

Federation of Eileen Wade and Milton Ernest C of E Primary Schools

Behaviour Policy

Governors Committee:	Full Governing Board
Ratified:	October 16th 2025
Next date of Review:	October 2026

Values and Vision

Working Together, Aiming High, Shining Brightly

**“Let your light shine”
Matthew 5:16**

We want Milton Ernest School to be a beacon that shines and can be seen far and wide, lighting up our region with the light of Jesus through all that we do. By learning through Christian Values, by listening to the teachings of Jesus and by following the example of Jesus, we say to every member of our school Community: Let Your Light Shine.

Our federation values every individual enabling them to flourish, aim high and reach their full potential with a lifelong love of learning that will prepare them for their future.

Through their experience with us, they will foster a resilient attitude towards challenge and demonstrate a desire to learn, the motivation to improve and aspiration to be a positive contributor to our community and global village.

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Section 1

Introduction

The Federation of Eileen Wade and Milton Ernest Church of England School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This is fundamental to our vision within our school community “Working Together, Aiming High, Shining Brightly”. Our behaviour policy guides staff to teach self-discipline, not blind compliance, through our core Christian values of Respect, Trust, Justice, Forgiveness. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

This document is a statement of the aims and strategies for ensuring positive behaviour within the school. An effective Behaviour Policy is one that seeks to lead children towards high self-esteem, self-discipline and, ultimately, self-regulation. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

Core Principles

The core principles of behaviour at Eileen Wade and Milton Ernest Church of England School are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of praise and rewards will increase children’s self-esteem and thus help them to achieve more. Celebrating success helps children to achieve more.
- Being aware of each child’s needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children, and impact upon learning, while helping children acquire self-discipline.
- Consistency – in order for Behaviour Policy to be successful, everyone in the school community must be ‘on board’ and acting consistently.

The fair and consistent implementation of this policy is the responsibility of all staff.

Aims

We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. We aim:

- To ensure that every member of the school community will feel valued and respected, and all persons will be treated fairly.
- To develop an ethos of mutual respect and understanding through a set of whole school rules that apply to everyone
- To have a clearly structured policy that is applied throughout the school in a consistent manner
- To deal with inappropriate behaviour quickly and efficiently
- To keep parents well informed about the behaviour of pupils

To foster an atmosphere of mutual support with the implementation of the behaviour policy

Expectations (all stakeholders)

At Eileen Wade and Milton Ernest Church of England School we:

- as adults, treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- strive to make positive relationships with each other
- support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- reward good behaviour.
- provide encouragement and stimulation to all pupils.
- treat all children fairly and apply this policy in a consistent way.
- ensure that children are aware of school policy and systems and that each class has its own class charter.
- teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Five Pillars of practice:

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Established routines
4. Scripting difficult interventions
5. Restorative follow up

Section 2

Charter of Rights and Responsibilities

The code of conduct was reviewed with pupils and staff and has been adapted as follows:

We all have the **right**:

1. To receive a good and enjoyable education, which is broad and balanced.
2. To be provided with a safe and secure classroom environment.
3. To be listened to and to have opportunities to express opinions.
4. To good quality resources.
5. To teachers and adults who are caring and fair.
6. To have fun and enjoy our time in school.
7. To friendships and to work cooperatively with others.

We all have the **responsibility**:

1. To work and learn to our full potential by always doing our best.
2. To look after our classroom, class resources and school environment.
3. To ask for permission before using or touching the belongings of others.
4. To listen to and to respect the opinions of others.
5. To be respectful and helpful to all adults.
6. To behave in a sensible and mature way at all times.
7. To look after each other.

Each class in school has the same set of rules: **Our Golden Rules**

Our Golden Rules are minimal, fair, necessary and easily understood by all. These rules are reinforced at the beginning of the school year and are referred to whenever necessary.

- **Do be kind and helpful – don't hurt people's feelings.**
- **Do be gentle – don't hurt anyone.**
- **Do listen – don't interrupt.**
- **Do work hard – don't waste your or other people's time.**
- **Do be honest – don't cover up the truth.**
- **Do look after property – don't waste or damage things.**

All behaviour in school is underpinned by these six school rules.

Rewards

We will reward positive behaviour through:

Praise

Actively looking for positive behaviour - being effusive in praising those pupils who are behaving well, rather than focusing on the negative.

Stickers and praise stamps etc may be given to reinforce positive behaviour. Children may be sent to other members of staff for praise.

Headteacher's Praise – given to reward effort, achievement and attainment. Praise will be given and a Headteacher sticker may be awarded

Certificates of Achievement

A weekly award given by the class teacher, with the contribution of the class, and presented during Celebration Worship. Class teachers may give out additional class awards.

Lunchtime Awards

Each adult on duty at lunchtime may choose a child (or more) for a reward (**ME**). Tables at lunchtime can earn points. The table with the most points, wins the table of the week award and is rewarded by being served first and by teachers.

Section 3



All staff should follow the guidelines contained in the behaviour and discipline matrix.

In every incident the unacceptable behaviour will be explained to the pupil and they will have the opportunity to explain their actions.

***adults will follow responses as far as is deemed appropriate.**

Classroom Behaviour Matrix	
Level 1 – Minor Inappropriate Behaviours (Only recorded on CPOMS if parent is informed)	
Behaviour may include	Adult responses may include (class):*
Interrupting others Spoiling the games of others Avoiding work/ wasting time Being noisy/ excessive talking Running inside school Play fighting/ rough play Hindering other pupils Cheekiness Disruption of learning Teasing	<p>Appropriate body language / Praise someone displaying appropriate behaviour</p> <p>↓</p> <p>First warning</p> <p>Second warning</p> <p>Parents informed</p> <p>Involvement of SLT if behaviour persists</p> <p>Potential use of individual behaviour system</p>
Level 2 – Major Inappropriate Behaviours (always reported to class teachers and only recorded on CPOMS if parent is informed) For all incidents children will complete a reflection sheet (See appendices)	
Behaviour may include	Adult responses may include (class):*
Rudeness to / Arguing Lying Refusal to follow adult instruction Inappropriate name calling Inappropriate physical contact (<i>i.e. kicking, hitting, pushing</i>) Swearing	<p>Discussion with class</p> <p>teacher Parents informed</p> <p>Involvement of SLT</p> <p>Regular incidents will lead to class teacher meeting with parents.</p> <p>Potential use of individual behaviour system</p>
Level 3 – Serious Unacceptable Behaviours – Always recorded on CPOMS. Parent always informed. For all incidents children will complete a reflection sheet (See appendices)	
Behaviour may include	Adult responses may include (class):*
Vandalism Dangerous refusal to follow instructions Bullying Theft Fighting Severe inappropriate physical contact Inappropriate sexual contact Verbal abuse of staff Threatening behaviour	<p>Involvement of Senior Teacher</p> <p>Parents contacted</p> <p>Involvement of other agencies</p>
Level 4 – Severe Incidents – Always recorded on CPOMS. Parents always informed. For all incidents children will complete a reflection sheet (See appendices)	
Behaviour may include	Adult responses may include (class):*

Racial/Homophobic abuse Physical fighting (<i>where an adult has to physically intervene for the safety of the children</i>) Physical abuse of staff Severe threatening behaviour	Involvement of SLT Parents contacted by SLT Involvement of Headteacher Possible pupil planning meeting Internal exclusion / Fixed term exclusion (Repeated incidents could lead to permanent exclusion)
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<u>Playtime/Lunchtime Matrix</u>	
Level 1 – Minor Inappropriate Behaviours (reported to class teachers if persistent and only recorded on CPOMS if parent is informed)	
Behaviour may include	Adult responses may include (class):*
Interrupting others Spoiling the games of others Avoiding work/ wasting time Being noisy/ excessive talking Play fighting/ rough play Hindering other pupils Cheekiness Disruption of learning Teasing	Appropriate body language Praise someone displaying appropriate behaviour  Discrete discussion First warning Second warning Third warning. Teachers and parents informed about behaviour.
Level 2 – Major Inappropriate Behaviours (always reported to class teachers and only recorded on CPOMS if parent is informed) For all incidents children will complete a reflection sheet (See appendices)	
Behaviour may include	Adult responses may include (class):*
Rudeness to/ Arguing Lying Refusal to follow adult instruction Inappropriate name calling Inappropriate physical contact Swearing (<i>i.e. kicking, hitting, pushing</i>)	Discussion with class teacher Parents informed Persistent/repeated behaviour: Sent to Class Teacher (accompanied by an adult)  Multiple /regular incidents will lead to class teacher meeting with parents and possible involvement of SLT
Level 3 – Serious Unacceptable Behaviours – Always recorded on CPOMS. Parent always informed. For all incidents children will complete a reflection sheet (See appendices)	

Behaviour may include	Adult responses may include (class):*
Vandalism Dangerous refusal to follow instructions Bullying Theft Fighting Severe inappropriate physical contact Inappropriate sexual contact Verbal abuse of staff Threatening behaviour	Involvement of SLT Parents informed Involvement of other agencies
Level 4 – Severe Incidents – Always recorded on CPOMS. Parents always informed. For all incidents children will complete a reflection sheet (See appendices)	
Behaviour may include	Adult responses may include (class):*
Racial/Homophobic abuse Physical fighting (where an adult has to intervene for the safety of the children) Physical abuse of staff Severe threatening behaviour	Involvement of SLT Parents contacted by SLT Involvement of Headteacher leading to internal exclusion Possible pupil planning meeting Internal exclusion / Fixed term exclusion Repeated incidents could lead to permanent exclusion

Section 4 – Implementation of the policy and additional information

How the policy will be implemented in school

Behaviour will be a key part of the SDP and will be implemented through:

- the involvement of all children and staff
- governor involvement
- parental involvement
- time scale [reviewed annually]
- cost implications
- staffing implications
- CPD
- when the policy will be reviewed and updated and how.

Transparency with Children

The school acknowledges that children may not always understand the consequence of poor behaviour as immediate consequences may not always be evident. The school will be completely transparent with the children regarding the management of behaviour and consequences for poor behaviour so as to allay concerns that 'nothing is done'. Due to the shift in approach to behaviour management, it is important that children understand what the boundaries are and the consequences of not adhering to them. The school will share this information as is age appropriate.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom

environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Staff will never use involvement of other staff or SLT as a threat. Pupils will NEVER be sent to another teacher / SLT as punishment.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support others in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around the site, particularly at times of mass movement.

Individual Needs

Staff acknowledge that one size doesn't always fit all. On rare occasions, some children may persistently display disruptive behaviours and may need a more defined and structured approach to improving their behaviour. Staff should be sensitive to any changes in the child's circumstances which may have resulted in unacceptable behaviour patterns.

The school will use discretion as to how certain procedures are followed, dependant on a child's individual needs and circumstances. In particular circumstances, there will be different rules for different children.

Safeguarding procedures will be put into effect immediately if it is felt that there are any serious concerns relating to the child's life outside of school which may affect his / her behaviour adversely.

Children's views

The rewards and consequences were compiled using ideas from staff and children. The children's views are central to the success of this policy and will continue to be taken into account through meetings of the School Parliament. The Headteacher will also provide a suggestion box, which will be addressed on a regular basis.

Supporting Victims of Unacceptable Behaviour

The school acknowledges that when unacceptable behaviour does occur, other children may be negatively impacted. It is the responsibility of classroom staff to ensure that these children are supported following any such incident. This may be through conversation, time out at the request of the child, completion of a reflection sheet, communication from school staff with parents or any other appropriate measure.

Inclusion

At the Federation of Eileen Wade and Milton Ernest Church of England School we would expect that all children, regardless of age, gender, background, ethnicity or ability, would participate and be made full aware of the aims of this policy and its outcomes. All children will receive parity in respect of rewards and consequences

Racist/LGBT discrimination

Racist incidents are defined, by school, as those in which the racial characteristics of a person are used to discriminate and or/cause offence to an individual.

Homophobic incidents are defined as those in which actual or perceived sexuality of a person is used to discriminate and/or cause offence to an individual.

In any case of a suspect racist incident, SLT will consider context, the age of the children involved and any other

contributory factors before taking appropriate action.

Internal Exclusion

Internal exclusion (playtime/lunchtime/lesson time) will only be used when it is deemed appropriate by school leadership. This will be when leadership feel it is in the interest of the safety of the child in question or others, or when more time is needed to establish the facts surrounding an incident. Parents will always be informed when an internal exclusion is taking place.

Suspension

Suspension is fixed term. The decision to suspend will be at the discretion of the headteacher. This may take the form of fixed term lunchtime exclusion, requiring the removal of the child from the premises during lunchtime and will be for a specified number of sessions. Suspension may also take the form of being away from school for a fixed number of days. Parents are informed of these decisions by phone, when possible, and will receive written confirmation of the suspension period within twenty-four hours of a decision.

Exclusion

Exclusion is permanent. The decision to exclude will only be made if, in the opinion of the headteacher, and after consultation with School's Governing Body and LA, allowing the child to remain in the school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. Parents will be informed at all stages and will have the opportunity to discuss arrangements and decisions.

Exclusion of a pupil will **only occur as a last resort** when all efforts have been made by the school involving the child and his/her parents in an effort to improve the child's behaviour. This will be avoided if at all possible as the Federation of Eileen Wade and Milton Ernest Church of England School acknowledge that to exclude a pupil from primary school may well have a negative impact on that pupil far beyond primary school.

Wraparound Care

The school does not have a legal responsibility to provide provision for children outside of the normal school day. The school reserves the right to withdraw the offer of a place in before and/or after-school club. This decision could be taken in circumstances, including but not limited to, unacceptable behaviour resulting in distress or disruption to adults or on the grounds of safety for adults, children or themselves. The decision to withdraw the offer will be at the discretion of the headteacher. Parents will be informed by phone and a written outcome will be sent within 10 days of the assessment taking place.

Alternatives to Exclusion

Restorative Conference

A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include a senior leader, teacher, learner, learner advocate (if requested), parent/guardian and a governor representative. The meeting will address the learner's: progress and achievement, learning needs, attitude, behavioural routines and personal organisation.

Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage.

Every effort will be made to encourage and support a change in the learner's behaviour

If the learner or parents refuses to attend or engage with the Restorative Conference then further action will be considered.

Impact of Mobile Phones on Behaviour

Pupils should not use mobile phones within the school grounds and should not bring in mobile phones (or any other form of recording device) to school, except in exceptional circumstances about which the school has been informed (e.g. children walking to school unaccompanied by parents). In such circumstances, the child's phone must be kept in the school office until they go home. Children are not permitted to bring mobile phones on school trips. See Mobile Phone policy for further info.

Physical Intervention

It is currently very unusual for school staff at Eileen Wade and Milton Ernest Church of England School to make use of physical intervention. The school works in line with the DfE guidance published in 2012 on 'Use of Reasonable Force'.

Key elements are stated here and are agreed school policy:

Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

What is reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:
 - remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

All schools have their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Staff training

If a particular child is identified as requiring reasonable force on a regular basis the staff involved will undertake specialist training.

Success Criteria

- Code of Conduct / School Charter is in place

- Parents are informed of the Behaviour Policy, school rules, rewards and consequences
- **All staff** are using the rewards and consequences consistently and appropriately
- Less time is spent addressing inappropriate behaviour and **more in praising and promoting positive behaviours** – staff will ‘look for the good’.
- Staff feel more confident to address behaviour issues
- More effective teaching and learning is taking place
- A more positive working atmosphere is established

Appendices

Behaviour Improvement Support Plan

As a school we have high standards in all areas, and behaviour is a significant part of our values-based approach to school life. A small minority of children may not be willing or able to comply with school’s values-based approach to managing behaviour. For these children, it may be necessary to devise a **Behaviour Improvement Support Plan**.

The concept of support plan is important – we want to support the child towards behaving in a more appropriate, acceptable and self-regulated way. In designing a plan, the following will need to be considered:

1. The purpose of any Behaviour Improvement Support Plan should be to help the pupil to take responsibility for his/her own behaviour and to teach him/her how to make appropriate choices.
2. A multi-disciplinary approach is recommended, one that includes the teacher(s), support staff, senior leaders, parent(s) and the pupil in the process. It will be more difficult to succeed with a Behaviour Improvement Support Plan if the parent and/or pupil are not willing participants.

There are a number of steps to be taken if a Behaviour Improvement Support Plan is needed. These are the steps that we take:

1. **Identify and monitor behaviours:** make a record of all inappropriate behaviours being exhibited by a child (listed in class behaviour books / CPOMS, as stated in Behaviour Policy).
2. **Keep an individual chronology:** if inappropriate behaviours persist, document each time behaviour occurs in an individual chronology. The purpose of this is to get a precise baseline record of behaviour. In this process, we follow an ABC method of recording (antecedent, behaviour, consequence). Parents and the children will be informed that a record is being kept, as this in itself may act as a deterrent.
3. **Analyse Information Gathered:** once the recording phase is completed (at least one week), an analysis of the information may be able to answer the following questions: What does this tell me (patterns, triggers etc)? What can I do about it?
4. **Implement Intervention Strategy:** at this point a plan may be deemed to be necessary and parent(s) will be invited into school to meet with the class teacher.

If a Behaviour Improvement Support Plan is deemed to be necessary, then the following will be put into place:

- Initial meeting to design and establish plan
- Weekly meetings between parent, child and teacher in school to review plan and necessary action. Weekly meetings will continue until a plan is deemed not to be necessary.
- Any child receiving support through an Individual Behaviour Support Plan will need permission and authorisation from senior leadership for extra-curricular events (trips, sports events, clubs etc).

If progress being made is unsatisfactory then:

- senior leaders (and headteacher) will be involved in review meetings and the frequency of meetings may be increased.
- The LA inclusion team will become involved
- Further assessments may be undertaken
- If lack of progress is deemed to be due to lack of parental engagement, then Early Help processes will be offered.

CPOMS Record

To be completed for all Level 2, Level 3 (Major) and Level 4 (Severe) incidents of inappropriate/unacceptable behaviour. Include:

- Pupil concerned
- Nature of incident
- What was the environment?
- What was the pupil doing?
- Who else was present?
- How was the pupil's mood? Based on what evidence?
- What happened? *A description of exact behaviours of the child. Be specific, detailed and objective in recording what was seen and heard.*
- How did you respond?
- How did the child respond to your reaction?
- Did anyone else react to the behaviour (pupil or adult)?
- What was the consequence given for the behaviour?
- Does any further action need to be taken?

Name:	Date:
Which rule did I not meet?	
What happened?	
What were you thinking?	
What do you think now?	
Who has been affected and how?	
What needs to happen to put it right?	

