keeping our children safe.

Nothing is more important at Eardisley, than ensuring our children are safe and that they feel safe.

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1. Introduction

At Eardisley CE Primary School, our vision is to live out through Friendship and Determination, the Christian teaching to 'love one another.' This vision, rooted in our shared values, will guide, inspire and nourish, bringing Joy to all. (John 15:12)

At Eardisley Church of England Primary School we have high expectations of behaviour for all pupils. Rooted in our Christian values, we promote a positive, caring and respectful ethos in which children are encouraged to be courteous, polite and responsible. This enables every child to learn effectively, achieve their potential and flourish as confident individuals.

Our principal aim is that every member of the school community feels safe, valued and respected, and that all are treated with fairness, dignity and compassion. This behaviour policy supports the creation of a calm, purposeful and inclusive environment where positive relationships are at the heart of school life.

We believe that good behaviour is fundamental to effective learning and personal development. Through clear expectations, consistent approaches and positive reinforcement, we seek to encourage and teach good behaviour, enabling each child to reach their highest level of personal achievement.

Guided by our Christian vision **“to love one another”** (John 15:12), we recognise the intrinsic worth of every individual. We understand that at times children may need additional support and guidance to meet behavioural expectations, and we are committed to responding with patience, understanding and appropriate support. Our approach is compassionate and restorative, while maintaining high standards of conduct for the good of the whole school community.

Our behaviour policy reflects our commitment to safeguarding, equality and inclusion, ensuring that the dignity and equal worth of all pupils — including those with special educational needs and disabilities — is upheld at all times. It is underpinned by our core values of friendship, joy and determination, which guide behaviour, relationships and daily life at Eardisley CE Primary School.

Behaviour is excellent and universally attributed to the school's vision and values.

SIAMS Report March 2019

2. Our Principal Aims

Our primary aim is to foster a strong sense of self-worth, belonging and mutual respect within our school family. We respect and value the rights, feelings and dignity of every individual, regardless of race, gender, religion, disability, sexual orientation, social background or ability.

We believe in the best in each other and base our approach to behaviour on the reinforcement of positive behaviour and attitudes rather than the punishment of negative behaviour. We refer to behaviours, not the child.

We recognise that children are individuals and therefore respond to behaviour on a case-by-case basis. Fairness does not always mean treating everyone in exactly the same way, but rather responding appropriately to individual needs and circumstances.

We work to develop children's independence and encourage them to take responsibility for their own behaviour, understanding the impact their actions may have on others.

We actively promote respect and tolerance and take every opportunity to recognise and celebrate children's achievements, both within school and beyond.

We seek to forgive one another and to learn from our mistakes. We do not hold grudges, but instead give individuals the opportunity and support needed to reflect, repair and change their behaviour.

We do not encourage retaliation or retribution. Instead, we promote understanding, reconciliation and the restoration of positive relationships.

We view mistakes and failure as valuable learning opportunities and encourage a growth mindset, recognising that learning often occurs through challenge and reflection.

We value the vital role that parents and carers play in the shared education and development of children and actively encourage their involvement in supporting and reinforcing our behaviour policy.

All staff have high expectations of behaviour and model care, consideration and courtesy in their own conduct. We strive for justice and fairness, avoiding prejudiced or hasty judgements. We listen carefully, seek the truth and respond appropriately to the needs of both those who have been harmed and those whose behaviour has caused harm.

The foundation of our approach is Restorative Practice. Restorative Practice is a way of being rather than a set procedure. It encompasses principles, behaviours and approaches that build and sustain healthy relationships, strengthen our sense of community and enable us to resolve difficulties and repair harm when conflict occurs.

3. How Do We Achieve Our Aims?

We adopt a positive, inclusive and trauma-informed approach to behaviour, emotional wellbeing and mental health. We recognise that all behaviour is a form of communication and is driven by underlying emotions. With this understanding, we work to develop pupils' emotional intelligence and emotional literacy, enabling them to recognise, understand and manage their feelings. We believe that no child sets out to behave negatively; therefore, our aim is to support children to develop the capacity to regulate their behaviour by understanding the emotions they are experiencing.

Classroom environments are designed to support self-regulation and to promote self-awareness across social and emotional aspects of learning. Children are encouraged and supported to explore their emotions, to understand how these emotions influence their behaviour and the behaviour of others, and to develop strategies to regulate themselves. This is supported through approaches such as emotion coaching, restorative practice and, where necessary, the use of logical and proportionate consequences.

4. Emotion Coaching

Emotion coaching is a whole-school approach in which all adults are encouraged to notice indicators of heightened or difficult emotions, often displayed through behaviour or body language. Adults respond with empathy, helping pupils to recognise, label and validate their emotions, rather than ignoring or minimising them or focusing solely on sanctions.

The key steps of emotion coaching are:

Empathy:

Developing a deep understanding that individuals experience emotions differently and in different contexts. The immediate priority is to help the child feel understood and calm.

Labelling and validation of emotions:

Adults support children to identify and name their emotions and understand that it is acceptable to feel these emotions. For example, "You look really angry today."

Limit-setting (where necessary):

Clear and consistent boundaries are reinforced, recognising that while emotions are valid, some behaviours are not acceptable. Adults guide children towards appropriate alternative behaviours and support learning from the experience.

Problem-solving and reflection:

Children are supported to think through what happened, explore the possible causes of their emotions, and identify strategies for managing similar situations in the future. This may include restorative practice, the Zones of Regulation, or social stories, with a strong emphasis on repairing relationships and restoring trust. Children are given time and space to regulate, such as taking time out to calm down, accessing a calm area, having a drink, engaging in physical activity, or using a comfort object. Positive use of regulation strategies is praised and reinforced.

5. Restorative Practice

Restorative practice is a key element of our behaviour approach and encourages children to take responsibility for their actions by reflecting on their behaviour, its causes and its impact on others.

In contrast to a purely rules-led or punitive system, restorative practice supports children to understand their role in a situation and how their actions have affected others. Rather than being told what they have done wrong and what the consequence will be, children are guided to reflect, take responsibility and consider how harm can be repaired.

At Eardisley CE Primary School, restorative practice underpins our vision of developing, maintaining and repairing relationships. It helps to build a compassionate and reflective community based on empathy, accountability and learning from mistakes. Through this approach, children are supported to grow as responsible individuals who strive to be worthy of praise.

Restorative practices centre around a set of key questions that help children think about their behaviour:

- ***What happened?***
- ***Who has been affected and in what way?***
- ***What were you thinking and feeling at the time?***
- ***What do you think needs to happen to make things right?***
- ***How could things have been done differently?***
- ***How do you feel now?***
- ***What might happen next time?***

A set of visual prompts can be used to support restorative conversations are displayed in the classrooms and shared spaces:



broke something



scribbled on something



hurt an adult



hurt a child



being unsafe



hid from adult



What happened?



not being respectful



using bad language



being disruptive



not listening to instructions



threw something



ran off



tore up work



something different



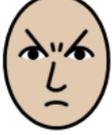
worried



fidgety



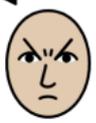
confused



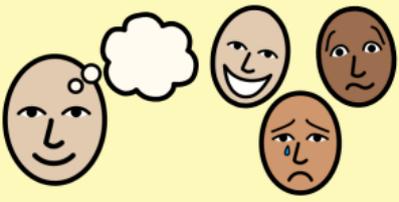
angry



sad



annoyed



What were you thinking or feeling?



silly



scared



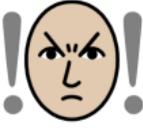
embarrassed



nervous



bored



furious



lonely



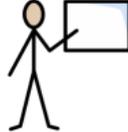
something different



me



a friend



a teacher



my class



my mum



my dad



Who has been affected?



other children



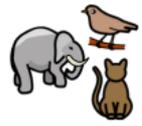
my family



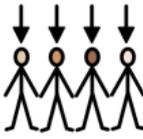
my sibling



people in the community



animals



everyone



another adult



someone else



make a card



write a letter



talk to someone



say sorry



fix something



have thinking time



What needs to happen to put things right?



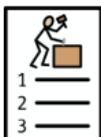
tidy up



make a change



clean something



make a plan



practice



finish my work



hug



something different



sad



sorry



guilty



annoyed



embarrassed



worried



How do you feel now?



nervous



hungry



tired



unsure



calm



better



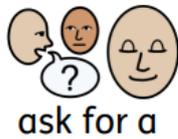
okay



something different



move away



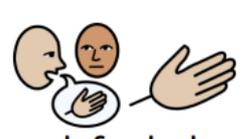
ask for a break



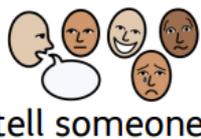
go to my calm space



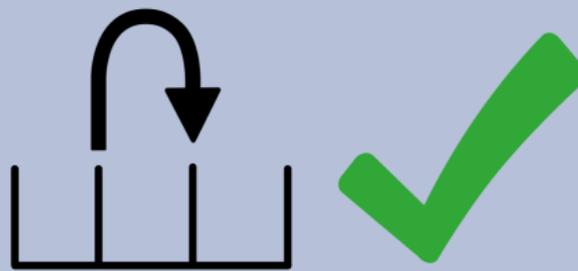
get a fiddle toy



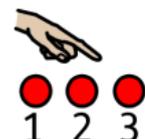
ask for help



tell someone how I feel



Next time I will...



count to 10



play with someone else



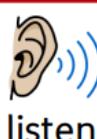
be respectful



make a good choice



take deep breaths



listen carefully



remember the rules



something different

Additional support for children to encourage successful Restorative Practice:

- The school's emotional literacy support assistant (ELSA), Mrs Lewis, is trained to deliver a range of strategies for children to help support positive mental health and wellbeing. At the root of challenging behaviour, children most often need time to talk about their emotional needs. They need to be given ways to help themselves feel good about themselves and know how to see this in others.
- Miss Griffiths is the school's Mental Health First Aider. She is a trained member of staff who can identify early signs of poor mental health, offer initial support, and provide a safe space for children or staff to talk. She can listen, reassure, and guide staff, pupils and families towards appropriate professional support when needed, helping to ensure early intervention and improved overall wellbeing.
- Mental health and wellbeing are embedded across the whole school through a supportive, inclusive ethos. Staff promote positive relationships, emotional regulation, and resilience through daily interactions, PSHE lessons, and a consistent approach to behaviour. This whole-school commitment ensures pupils feel safe, valued, and confident to seek help when they need it.

6. Logical consequences

When it is appropriate, staff should be able to talk through the logical consequences to the behaviour with children in a quiet, supportive environment; often this is not in the period immediately after an incident as the child(ren) concerned need time to emotionally regulate first. The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence.

Where a consequence is deemed necessary, staff will consider these areas:

- Consequences will only follow when the child is regulated and able to reflect upon their behaviour; however, this will ideally be during the same day as the behaviour occurred.
- Consequences will never involve taking away a previously earned privilege or any intervention time.
- Staff will avoid any consequences which lead to shaming or humiliation of the child. These approaches are detrimental to the pupil's self-esteem and wellbeing.
- A supportive/restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt.
- Logical consequences include making up time for lost learning, reflection time (where the focus is upon the child's own bodily and emotional state) and reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship. This can be in the form of verbal, written, picture, or an action, e.g. build a Lego model, make a card. In all of these, the child should be supported by a trusted adult. This will be supported through the use of the school's own restorative practice visuals as part of a supportive conversation between all involved parties.
- If the context is repeatedly problematic (e.g. certain subjects, playtime), the child will work with an adult to ensure subsequent participation can be successful, e.g. well-structured time in context, increased supervision, supervised time away from peers within school, or not taking part in the activity until issues are resolved and emotions regulated. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.

Logical consequences will be:

- Related – consequence must be related to the behaviour.
- Respectful – the consequence must not involve blame, shame or pain; and should be kindly and firmly enforced. It is also respectful to everyone involved.

- Reasonable – the consequence is reasonable from the child’s point of view as well as the adult’s.
- Helpful – it helps rather than hurts.

After a pupil completes their logical consequence, adults should praise his or her behaviour at the first opportunity to move attention away from the inappropriate behaviour.

7. Raising Self Esteem

We endeavour to develop children’s self-esteem by acknowledging and rewarding patterns of good behaviour and by giving praise whenever and wherever it is deserved. We also place emphasis on strengths, not on difficulties. Personal qualities are highlighted and given as much importance as academic achievement.

Achievements are recognised in a variety of ways, some of which are outlined below:

- **Team Points**
For good work, improvement, good behaviour, helpfulness etc. Weekly and running totals for each house are reported to the whole school in the Celebration Worship every Friday. Our Team Captains are respected by the children and give an update to the school each week.
- **Celebration Worship**
This is an opportunity, usually on Fridays, for children to be presented with an award which celebrates their achievement. Children may be rewarded with a certificate for achieving a target linked to a curriculum area, or it may be for reaching a personal or social goal or for being a good role model for the school’s values. A values certificate is presented to pupils who demonstrate the current values; this is presented by the Values Ambassadors who explain their reasons for giving it to particular children. Children are encouraged to bring in and share certificates, medals, awards etc. that they have earned outside school.
- **Displays**
Children’s work is displayed, both in the classroom and in corridors and other areas. Examples of learning will be displayed throughout the year on the changing displays. This may also be seen on Dojo – an online account for each child which can also be accessed at home.

8. Sharing successes

Sharing is an important part of school life and we believe that achievements should be shared with the wider school community. We share and celebrate both pupil and whole school achievements in the following ways:

- ‘Good work’ or improved behaviour may be reported/shown to other members of staff, and simple rewards such as verbal praise, stars, team points, stickers may be used as thought appropriate.
- The weekly newsletter and school website are used to share the achievements of the pupils with a wide audience.
- Through the yearly Report to Parents, we focus on the achievements of the child throughout the school year, not only academically, but also personal qualities, social skills and their contributions to the wider school community.
- Sporting achievements and successes are reported back and celebrated with the school community with team players reporting back in assemblies, cups medals etc. displayed and enjoyed by the whole school.
- Achievements which are awarded out of school are proudly recognised in Celebration Worship every Friday; these could be from dancing to skiing, fencing to brownie promises!

Responsibilities

We aim to develop a child's sense of responsibility and encourage them to contribute fully to the life of the school. They will be expected to show care and have respect for others and for the school environment. Staff, parents and governors will give positive support in maintaining these principles.

Responsibility is developed in some of the following ways:

- Children taking responsibility for simple classroom tasks
- Children are encouraged to take responsibility for the maintenance of the school garden/Forest School/pond/flower beds/tree areas
- Year 6 pupils are given the opportunity to be a Team Captain, Sports Captain or Play Buddies
- Four children each year (1 per class) are chosen as Values Ambassadors to promote our values which are displayed around the school.
- Occasionally, children act as a guide for visitors to the school
- Children take responsibility for preparing the hall for worship when it is their turn on the rota
- Children may wish to stand as a member of the School Council and Eco-Committee

9. Unacceptable Behaviour

Our emphasis on Restorative Practice means unacceptable behaviour is relatively rare at Eardisley; however, we face up to the reality that it can be difficult to all get along. We need to make clear that some types of behaviour are unacceptable and depending on the situation, consequences may have to be put in place.

Adults and children who come to Eardisley School have the right to:

- 1) ...be safe
- 2) ...an opportunity to learn
- 3) ...be treated with respect

Unacceptable behaviour is any behaviour which:

- endangers the safety of another individual
- demonstrates a lack of respect for other people or property
- has a detrimental effect on learning and teaching.

Serious or repeated incidents of unacceptable behaviour will result in parents being contacted by the school and may trigger a sanction *if this is necessary to avoid repetition of the behaviour*.

Teachers keep records of low-level behavioural problems in a pastoral file in the classroom. Repeated concerns and significant incidences are logged in MyConcern.

The school expects the support of parents when dealing with unacceptable behaviour. Most behavioural problems can be overcome when school staff and parents work together.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils for misbehaviour

outside school. Teachers have a specific legal power to impose detention outside school hours. Teachers can confiscate pupils' property if this is felt to be appropriate.

It is inevitable that situations will sometimes arise when a child's behaviour will need to be corrected, and sanctions will need to be applied. When considering an appropriate course of action after a behavioural incident, our principal aim is always to minimize the likelihood of the incident being repeated. We want individuals to learn from mistakes rather than to repeat them.

Any serious behavioural incident, including the use of reasonable force, will be recorded and reported in line with the school's safeguarding and child protection procedures.

Suspension and Exclusion

As a last resort or in response to a serious incident, the Headteacher may suspend or permanently exclude a pupil. A pupil may be suspended for one or more fixed periods—up to a total of 45 school days in any one academic year—after which a permanent exclusion may be considered if warranted. In any case of exclusion, parents are informed immediately with reasons provided, and appropriate advice on how to make representations or appeal (to the governing body or via an Independent Review Panel) is offered. The Headteacher also notifies the governing board and the Local Authority of all exclusions to ensure compliance with statutory procedures and to arrange suitable education from day six of extended suspensions.

Power to use Reasonable Force

The legal provisions on school discipline provide members of staff with the power to use 'reasonable force' to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Local Authority recommend a Team Teach approach in the appropriate and safe handling of pupils if the situation should arise. A member of staff is trained to support this in school.

10. Bullying – or Child on Child Abuse

It is almost impossible to separate an approach to the problems of bullying from the school's general approach to discipline, so our approach is recorded here as an integral part of our behaviour policy.

We aim to develop an ethos where children feel valued, respected and safe. We ensure that teachers and other members of staff are viewed as people with whom concerns and worries can be shared.

All staff are aware that children can abuse other children (child-on-child abuse) and that it can happen both inside and outside of school and online (extra familial harm). It is important that all staff recognise indicators and signs of child-on-child abuse and know how to identify it and respond to reports. The school's safeguarding and child protection policy has further detail.

All staff understand that even if there are no reports of this type of harm, it does not mean it is not happening, it may be the case that it is just not being reported. As such, it is important that if staff have any concerns regarding child-on-child abuse they will speak to the school's Designated Safeguarding Lead (or Deputy). This is the Headteacher, Laura Williams, or Deputy: Caitlyn Hoskins.

This means that ALL staff will take a clear and consistent approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children. **Bullying of any kind has no place**

within our school and every effort must be made to eliminate it. From an individual perspective, bullying damages and diminishes the preciousness of each person.

All staff must ensure that they reassure any victims that they are being taken seriously and that they will be supported and kept safe. No victim should ever be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should they ever be made to feel ashamed for making a report.

Forms of Bullying

- **In-school bullying:**
 - Use of discriminatory or offensive language, name-calling
 - Physical harm, including threats of physical harm
 - Coercive and harmful sexual behaviour
 - Damage to property or stealing
 - Repeated exclusion from groups, games and other activities
 - Intentional ignoring to cause hurt
 - Sharing of untrue or private information without permission
- **Off-site bullying:**
 - This includes bullying which takes place on the journey to and from school. Schools retain powers to tackle these behaviours, even if they occur off-site.
- **Online or cyber-bullying** such as through social media or messaging apps:
 - Use of discriminatory or offensive language, name-calling
 - Threats of physical harm
 - Attempts to coerce another into unwanted sexual activities
 - Repeated exclusion from groups, games and other activities
 - Intentional ignoring to cause hurt
 - Sharing of untrue or private information without permission
 - Creation and sharing of images intended to denigrate or shame another person
 - Inappropriate or unkind commenting on social media posts

Through cross-curricular work (including in PSHE, RE, English, science, computing etc.) the issues and the problems of bullying will be discussed in age- and stage- appropriate ways. Such a programme will tackle such issues as:

- Healthy and respectful relationships
- What respectful behaviour looks like?
- Consent
- Gender roles, stereotyping, and equality
- Body confidence and self-esteem
- Prejudiced behaviour

If, however, a bullying situation arises, staff will employ the same strategy of Restorative Practice discussion used when dealing with any other behaviour problem. The discussions would aim towards helping the children to get to the root of the problem and guide them to build bridges. Parents would be informed of any serious problems and be invited to be a part of any discussions that took place. Appropriate safeguarding practices will be adhered to.

We have an 'open door' policy with parents and if concerns are raised in connection with bullying, the issues are thoroughly investigated and, if needed, appropriate action taken. Feedback will be given to the parents involved and the issue will also be discussed with the Chair of Governors.

As with other behaviour issues, suspension or permanent exclusion may be considered in very extreme cases, when all other avenues have been explored and found to be unsuccessful.

All incidents of bullying are recorded on MyConcern.

The school actively promotes a message of anti-bullying and participate in activities such as the National Anti-Bullying week. A central message of 'all are welcome here' emphasises the ethos of deep hospitality and inclusion which runs through the school.

11. Kindness Matters

The School Council plays an important role in promoting positive behaviour across the school. As part of their responsibilities, they discuss issues related to bullying and unkind behaviour, bringing forward the views of pupils. Working alongside staff, the School Council helps to develop and support initiatives that encourage kindness, respect, and inclusion. Through activities such as Worship and anti-bullying week, they promote kindness to ensure that all pupils feel safe, supported, and valued.

12. Equal Opportunities

We acknowledge that triggers for bad behaviour can sometimes be because children feel/believe that they have not been treated fairly. We are committed to providing a consistent approach and to providing equal opportunities for all. We are committed to helping everyone and in preparing children to live harmoniously in a world of diversity and difference.

13. Special Educational Needs

If a child has Special Educational Needs or has significant emotional and social challenges, different strategies might be employed to deal with behavioural issues. We recognise the importance of creating the right climate for positive mental health and well-being – and that what works for one child will be different for another. Strategies and support methods will be shared with all staff to ensure a consistency of approach. If behaviour management becomes a whole school issue, the child concerned will be placed on the special needs register and an Individual Behaviour Plan and Risk Assessment will be drawn up. If necessary, the school will liaise with support agencies such as the Inclusion Team or seek advice from the school's Educational Psychologist.

Parents will be contacted before placing a child on the SEN register for behavioural or any other reasons. Parents will also be contacted before formally involving outside support agencies.

14. Further Support for Behaviour

The staff and head teacher work as a team and matters of behaviour and discipline are discussed regularly both formally, through staff meetings and meetings with lunchtime staff, and informally. Our colleagues are often our best source of immediate low-key support.

The school's emotional literacy support assistant is able to work 1-1 or with small groups to help children identify ways they can improve their behaviours. Highly-tailored work regularly over a block of time supports children to know how to regulate their behaviour and look for support before it gets out of hand. Parents are an important part of this process too.

When dealing with a child's specific behavioural problems, more specialised advice would be obtained from external agencies such as the LA Attendance Officers, School Nurse, Educational Psychologist, Inclusion Outreach Service, Virtual School, CAMHS or social services (where appropriate).

At lunchtimes, routine discipline is the responsibility of the lunchtime staff, but they work in close partnership with teaching staff. Any problems are always reported back to the teaching staff and/or head if sanctions are thought to be necessary. General concerns about pupils are relayed in the same way. During wet playtimes and unstructured time, behaviour is monitored and any issues dealt with through applying the strategies outlined above.

Lunchtime supervisors will report any examples of 'Unacceptable Behaviour' to the class teacher; patterns of behaviours are discussed at staff meetings and recorded in pastoral logs kept in classrooms. This is for low-level disruption; anything which is significant, intentional and clearly meant to harm other children is recorded in MyConcern.

A routine of termly meetings between all staff in school is established. These provide a forum through which behaviour matters can be regularly discussed. They also allow for regular training.

15. Formation And Review of Policy

This policy takes into account the principles of the DfE publication Behaviour in Schools September 2024 and Developing a Relational Approach to School Behaviour September 2022 and has received input from Herefordshire Virtual School.

Written January 2026 and approved at the Full Governors Meeting on 9th February 2026

