

# Easebourne CE Primary School



## Behaviour Policy

September 2025

## Rationale

Children at Easebourne CE Primary School are expected to behave in a manner to:

- Creates a culture of exceptionally good behaviour: for learning, for community life.
- Ensures that all learners are treated fairly, shown respect, and to promote good relationships.
- Refuses to give children attention and importance for low level poor conduct.
- Helps children take control over their behaviour and be responsible for the consequences of it.
- Builds a community which values kindness, care, good humour, good temper, obedience, and empathy for others.
- Promotes community cohesion through improved relationships.
- Ensures that excellent behaviour is a minimum expectation for all.
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Children who do not behave in the expected manner will be given:

- Support to improve their behaviour
- Support to address any mental health difficulty that may be causing the issues
- Consequences if their poor behaviour continues
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## Our Ethos

At Easebourne, we are committed to promoting excellent behaviour through positive relationships, high expectations, and a restorative ethos. All pupils are expected to behave in a safe, respectful, and responsible manner. Staff will consistently reinforce our rules and routines, while recognising that children sometimes make mistakes as part of their learning.

## Legal Framework

This Behaviour Policy is written in accordance with the statutory duties and guidance that apply to **maintained schools** in England. It reflects the school's responsibilities to promote good behaviour, safeguard pupils, and uphold legal standards, ensuring fairness, consistency, and inclusivity for all pupils.

The policy complies with the following legislation and government guidance:

- **Education Act 2002, Section 175**  
Requires schools to make arrangements to safeguard and promote the welfare of pupils.  
[Read the Act \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/26/section/175)
- **Education and Inspections Act 2006, Sections 88–94**  
Provides headteachers with the power to regulate pupils' behaviour and discipline, both during and outside school hours, and to exclude pupils when necessary.  
[Read the Act \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2006/11/sections/88-94)
- **The Equality Act 2010**  
Requires schools to eliminate discrimination and promote equality of opportunity for pupils with

protected characteristics, including through behaviour policies and procedures.

[Read the Act \(legislation.gov.uk\)](https://legislation.gov.uk)

- **Special Educational Needs and Disability (SEND) Code of Practice (2015)**

Requires schools to make reasonable adjustments for pupils with SEND and to consider the underlying causes of behaviour when applying sanctions.

[SEND Code of Practice \(gov.uk\)](https://gov.uk)

- **Keeping Children Safe in Education (KCSIE) – Latest Version**

Outlines schools' responsibilities in safeguarding pupils, including managing incidents involving bullying, harmful sexual behaviour, and child-on-child abuse.

[KCSIE Guidance \(gov.uk\)](https://gov.uk)

- **Behaviour in Schools: Advice for Headteachers and School Staff (2022)**

Provides non-statutory guidance on establishing a positive behaviour culture, implementing clear routines, and applying consequences consistently.

[Behaviour in Schools \(gov.uk\)](https://gov.uk)

- **Use of Reasonable Force in Schools (2013)**

Explains the legal position on the use of physical intervention to prevent pupils from causing harm or disruption.

[Use of Reasonable Force \(gov.uk\)](https://gov.uk)

- **Searching, Screening and Confiscation (2022)**

Clarifies headteachers' powers to search pupils and confiscate items where necessary to maintain order and safety.

[Searching, Screening and Confiscation \(gov.uk\)](https://gov.uk)

In accordance with these legal obligations, the school is committed to fostering a respectful, inclusive, and orderly environment where all pupils can thrive. Behaviour expectations are communicated clearly and enforced consistently, while recognising the need to respond to individual circumstances with sensitivity and proportionality.

## Important to remember

Staff should remember that they are responsible for the behaviour of the children in their care – if behaviour is poor, they must first look for possible reasons for it.

- Is the work planned at the right level for the child (not too hard or too easy)?
- Are the classroom routines easy to understand and consistent?
- Have the children been sitting in one place for too long?
- Does the child have a problem and has the staff member tried to understand and solve it?
- Do the children know what to do and what is expected of them?
- Is general classroom behaviour calm and focused (a chaotic classroom can encourage poor behaviour in some children)?

## Our School Rules

At Easebourne CE Primary School, we work towards standards of behaviour based on the basic principles of being Ready, Respectful and Safe.

**READY** encompasses all aspects relating to promoting positive behaviour which allows us to maximise learning time and ensure that ALL children are engaged and proactive learners.

**RESPECTFUL** relates to how our community interacts and how we behave in order to allow every member of our school family to flourish.

**SAFE** focuses on behaviours that enable us to keep everyone in our community safe, secure and feeling supported.

Our Positive Behaviour Matrix (See Appendix 1) outlines the behaviours we expect to see from children to show they are Ready, Respectful and Safe.

We use positive noticing to reinforce the desired behaviours. Staff will teach children how to demonstrate the school rules. These will be displayed in every classroom to be referred to throughout the day.

## All staff

- Meet and greet at the door.
- Refer to 'Ready, Respectful, Safe'
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge, and meet the needs of all children.
- Be **calm** when going through the steps. Prevent before sanctions.
- **Follow** up every time, retain ownership, and engage in reflective dialogue with children.
- **Never ignore** or walk past children who are behaving negatively.

## Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. They are to stand alongside colleagues to support, guide, and model and show a unified consistency to the children.

Senior leaders will:

- Meet and greet children at the beginning of the day on the front door
- Be a visible presence around the school, especially at transition times
- Celebrate staff, leaders, and children whose effort goes above and beyond expectations
- Regularly share good practice

- Support staff in managing children with more complex or entrenched negative behaviours
- Regularly review provision for children who fall beyond the range of written policies

## School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

The three main rules revolve around being ready, respectful, and safe. These rules are the focal point of all conversations and the rationale for all the systems we have in place at Easebourne Primary School. It relates behaviour to learning, safety and the mutual respect needed to create conditions for high quality teaching and learning.

## Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the whole school Ready, Respectful, Responsible rules consistently in each classroom
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's difficult, dangerous, or harmful behaviour may be linked to their suffering or being likely to suffer significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention, or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

## Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are the hardest to reach.

We will reward those children who demonstrate positive behaviours in and around school through:

- Verbal praise
- Stickers
- Being awarded the Star of the Week
- Being recognised for an OPAL certificate
- Being awarded the termly headteacher certificate/ badge
- In key stage 1/ EYFS recognition boards (WOW wall)
- Whole class rewards for agreed targets i.e pasta, marble jar
- Praise Postcards home – from all staff

Children who consistently keep the rules of ready, respectful safe will have a leaf displayed on the Be Easebourne Tree. They will receive a Be Easebourne certificate to take home and a wristband.

## Consequences and Restorative Responses

It is important that there is a graduated response to negative behaviour to ensure that children have the opportunity to learn and change negative behaviours. Our **Consequences Code** (See Appendix 2) is displayed prominently in classrooms and shared areas of the school, so both children and adults are fully aware of the procedure. The aim is to de-escalate and change negative behaviours quietly and calmly with

a consistent approach. If a child 's negative behaviour choices escalate, they should be given time to calm and then a restorative conversation (example in Appendix 3) should occur with the child being given the opportunity to repair the situation with the support of an adult if appropriate. Negative behaviour incidents and details of any restorative conversations should be recorded on BROMCOM.

There is a statutory need to address negative behaviours, but responses must be reasonable. In all instances, before deciding on the appropriate course of action, account must be taken of chronological age, developmental age, any SEN or disability, any religious requirements and any psychological well-being issues.

In addition, consideration should be made as to whether the child is suffering from harm or unmet needs. If this is suspected, Safeguarding or SEND policies would also be followed.

In all cases, equal opportunities must be applied.

## Serious sanctions

### Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff, which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious difficult, dangerous or harmful behaviour.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the dysregulated pupil to continue their learning in a managed environment
- Allow the dysregulated pupil to regain calm in a safe space
- Pupils who have been removed from the classroom are supervised by a TA and will be removed for a maximum of one hour.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher or a member of the senior leadership team.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so.

The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans Pupil support units

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, on the child's BROMCOM behaviour log.

### **Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our suspension and permanent exclusion policy for more information.

### **Child on Child Abuse**

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people will be taken as seriously as abuse perpetrated by an adult and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.



Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

## Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy.

## Youth Produced Sexual Imagery (Sexting)

‘Sexting’ refers to any sharing of youth-produced sexual imagery between children. This includes:

- A person under the age of 18 creating and sharing sexual imagery of themselves with a child under the age of 18.
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a child under the age of 18 or an adult.
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

Easebourne Primary School has a responsibility to educate children in the risks relating to ‘sexting’ and how to keep themselves safe online. (See also: Online Safety Policy and Acceptable Use Policy). Any incidents or suspected incidents of ‘sexting’ must be reported to the DSL without delay.

The DSL will report any incidents of ‘sexting’ to MASH and/or Police the police and will decide upon the other appropriate courses of action. This could include.

- Confiscation of mobile phones in line with guidance ‘Searching, Screening and Confiscation, January 2018).
- Sanctions in accordance with the Behaviour Policy.
- Support for young people involved to prevent reoccurrence.

Staff will not view images or videos on pupil devices and will refer all reports to DSL. Confiscated devices will be stored securely and passed to the relevant agencies. We will work with parents as necessary if their child is involved in ‘sexting’.

## Smoking and Controlled Substances

The possession or use of tobacco products, e-cigarettes (vapes), alcohol, or illegal drugs is strictly prohibited. Pupils found in violation will face serious sanctions, including suspension or referral to external agencies where necessary.

## Prohibited Items

Items such as weapons (including knives), fireworks, alcohol, illegal drugs, stolen items, and any other dangerous objects are banned from school premises. If found in possession of these items:

1. The item will be confiscated.
2. Parents/carers will be informed immediately.
3. Further sanctions such as suspension may apply depending on the severity of the incident.

## Searching Pupils and Confiscation

The school reserves the right to search pupils if there is reasonable suspicion they possess prohibited items. Searches will be conducted by two staff members (one acting as a witness) following legal guidelines. Confiscated items will either be returned at an appropriate time or handed over to authorities if necessary.

## Mobile phones

Only pupils in year 5 and 6 are permitted to bring mobile phones to school. Pupils will not be permitted to use their mobile phones during the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

## Behaviour off school premises – being within school time

Pupils at the school must agree to represent the school in a positive manner and misbehaviour outside of school premises will be sanctioned as is reasonable. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously. Non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school will be dealt with in accordance with the Complaints Procedures Policy.

Conduct outside the school premises, including online conduct might include:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school.
- that could have repercussions for the orderly running of the school.
- that poses a threat to another pupil; or that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Any sanctions necessary, will be in line the Behaviour Policy and or the Anti-Bullying Policy

## Unforeseeable Behaviour

Unforeseeable behaviours are behaviours not covered by the policy, never previously experienced or so historic we believed they would not re-occur.

In the event of unforeseeable behaviour, the following will take place:

1. Staff will consider the safety of the child and danger to others and make a dynamic risk assessment of the situation. The safety of everyone is paramount.
2. This may include alerting others, such as school staff or emergency services to help with risk management.
3. Initially, accountability lies with the member of staff dealing with the situation. However, depending on the severity of the situation, accountability will move through the hierarchy of class teacher, SLT, Headteacher, Governors.
4. Staff will record behaviour on the online recording system.
5. A de-brief will be held, and consideration will be given to whether the policy needs to be reviewed and amended in light of the behaviour.

## Responding to difficult, dangerous or harmful behaviour from pupils with SEND

### Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of difficult, dangerous or harmful behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of difficult, dangerous or harmful behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of difficult, dangerous or harmful behaviour will be made on a case-by-case basis.

When dealing with difficult, dangerous or harmful behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
  - Using our best endeavors to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of difficult, dangerous or harmful behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil.

### Adapting sanctions for pupils with SEND

When considering a behavioral sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rules or instructions?
- Was the pupil unable to act differently at the time because of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND need?
- Are there any triggers staff need to be aware of that may have affected their response?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

## **Pupil transition**

### **Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have a transition session with their new teacher(s). In addition, staff members hold transition meetings. To ensure that behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **Positive Culture**

Above all, our approach is *relational*. We seek to build a caring school community where respect is mutual. Staff model calm and respectful behaviour, and pupils are taught to understand the impact of their actions. When things go wrong, we approach each situation as an opportunity for the pupil to learn and for harm to be healed. By doing so, we maintain a positive school climate where everyone feels safe, valued, and ready to learn.

## Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of Positive Handling training, if necessary.
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development

## Families

Families have a vital role to play in their child's education and strong links and good communication, between home and school, is important.

We ask families to:

- Support the Behaviour policy
- Support staff when consequences are applied, discuss with their child the reasons for them; and make it clear what changes in behaviour are required to avoid future consequences.
- Make sure their child is ready to learn each day by being on time, wearing the correct school uniform, providing a healthy breakfast, and ensuring sufficient sleep.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Praise their child if they receive positive verbal or written feedback from staff, a sticker or a certificate.
- Make complaints or share concerns through official school channels rather than posting them on social networking sites or messaging groups

## Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents (consequence 3 or higher), including removal from the classroom
- Attendance,
- permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders

The data will be analysed every year by the Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level




- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### **Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Chair of Governors. The written statement of behaviour principles will be reviewed and approved by the governing body annually.

## Appendix 1 – Positive Behaviour Matrix

	Learning Space	Corridors	Outside
<b>Ready</b> 	<ul style="list-style-type: none"> <li>• Enter the classroom quietly</li> <li>• Listen to adults and others</li> <li>• Sit still and face the front</li> <li>• Focus on learning and try hard</li> <li>• Tidy up when finished</li> <li>• Join in with a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Walk calmly and quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to adults</li> <li>• Play sensibly and follow the OPAL charter</li> <li>• Use equipment correctly</li> <li>• Tidy up and line up when the whistle goes</li> <li>• Ask permission before coming inside</li> </ul>
<b>Respectful</b> 	<ul style="list-style-type: none"> <li>• Work quietly to help others learn</li> <li>• Look after equipment and belongings</li> <li>• Listen to others' ideas and opinions</li> <li>• Speak kindly and include everyone</li> <li>• Use good body language like sitting up and looking at the speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Use polite words and good manners</li> <li>• Walk past displays and walls without touching</li> <li>• Move calmly and give others space</li> <li>• Follow adult instructions straight away</li> </ul>	<ul style="list-style-type: none"> <li>• Play fairly and include others</li> <li>• Use kind and friendly words</li> <li>• Share space and equipment</li> <li>• Help keep the area clean and tidy</li> <li>• Respect that space is for everyone</li> </ul>
<b>Safe</b> 	<ul style="list-style-type: none"> <li>• Stay in the classroom unless given permission</li> <li>• Keep hands, feet, and objects to yourself</li> <li>• Use equipment properly and safely</li> <li>• Sit safely on chairs or the carpet</li> <li>• Speak to an adult if worried or unsure</li> </ul>	<ul style="list-style-type: none"> <li>• Always walk</li> <li>• Keep to the left</li> <li>• Use doors carefully</li> <li>• Carry belongings safely</li> <li>• Follow all instructions from adults</li> <li>• Tell an adult if something is unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• Play in the right areas</li> <li>• Avoid rough play or bumping into others</li> <li>• Use equipment safely</li> <li>• Tell an adult if someone is hurt or there is a problem</li> <li>• Keep hands and feet to yourself</li> </ul>

Consideration will be given to children's special educational needs to ensure that they are able to see success in their progress and will be supported as required to best meet the behaviour expectations.






## Appendix 2 – Consequence Code

### Version for adults

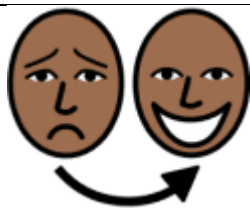
	Steps	Actions – delivered privately when possible
<b>1</b>	<b>Reminder</b>	<p>A simple reminder of Ready, Respectful, Safe Or A reminder of the positive behaviour required</p> <p>After a short time, repeat reminder if reasonable adjustments are necessary</p> <p>Take the initiative to keep things at this stage.</p>
<b>2</b>	<b>Caution</b>	<p>A clear verbal caution – try the “Connect then Correct” Phrases – e.g. <i>"I can see you're feeling upset right now – let's talk about it together."</i></p> <p>Use the phrase, “Think carefully about your next step” Or “what would be the best thing to do next”</p> <p>Give take up time</p>
<b>3</b>	<b>Last Chance</b>	<p>Either: A short time outside the classroom (in another class or with an adult) Or Sitting at the restorative table with an adult at lunchtime</p> <p>Give the child time to breathe, calm, and compose themselves.</p>
<b>4</b>	<b>Escalation</b>	<p>A member of the SLT or leadership team will be called to discuss the behaviour of the child.</p> <p>This will also result in a phone call home by the class teacher, unless it is felt this call needs to be made by SLT</p>
<b>Repair</b>		<p>Either: A quick restorative chat at break, lunch or at the end of the day Or A more formal restorative conversation where restorative action is agreed.</p> <p>Agree an appropriate restorative action with the child. For example:</p> <ul style="list-style-type: none"> <li>• Apology verbally or note</li> <li>- Reflective activity</li> <li>• What does ready/respectful/safe look like?</li> </ul>

	<ul style="list-style-type: none"> <li>- Tidy up mess made</li> <li>• Time at learning break to continue any missed learning</li> </ul>
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### Version for children

	Steps	Actions
1	<b>Reminder</b> 	<p>An adult will give me a reminder of what is expected</p> <p>I need to think about my choices:</p> <ul style="list-style-type: none"> <li>• What choice have I made?</li> <li>• What could I do differently?</li> <li>• I will change my behaviour so I am ready to learn.</li> </ul>
2	<b>Caution</b> 	<p>An adult will give me a caution</p> <p>I will think carefully about my next step</p>
3	<b>Last Chance</b> 	<p>I need to become calm and reflect</p> <ul style="list-style-type: none"> <li>• I will go to a space of an adult's choice</li> <li>• I will reflect on my choices</li> </ul> <p>An adult will talk to me about my choices</p> <p>I need to think about what I can say or do to make this better</p> <p>An adult can help me with this.</p>
4	<b>Escalation</b>	<p>The head or deputy teacher will be asked to come and speak to me about my behaviour.</p> <p>An adult will make a phone call home to talk to my adults about my behaviour.</p>

<b>Repair</b>	<p>I need to say or do something to make this better. I need to agree what this is with an adult.</p> <p>I need to ...</p> <ul style="list-style-type: none"> <li>• Apologise for the choices I have made</li> <li>• Write an apology for the choices I have made</li> </ul>
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- Use some of my learning break to think about what ready/ respectful/ safe looks like
- Tidy up any mess made
- Use some of my learning break to continue with any learning I have missed.

## Appendix 3 – Example of Restorative Conversation

### Restorative Conversation

What happened?  
 What were you thinking at the time?  
 How did this make people feel?  
 What are you thinking now?

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence and how to repair the situation. It is important that any consequences are developmentally appropriate and are designed to support children to learn about how to regulate their emotions and how better to manage similar situations in the future.

## Appendix 4 – Behaviour Support Approach

At Easebourne Primary School we understand and want to support those children who find regulation challenging. There are a number of reasons that dysregulation can happen, and we take a supportive, staged approach to address this.

This plan should be shared with the family and compiled by all staff involved with the pupils. The plan should be regularly reviewed and updated considering new information.

Behaviour Support Plan	
<b>Name</b>	<b>Date:</b>
<b>Plan developed by:</b>	
<b>Shared with:</b>	
<i>This is a plan to collect all appropriate adults together to support a child. It is aimed to aid staff in finding a strategy to support and encourage positive behaviour that works and for all adults to consistently to use it. Once the strategy is found that works the BSP can be closed but the strategies should continue to be applied.</i>	
Behaviour concerns:	
Strengths:	
Dislikes and triggers:	
Likes (motivations, possible ways to deescalate/ distract/ motivate)	
Behaviour targets:	
In-class action/s	
Resources/ Support needed	
Initial review date	Further review date
Attendees	Attendees
Outcome	Outcome

