

Endon Hall Primary & Nursery School

'Inspire today to achieve tomorrow'



Behaviour Policy

Latest policy update: March 2026

Review date: March 2027

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

Philosophy and Rationale

At Endon Hall Primary & Nursery School, we strive to provide an excellent education and primary school experience that enables every child to realise their potential, achieve their academic and personal best, and feel included, challenged and supported.

This is underpinned by our core values of Respect, Resilience and Responsibility, combining to create Ready, Reflective, and Resourceful learners who are prepared for their next stage of learning, and for life.

We recognise that behaviour is a form of communication and reflects a child's emotional development, experiences and current needs. We are committed to creating a safe, nurturing environment where all children feel valued, understood and supported.

Our approach to behaviour is attachment-aware and trauma-informed. This means we recognise that some children may have experienced adversity or trauma which can impact their ability to regulate emotions, build relationships and manage behaviour.

We therefore respond to behaviour with curiosity, empathy and consistency, focusing on building strong relationships and teaching children the skills they need to regulate their emotions and make positive choices.

Central to this is good behaviour and a clear approach to maintaining the rights of all stakeholders. Therefore, we aim to:

- To create a safe, predictable and nurturing school environment which encourages and reinforces the good behavior of all
- To define acceptable and high standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

At Endon Hall Primary & Nursery School **EVERYBODY** has **RIGHTS**

CHILDREN

We all have a right to work, play and learn in a friendly, safe and helpful school environment.

STAFF

We all have a right to teach in a friendly, safe and fulfilling school which is supported by the school community.

PARENTS/CARERS

We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe school.

At Endon Hall Primary & Nursery School **EVERYBODY** has **RESPONSIBILITIES**

We all need to care about ourselves, other children, parents/carers, teachers, belongings, our school and equipment.

Here are some examples:

To listen	To be honest
To help	To look after each other
To try our best	To try and understand each other
To discuss	To respect others
To encourage	To work and play safely
To be polite	To share attention

To make time for others	To share equipment
To be on time	To share time
To help others understand	To co-operate
To help others to belong	To ask for help
To try and work out problems in a fair manner	To ask for opinions and ideas
To have a go	

Staff induction, development and support

All new staff will be inducted clearly into our behaviour culture to ensure they understand the rules and routines and how best to support all children to participate in creating the culture of our school. Staff will be provided with bespoke training, where necessary, on the needs of children at our school to enable behaviour to be managed effectively and consistently.

The senior leadership team (SLT) will consider any appropriate training required for staff to meet their duties and functions in accordance with this policy, including on understanding factors which may affect a child's behaviour.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting children's wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Sessions

'Learning Sessions' will be referred to throughout this policy. These 'sessions' may differ across year groups but the basic timetable is as follows:

- Session 1: 8:55am – 10:30am
- Session 2: 10:45am – 12:15pm (EYFS/KS1)/12.25pm (KS2)
- Session 3: 1:15pm – 3:15pm (KS1)
- Session 3: 1:25pm – 3:25pm (KS2)

At Endon Hall Primary & Nursery School, there are **RULES**.

To help protect our **rights** and to encourage **responsibility**, we have basic rules* for our classrooms and for times when we are out of class, including on educational visits/residentials.

Speaking rule

Covers

- Hands up
- Raising voices/shouting
- Listening carefully
- Taking turns to speak
- Working noise

Learning rule

Covers

- The way we learn in class
- Always trying our best

- How to get attention or help
- Being ready/punctual

Working rule

Covers

- Co-operation with others
- Working without distracting self or others
- Concentration

Movement rule

Covers

- The way we move around the classroom/school building/grounds
- Safe movement at all times

Treatment rule

Covers

- The way we treat each other – verbally and physically
- Hurtful language
- Manners
- Looking after equipment/belongings/school property

Problem rule

Covers

- The way we resolve problems between each other
- The way we overcome challenges/difficulties

** See Appendix 4*

Rewards for positive behaviour

We believe that good behaviour should be rewarded*, along with improved behaviour, whether of a temporary or a permanent nature.

** see Appendix 1 for list of rewards*

Behaviour Rewards include :-

- Individual – verbal praise, gold stars, merit awards, stickers, sent to headteacher/other staff for praise, job responsibilities and certificates/prizes, phone call or text message home, Golden Time, Rise and Shine award.
- Class team – extra playtime, extra rewards.

Weekly Golden Time

- Every class has a weekly session of golden time for 20 minutes on one afternoon.
- Good behaviour throughout the week is rewarded with the full session of Golden Time.
- Each rule broken over the five days between Golden Time sessions will result in a sanction, including time lost from Golden Time (see below table for actions following broken rules).
- Breaking the Treatment rule will result in a separate sanction (see Sanction section and Rule Respect Procedure section).
- Teachers will record the names of the children and the number of minutes lost on the Behaviour Sheet (Appendix 2). Children who have lost Golden Time during the week will pay back the time by sitting quietly in a different classroom/outside of the classroom, until their time to rejoin the activity is reached. Classes who have the least amount of behaviour points will be announced during assembly and they will earn ten minutes extra playtime during an afternoon. After Well Done assembly, the Behaviour Sheets are passed to the office and used to monitor behaviour trends, including identifying children who may require additional support.

Sanctions

There are planned sanctions* for children who fail to take responsibility for their class and school rules.

** see Appendix 3 for list of sanctions*

The steps are outlined below:

Step 1) A clear **verbal rule reminder** is given

Step 2) A clear **warning** is given

Step 3) **5 minutes of Golden Time** will be lost for every subsequent rule broken. A **discussion with the teacher** will be held at the end of the session, including accepting that the behaviour needs to improve and setting a positive personal target for improvement by the end of the next session.

Step 4) If a child continues to break the rules, the child will have **time out in a different classroom** for the remainder of the lesson. In the case of a fire alarm, the child becomes the responsibility of the teacher within the class that they have moved to. The child will return to their own class at the end of the session.

Step 5) If behaviour does not improve in the next session, the child will discuss their behaviour/have **time out with a member of the SLT**.

Step 6) If behaviour is regularly disruptive and steps 4 to 6 are reached often, further interventions will be implemented.

Interventions

A range of intervention strategies to help children manage their behaviour will be utilised. Support will consider the child's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT are aware of any child that is:

- Persistently misbehaving
- Not improving their behaviour following sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents/carers
- Behaviour plans
- Engagement with local partners and agencies
- Where the pupil has a SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

In school assessments will be used to identify triggers and positives. Examples of these include the Boxall Profile, behaviour incident tracker and ABC tracker. A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Rule respect procedure

Treatment rule break	No tolerance is given to any break of the Treatment rule. A break of the Treatment rule could be physically or verbally, to any other child or adult in our school. This will result in a loss of lunchtime or break time/a discussion with a member of the SLT and parents/carers will be informed.
Step 1 - Rule reminder (1st rule break)	A rule reminder is given regarding which rule has been broken and a brief comment is made about how the child could improve their behaviour during that session and in the future. E.g. "I'm giving you a speaking rule reminder because you shouted out, next time remember to put your hand up to speak."
Step 2 - 2nd rule break	A warning is given regarding which rule has been broken. The child is reminded that they have already broken a rule and, therefore, that they have to move their name to the 'thinking cloud'. E.g. "I'm giving you a learning rule reminder because you were distracting other children when you should have been working. This is the second time you've had to be reminded of the rules. Please move your name to the thinking cloud and show me that you can work hard and make the most of your time." The child moves their name to the 'thinking cloud' and then starts to try to earn the name move back, by correcting their behaviour during that session. All balloons that get as far as the 'thinking cloud' are returned to 'the sun' at the start of the next session, to represent a fresh start for children in EYFS or KS1. In KS2, children will not return their names back to the sun until after session 2.

Step 3 - 3rd rule break	<p>The child is informed of the 2nd rule they have broken in the session. They move their name to the 'rain cloud', which means they have lost 5 minutes of their Golden Time.</p> <p>At the end of the session, the child will talk to their teacher to review behaviour/rules, expectations, strategies and goals for improvement.</p> <p>At the start of the next session for KS1, the minutes lost are recorded on a chart and the child moves their name back to 'the sun', in order to progress through the rule reminder and warning stages again, before they lose any more time.</p> <p>All children may earn some/all of the minutes back, by showing that they can follow the rules consistently.</p>
Step 4 - 4th rule break	<p>The child is informed of the 3rd rule they have broken. They move their name to the 'thunder cloud', which means they have lost 10 minutes of their Golden Time. The child will have time out, in class, for a short period of time.</p>
Step 5 - 5th rule break	<p>If a child continues to break the rules they will continue to lose their Golden Time in 5 minute chunks and will have time out in a different classroom/outside of the classroom for the remainder of the lesson.</p> <p>In addition, the child will be responsible for completing any work missed in class. In the case of a fire alarm, the child becomes the responsibility of the teacher within the class that they have moved to. The child will return to their own class at the end of the session.</p> <p>Golden Time can be earned back (up to 10 minutes). At the end of each day, all children's names are returned to 'the sun' and the rule respect procedure begins again.</p>
Step 6 / Step 7 - Continuous rule breaking	<p>If the above steps are reached regularly, the child will have time out/a discussion with a member of the SLT. Parents/carers will be informed. A range of intervention strategies to help children manage their behaviour will be used and reviewed, as detailed in the section above</p>
Extenuating circumstances	<p>There may be occasions whereby a child has broken a school rule which is deemed to require more of a sanction than just a reminder. In these circumstances, the member of staff will decide which sanction (from the procedure) is necessary.</p> <p>If a child has an identified Special Educational Need it may be decided that the above is not appropriate. In this circumstance, the SENDCo will work with the child, parents, staff and external professionals, where appropriate, to formulate an effective individual approach.</p>

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, we strive to create a safe and calm environment in which positive mental health and wellbeing are promoted and children are taught to be resilient. This is promoted as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Further details on our specific approach can be found in our **Mental Health and Wellbeing Guide and Inclusion & SEND Policy**.

We are a **Trauma Informed Attachment Aware (TIAA)** school, as such, staff understand how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a child's mental health, behaviour, and education. Where vulnerable children or groups are identified, provision will be made to support and promote their positive mental health.

As a TIAA school we aim to:

- Promote positive relationships between adults and children
- Support children to develop emotional regulation and self-awareness
- Recognise behaviour as communication and respond appropriately
- Provide consistent, fair and relational responses to behaviour
- Support all pupils, including those who may have experienced trauma or adverse experiences

This approach is based on the understanding that:

- Children learn best when they feel safe, secure and connected
- Behaviour may reflect unmet emotional needs or past experiences
- Children who are distressed or dysregulated cannot effectively process consequences or reasoning
- Positive relationships with trusted adults are key to supporting emotional development
- Adults support children to regulate their emotions, reconnect through positive relationships, and then reflect on behaviour once the child is calm

Positive relationships between staff and pupils are central to effective behaviour support.

All staff will:

- Greet pupils positively and show genuine interest in them
- Model calm, respectful communication
- Use a warm and consistent tone
- Seek to understand the underlying need behind behaviour
- Respond with curiosity rather than judgement

We recognise that some pupils require additional support to regulate their emotions.

The school will support regulation through:

- Predictable routines and clear expectations
- Calm classroom environments
- Opportunities for movement and sensory breaks
- Access to safe or quiet spaces
- Support from a trusted adult when needed

Adults will prioritise helping a child become calm before discussing behaviour or consequences. All behaviour will be addressed in a way that maintains dignity and supports learning.

Staff responses may include:

- Gentle reminders and redirection
- Support with emotional regulation
- Opportunities to repair relationships
- Restorative conversations

When behaviour incidents occur, staff will focus on helping pupils understand:

- What happened
- How others may have been affected
- How the situation can be repaired
- What choices could be made next time

Responses will be proportionate, consistent and focused on learning rather than punishment. We use restorative approaches to support pupils in understanding the impact of their behaviour and repairing relationships.

Restorative conversations may include questions such as:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected by what happened?
- What needs to happen to make things right?

This approach supports children to develop empathy, responsibility and problem-solving skills.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a child's escape route
- Showing open, accepting body language e.g. not standing with their arms crossed
- Reassuring the child and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the child a face-saving route out of confrontation e.g. that if they stop the behaviour, then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Exclusion

Where the above strategies fail and/or a significant behavioural incident occurs, the child may need to undertake their learning away from their class group for a specified period. Furthermore, a fixed – term suspension may be issued. In extreme cases, a permanent exclusion may be issued.

In very rare circumstances, and always as a last resort, it may be necessary for staff to use restrictive physical intervention. In this circumstance, the Restrictive Physical Intervention Policy would be followed. The Restrictive Physical Intervention Policy in no way limits or removes an employee's right to use reasonable force to protect themselves or others from the threat of harm.

Visual rule respect system displayed in all classrooms

A consistent system will be in place to visually represent the rule respect procedure. This display will be at the front of the classroom as a visual reminder for the children. It will be referred to in order to support conversations around improving behaviour. All children will start every day with their name on the sunshine. This indicates a fresh start each day, which we feel is so important. As rule reminders are given and Golden Time is lost, this is visually represented with darkening clouds.

Special Educational Needs

- We promote high standards of behaviour for all children.
- Behaviour is monitored by the SLT and reasonable adjustments and additional support will be provided as part of the Graduated Approach of Assess, Plan Do and Review (APDR) to ensure children can achieve and learn as well as possible.
- It will not be assumed that because a child has Special Educational Need or Disability (SEND), it must have affected their behaviour on a particular occasion – the facts of individual situations will always be considered.
- It will be taken into account whether a child's SEND has contributed to the misbehaviour and if so, what preventative measures, support and/or consequences are appropriate.

Pupil/Pupil Disagreements

Retaliation is not acceptable.

Not all discipline incidents are entirely the fault of one child. In such circumstances these problem-solving steps will be used: -

- The problem is...
- Some ways to fix it are...
- We plan to...
- We will check with...to see if our plan is working
- When you it made me feel.....
- Cool off time

Parents/Carers

Parent/Carer support is essential if strategies are to be effective. Discussions/meetings between staff and parents will be sought at the earliest intervention with the school expecting the full support of the parent/carer in working together to address the improvements required.

Bullying

As part of our RSHE programme and through themed projects we explore bullying with children, including what constitutes bullying and how to tackle it. If bullying issues arise they will be investigated and dealt with accordingly, through strategies outlined in our Behaviour Policy and considering the most up to date advice from the Department for Education. Please see our Anti-Bullying Policy for more information.

Racism

If incidents of racism occur, they will be reported to the LA (Local Authority) in line with their policies and procedures.

Behaviour off site that impacts upon behaviour in school (including, where relevant, Social Media/Networking)

The school will impose a sanction, where the school is satisfied it is reasonable to do so, upon any child whose behaviour when they are not on the school premises or under lawful control of a member of staff could, in the opinion of the School:

- have repercussions for the orderly running of the school;
- adversely affect a child's well-being and/or their ability to focus during the school day;
- pose a threat to another child, member of staff or member of the public; or
- adversely affect the reputation of the school.

Monitoring and Evaluation

This policy will be monitored annually. Behaviour tracking and analysis will be used to inform the policy review.

Appendix 1 – Rewards

Appendix 2 – Behaviour Tracking Sheet

Appendix 3 – Sanctions (child-friendly version)

Appendix 4 – Golden Rules (for display within school)