

Earl Sterndale CofE Primary School

BEHAVIOUR POLICY

Ready Set Go!

December 2025

Policy created/reviewed on	By	Changes made
December 2025	S. Humpleby	n/a

Making Good Decisions Together

‘So you will walk in the way of the good and keep to the paths of the righteous...’

Proverbs 2:20

At Earl Sterndale CofE Primary School, we believe that learning happens best in a community built on trust, respect, and positive relationships. Our **Ready Set Go!** approach reflects our commitment to restorative practice and the development of learning behaviours that empower every child to thrive. Rather than focusing on rules and sanctions, this approach prioritises connection, understanding and shared responsibility. When challenges arise, we seek solutions that repair relationships and strengthen our sense of belonging. By children, staff, and families working together we create an environment where everyone feels safe, valued and able to learn.

Aims

Our primary aim is for every member of the school community to feel valued, respected, and have a sense of belonging. Rooted in our Christian values, we strive to create a caring environment where relationships are central to learning and growth.

This policy is not about enforcing rules; it is about promoting positive relationships so that everyone can work together with the shared purpose of helping each individual flourish. We encourage children to make thoughtful choices and take responsibility for their decisions. Through making explicit our expectations for being 'Good Learners', we give them the best opportunity to shine.

By fostering a safe and supportive environment, children are enabled to grow into positive, responsible, and increasingly independent members of both our school and the wider community.

We expect all staff to behave in a way that minimises the likelihood of behaviour that presents a challenge. In the classroom, teachers should plan their days carefully to cater for the emotional, as well as educational, needs of their pupils. Similarly, staff at break times should engage pupils in purposeful activities wherever possible. These might include;

- acting out a play together
- having a cartwheel competition
- building a den
- playing hide and seek
- reading a book

- setting up an obstacle course

We want all adults to build social capital by;

- Welcoming (Using people's names/greeting individuals/finding out about each other)
- Acknowledging (Expressing gratitude/noticing others)
- Listening
- Being kind (A kind word/deed/supporting each other)
- Inviting (Making space/asking for opinions)
- Being enthusiastic (Supporting self-efficacy)

Expectations

Through their time at our school, pupils learn about different behaviours. This begins in Reception with **Kind, Exploring and Safe (READY)**. As they progress through Key Stage 1 children are then supported to become **Concentrating, Responsible and Adaptable (SET)** In Key Stage 2 the pupils develop the skills to be **Persistent, Focused and Prepared (GO)**, leading them into the next phase of their education. These nine behaviours are linked to Executive Functioning skills which class teachers are responsible for considering within their planning.

Adults should not be working harder than the children. Staff use a support and retreat/gradual release model. This is facilitated by adaptive teaching strategies that support independence for all pupils.

We have one school rule; we show respect.

This means we show respect to

- Ourselves
- Each other
- School property
- The wider world

These expectations reflect our Christian values of love, forgiveness, and community.

Pupils are explicitly taught about **good learning behaviour** and our expectations in school.

Celebrating

We celebrate when children behave well in a variety of ways, and recognise that this will look different for each child. We support this by helping our pupils develop a love of learning, pride in their own achievements and knowing right from wrong.

The Head Teacher, Teachers, Teaching Assistants, Mid-Day staff and any other adults working regularly in school, congratulate children all the time – we ALWAYS focus on positive behaviours.

Celebration Assembly takes place each week and is focussed on celebrating each other and the contributions made to the life of our school family and community. This might be through a pupil demonstrating positive behaviour, being a good role model or demonstrating a learning behaviour. Pupils are not compared with each other; instead we celebrate their successes and achievements as individuals.

Class Dojo points are linked to our learning behaviours and whole school ethos. These points can be awarded by any member of staff, and are shared with parents/carers.

We acknowledge all the efforts and achievements of children, both in and out of school. Pupils are actively encouraged to share their many talents, for example by playing a musical instrument, sharing their swimming certificates in our Assembly or bringing in photographs of an important event out of school. Class 2 pupils also have the opportunity to deliver a presentation to the whole school about something they are proud of.

How we manage unwanted behaviour

Behaviour should be interpreted as communication. When managing all forms of unwanted behaviour, staff should ensure they remain mindful of any triggers and underlying causes of these behaviours (e.g. Is the child hungry? Is there a safeguarding concern? Is there a SEND need? Do they need attention/connection from an adult?). We

aspire to equity, rather than equality, in ensuring we provide the appropriate support for all individuals.

Low level behaviour

Minor, disruptive behaviours such as shouting out, talking over someone else, refusal to do a task etc. should be managed by the class teacher by the following:

- A proactive approach
- An engaging and stimulating curriculum
- Staying calm
- Sensory and other breaks

Where these strategies do not improve the behaviour, children will be talked to in a positive way. Some examples are shown below:

“I think you might be feeling a bit fidgety. Let’s all do 10 star jumps.”

“It looks like you might be finding this tricky. Maybe we could do it together?”

Physical touch, such as a hand on the child’s shoulder, may be used to provide assurance or a sense of connection. Other strategies such as thumbs up, or a smile can be used to show acceptance.

Children will be reminded of the Zones of Regulation (displayed across school) and supported in selecting an appropriate way to manage their emotions. A child removing him/herself from the classroom is seen as a de-escalation strategy, and this should be respected as long as the child is safe. If a child is within the school building, visible and calm they do not necessarily require direct adult supervision. Any adults that encounter a child outside the classroom should calmly ask “Are you OK? Can I help?”.

For those children with individual Behaviour Plans, a different approach may be required, and these are shared with all staff. Class teachers and support staff will use a dynamic risk assessment approach to ascertain whether the child is in an appropriate state of mind to go for a quick run/take a message etc as a strategy to support de-escalation.

If a child uses a swear word, it is not automatically assumed that there is a negative intent behind this behaviour. The adult should explain that this is not appropriate language to use at school and move on. However, if this was part of a child shouting aggressively towards another pupil or adult it would be considered a high-level behaviour as it is part of a larger issue. If a child presents with persistent swearing, a targeted approach will be used that is relevant to the individual. For example, it may be appropriate for a child diagnosed with ASD to have their bad language ignored. This would not be an appropriate response for a neurotypical child.

If low level challenging behaviour is persistent, and other strategies have failed, a discussion should be held between the class teacher and Headteacher to decide if a SEMH Plan is necessary. At this point a meeting would be scheduled to discuss provision with the child's parents/carers.

High level behaviour

We deem high level behaviour to be;

- Causing physical injury to others
- Causing physical harm to self
- Verbal abuse (shouting, swearing)
- Damage to property
- An attempt to leave the premises

When these behaviours occur, the adult should take the following steps:

- Wait 3 seconds before intervening (unless there is immediate risk of physical harm)
- Use an Emotion Coaching style (see Appendix)

Any consequences or restorative conversations will take place later, when the child is calm.

It may be necessary to say "STOP" in a clear, firm voice, but this should not be shouted as it is likely to escalate the problem further.

If a child is in 'crisis' supervision can be carried out from a watchful distance. Reassurance should be given to the child verbally and through body language. The consequences of the behaviour would not be mentioned during a crisis, but rather when he/she is calm. This would then be recorded on CPOMs, and any new insight into the individual may be used to adapt a future approach.

Following a high-level incident, a discussion should be held between the class teacher and Headteacher to decide if a SEMH Plan or Risk Assessment are necessary. At this point a meeting would be scheduled to discuss provision with the child's parents/carers.

Consequences

All feelings are OK, and pupils are taught this explicitly. However, sometimes these feelings can result in behaviour that is NOT OK. We want all our pupils to feel confident about managing conflict and difficult feelings and to be able to reflect on, and take responsibility for, their own behaviour. Therefore, consequences for unacceptable behaviour are restorative and meaningful. This means;

- If property is damaged it is repaired/replaced wherever possible.
- If work is not completed that it is finished at a different time.
- If learning time is wasted then the child might need to 'practise' *concentration* or another learning behaviour.
- Any mess is tidied up with the child alongside a supportive adult (when they are calm).
- The child is given the opportunity to "make things better". This may be a spoken "Sorry" or an apology letter sent to anyone that has been physically hurt, signed by the child.

This restorative approach will be supported by a dialogue between the child and adult after the incident when the child is calm. It should not be used as a threat before an incident, or during a crisis. Where possible, changes in behaviour or actions that are becoming persistent, will be dealt proactively, particularly where a child with additional needs is involved. Consistent visuals (Restorative Conversation Ladder) will be used.

Consequences may not look the same for all pupils. Consideration of individual needs and circumstances will be taken, and there may be a professional conversation between involved staff before a decision is made. If required, we will arrange a restorative meeting facilitated by the child's class teacher and the Headteacher. Everyone will be given the opportunity to say what has happened, how they feel and what needs to happen for everyone to move on. Questions will be asked, which may include; "What happened?" "How did you feel?" "How can we make it better? /Is everyone OK?"

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear; their emotional and mental health and well-being are paramount.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFEE Circular 10/98, relating to Section 550A of the Education Act 1996: *The use of Force to Control or Restrain Pupils*. Teachers in our school do not use physical punishment. Staff only intervene physically if a child is in danger of hurting him / herself or others. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher and teaching assistants

It is the responsibility of all staff to ensure that our expectations are emphasised in their class, and that their class behaves in a responsible manner during lesson time.

The staff in our school have high expectations of the children in terms of attitude and behaviour, and they strive to ensure that all children work to the best of their ability. Everyone is expected to model good behaviour that is expected of the children in our care.

The role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standard and Framework Act 1998 to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also

the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy and by setting the standards of behaviour.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed- term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Role of Parents

We work collaboratively with parents and families, so children receive consistent messages about how to behave appropriately at home and at school.

We explain the school expectations and ethos, and we expect parents to support them.

We expect parents to support their child's learning, and to co-operate with the school.

We build a supportive dialogue between the home and the school, ensuring free lines of communication, and we inform parents as appropriate if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions as a consequence of the behaviour of a child, parents are expected to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day to day authority to implement the school behaviour policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed term and permanent exclusions

Only the Head Teacher (or acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, she / he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LEA and the Governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing body would be required to form a temporary discipline panel, to be made up of between three and five members. This panel would consider any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Any decision to exclude is based on current guidance (*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*, DfE, 2024).

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school logs incidents of significant unwanted behaviour on CPOMs.

The Head Teacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

It is the responsibility of the Governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The Governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing body receives recommendations on how the policy might be improved.

Appendix

Earl Sterndale CofE Primary School Learning Behaviours



Making Good Decisions Together

Ready →

Executive Functions: **inhibition, emotional regulation, working memory**

Learning Behaviours:

Safe

Kind

Exploring

Set →

Executive Functions: **attention, flexibility, Task initiation, planning & problem solving, organisation**

Learning Behaviours:

Concentrating

Responsible

Adaptable

Go →

Executive Functions: **self-awareness, self-control, perseverance, time management, metacognition**

Learning Behaviours:

Persistent

Focused

Prepared

Restorative Practice

What is restorative practice?

Restorative practice is a proactive approach to behaviour and relationships. It focuses on building strong, respectful connections in the classroom and repairing harm when things go wrong. Instead of punishment, it emphasises accountability, dialogue, and empathy.

It's based on the idea that when people feel valued and heard, they're more likely to behave positively. And when conflict arises, it should be seen as an opportunity for growth and learning—not just discipline.

Restorative practice isn't just a behaviour management strategy; it's a mindset and a culture. It encourages everyone—pupils and staff alike—to reflect, take responsibility, and work together to restore trust.

Why restorative practice matters

Traditional methods of discipline often focus on rules, consequences, and control. While structure is important, punitive systems can create fear, resentment, and disconnection. In contrast, restorative practice helps build a classroom climate based on mutual respect and emotional safety.

Here are just a few benefits:

- Improved relationships between teachers and pupils
- Reduction in repeated misbehaviour
- Increased empathy and emotional literacy
- Stronger sense of belonging within the school community
- Fewer exclusions and detentions over time

Restorative approaches don't mean that misbehaviour is ignored. In fact, they can lead to more meaningful consequences—ones that encourage reflection and repair, rather than shame or avoidance.

The core principles of restorative practice

At the heart of restorative practice are a few simple but powerful ideas:

1. Relationships come first

Strong, respectful relationships are the foundation of a restorative classroom. Teachers who invest time in getting to know their pupils—and helping pupils know each other—lay the groundwork for mutual trust.

2. Everyone has a voice

Restorative practice is rooted in dialogue. It gives pupils the chance to speak, be heard and listen to others. This helps build emotional intelligence and encourages responsibility.

3. Mistakes are learning opportunities

Rather than punishing pupils for getting things wrong, restorative practice encourages them to reflect on what happened, why it happened, and how they can make amends.

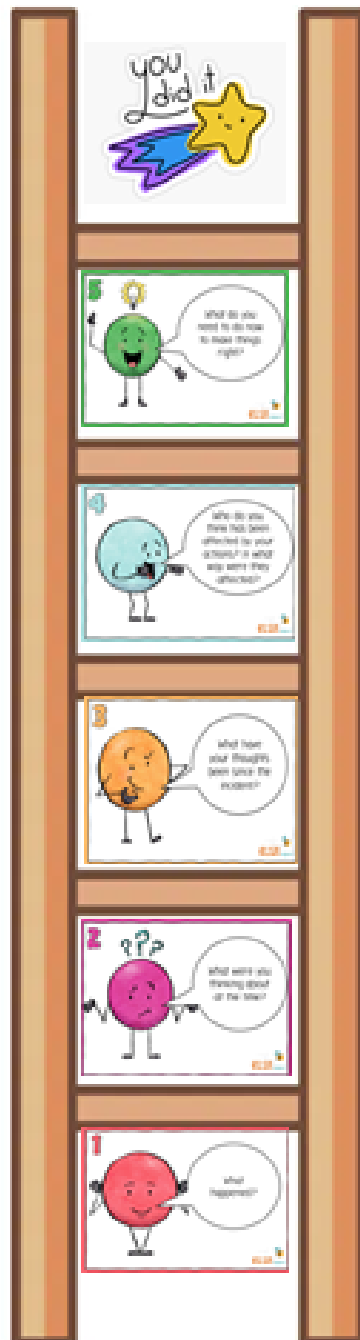
4. Accountability and support go hand in hand

Restorative practice doesn't let pupils off the hook. Instead, it holds them accountable in a way that supports personal growth. Pupils are guided to recognise the impact of their actions and take steps to put things right.



Earl Sterndale CofE Primary School

Restorative Conversation Ladder



-How can we make it right? Could you write a note, say sorry or something else?

-How did the other person feel? How would you feel if this happened to you?

-What could you have done differently?

-How will it be different next time? What can you change?

-Share the facts (who, what, where?)

Vision and Values

Our School Vision

Making Good Decisions Together

‘So you will walk in the way of the good and keep to the paths of the righteous...’ - Proverbs

2:20

Our vision and values shape everything we do. As a small Church of England school with a strong family ethos, they guide our teaching, learning, and daily decisions, helping children grow into confident, cooperative and caring members of their community.

Our vision – *Making Good Decisions Together* – is rooted in the teachings of Jesus and encourages children to be thoughtful, respectful and safe. Life is full of choices, and we aim to give our pupils the skills, knowledge and wisdom to choose well; in learning, friendships, behaviour and values, so they can thrive in a changing world.

We bring this vision to life through our curriculum, collective worship and everyday interactions. High expectations, positive role models and opportunities for reflection help children understand that mistakes are part of learning and that good decisions build strong relationships and a better future.

Our School Values

We are a small, caring Christian community where every child is valued, challenged and supported to grow as a confident, healthy learner who makes good decisions and contributes positively to the world.

To achieve our vision of *Making Good Decisions Together*, we live by these values:

1. A Happy, Focused Learning Environment

We create a calm, safe and inclusive space where success is celebrated and every contribution matters.

2. Meaningful, Challenging, Inclusive Learning

Inspiring confident, independent learners who embrace challenge and see mistakes as growth.

3. Working Together as a Community

Respectful relationships with families, church and the wider community, encouraging responsibility and global citizenship

4. Healthy, Active, and Safe Lifestyles

Promoting lifelong habits of health, safety and activity through a flexible, relevant curriculum

5. A Family Ethos Grounded in Christian Values

Living out tolerance, reconciliation, patience and respect to foster peace and belonging

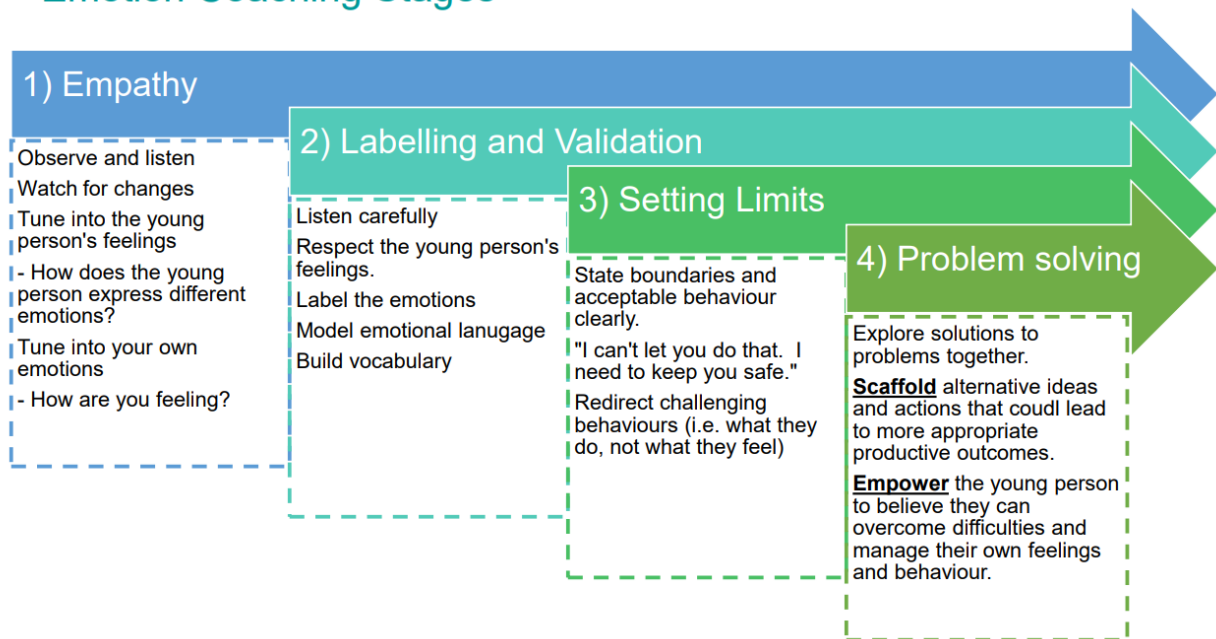
All of these values can be traced theologically to the teachings of the Bible (see Theological Roots page on this website).



EMOTION COACHING

Emotion coaching is a whole-school approach to supporting sustainable emotional health and wellbeing. It encourages all adults in school to look for indicators of low-level emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour.

Emotion Coaching Stages



There's no single way to have an emotion coaching conversation; it will be specific to each young person and situation. However, some of the scripts and reflection points in this table might give you some ideas and prompts for each stage of the process.

Emotion Coaching Questions and Scripts	
<p>Stage 1: Empathy</p> <ul style="list-style-type: none"> - Have you noticed any changes in the young person's behaviour, communication, body language etc. What might these be telling you? - What am I feeling? How is that shown in my face/body language/voice? - How can I show this young person that I have noticed them and their feelings? <p>Before you move to stage 2, do you need to sit with stage 1 and allow the young person time to regulate?</p>	<p>Stage 2: Labelling</p> <p>I noticed that you've left the classroom. I'm wondering if the noise of the other people was too loud for you and you felt a bit overwhelmed?</p> <p>I can see you've turned away. I wonder if you're feeling sad. That's ok, I'd be feeling sad if this happened to me.</p> <p>I can see that you're angry. I'm thinking that it made you angry when this happened. That's ok, I'd feel pretty cross if that happened to me too.</p>
<p>Stage 3: Setting Limits</p> <p>I can't let you climb on the bookshelf. I need to keep you safe.</p> <p>You can either sit on the chair here or go for a walk outside. Which one would you like to do?</p> <p>This isn't a safe place to be. Let's go inside where it's safer and we can have a talk.</p> <p>It's ok to feel angry but it's not ok to hurt people.</p>	<p>Stage 4: Problem Solving</p> <p>What could we do next time you are feeling angry?</p> <p>What do you think you will do next time you are feeling like this?</p> <p>How can I help you when you are feeling frustrated?</p> <p>It seemed like it helped you to have some space when you were feeling overwhelmed. Maybe next time you feel like this you could tell me you need to go outside.</p>

REASONS FOR EXCLUSION BROKEN DOWN INTO CATEGORIES

	Physical assault against pupil	Physical assault against adult	Verbal abuse/threatening behaviour against pupil	Verbal abuse/threatening behaviour against adult	Bullying	Racist abuse	Sexual misconduct	Drug and alcohol related	Damage (includes damage to school or personal property belonging to any member of the school community)	Theft	Persistent disruptive behaviour
Fighting		Violent behaviour	Threatened violence	Threatened violence	Verbal bullying	Racist taunting and harassment	Sexual abuse	Possession of illegal drugs	Vandalism	Stealing school property	Challenging behaviour
Violent behaviour		Wounding	Aggressive behaviour	Aggressive behaviour	Physical bullying	Derogatory racist statements	Sexual assault	Inappropriate use of prescribed drugs	Arson	Stealing personal property (pupil or adult)	Disobedience
Wounding		Obstruction and jostling	Swearing	Swearing	Homophobic bullying	Swearing that can be attributed to racist characteristics	Sexual harassment	Drug dealing	Graffiti	Stealing from local shops on a school outing	Persistent violation of school rules
Obstruction and jostling			Homophobic abuse and harassment	Homophobic abuse and harassment	Racist bullying	Racist bullying	Lewd behaviour	Smoking		Selling and dealing in stolen property	
			Verbal intimidation	Verbal intimidation		Racist graffiti	Sexual bullying	Alcohol abuse			
			Carrying an offensive weapon	Carrying an offensive weapon			Sexual graffiti	Substance abuse			

CO-REGULATION STRATEGIES

- Breathe deeply and slowly
- Step outside for fresh air
- Take a message or go for a walk
- Use a stress ball or sensory object
- Splash face with water
- Trace fingers or blow bubbles
- Do yoga stretches or bounce on a ball
- Listen to calming music or nature sounds
- Visualise a happy place
- Snuggle in a blanket or wear headphones