

EASTRY CHURCH OF ENGLAND PRIMARY SCHOOL

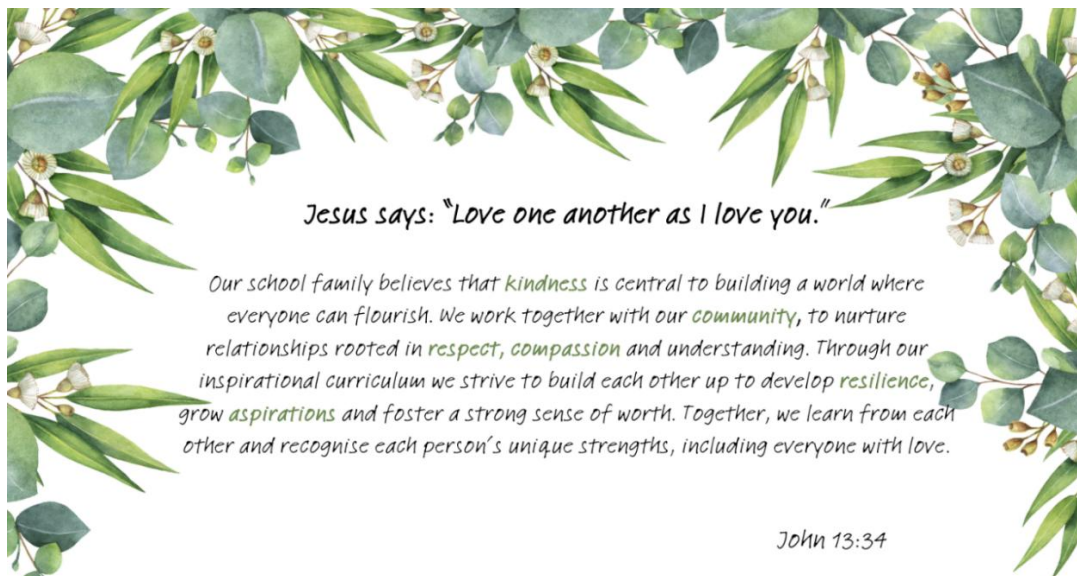


Behaviour and Positive Relationships Policy

June 2026

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| Policy lead | Sarah Moss and Maria Leishman |
| Date approved by Governing Body | 11 June, 2026 |
| Governor signature | Teaching, Learning & Inclusion Sub-Committee |
| Review date | June, 2027 |

Our Christian vision and values at Eastry Church of England Primary School:



Within our school, our Christian vision is encompassed within our school rules:

- **Be Safe**
- **Be Kind**
- **Be Ready to Learn**



Introduction:

At Eastry Church of England Primary School, we strive for excellence and believe that through living through our Christian vision, research, evidence and trauma informed practice, we are able to positively and effectively support and guide pupils. As a result, we believe that pupils will develop and reach their fullest potential and receive unconditional positive regard.

This policy is designed to promote a positive ethos of good behaviour and positive relationships in which children can work and play well together with others. There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its centre. The development of positive relationships throughout the school is central to the effectiveness of this policy. The school uses the curriculum to support the teaching of emotional development, with a focus on developing positive relationships. All adults support the development of learning behaviour and recognise and reinforce good learning behaviours through positive relationships throughout the school. *“It is the positive relationships and a sense of belonging that a good school culture provides that give children the comfort, confidence, competence, and motivation to learn,”* (Dr James P Comer, Professor of Child Psychiatry, University of Yale, 2005). We support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that all behaviour is a form of communication, that it should be understood and can be modified, managed and enhanced in order to enable them to access learning. In addition, we use our positive reinforcements and sequential sanctions to support effective classroom management. All adults at Eastry Church of England Primary School have a shared responsibility to ensure the implementation of the behaviour and positive relationships policy.

Ethos and Aims:

As a school with a trauma-informed approach, we aim that staff work with children to support their emotional and social wellbeing. It is based on comprehensive and extensive research in neuroscience, attachment theory and child development. We recognise that in order to fully meet the needs of pupils, of which some present with complex needs, it is a necessity that the school is *‘attuned, attachment friendly and nurturing’* (Wall; 2018). It is also integral that work is carried out to coregulate behaviours, but also to provide the skills for pupils to identify their own needs and to educate and upskill pupils so that they become skilled in self-regulating and managing their own feelings. Work is carried out with parents to understand pupils’ needs and difficulties, as well their experiences and to help and provide support for them so that any unmet needs away from the school can be achieved. Living through our Christian vision, Eastry Church of England Primary School aims to provide a caring, calm, safe and secure environment in which tolerance, understanding and respect for others is fostered. Emotional and learning behaviours are at the heart of our behaviour procedures and approaches. We use our understanding of social and emotional development and learning within all our approaches to behaviour. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. We aim to achieve this through a whole school approach to promoting effective learning and providing pupils with systems that ensure they feel safe. All staff take a positive approach to improving pupils’ behaviour and self-esteem, taking every opportunity to find out why a pupil behaves as they do, exploring factors that influence a pupil’s behaviour and identifying early warning signs to prevent escalation. As an inclusive learning community, our school focuses on learning and ensuring pupils are ready to learn. We encourage children to take risks with their learning, challenge themselves, engage with the curriculum and take personal responsibility for their development.

Our caring and nurturing environments provide and ensure:

- Consistent trauma-informed approach to behaviour management
- Six Principles of Nurture
- Encouragement

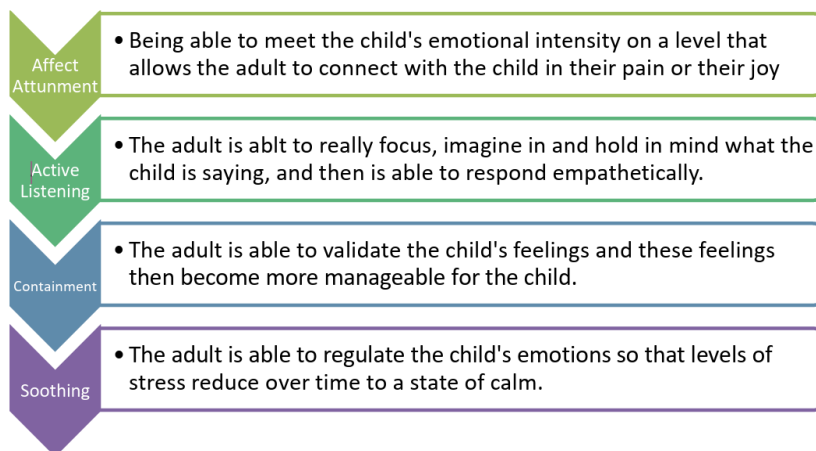
- Recognition
- Self-regulation strategies
- Constructive feedback
- Equal opportunities
- Development of all pupils
- Attention to individual needs
- An emotionally available adult for all pupils
- Managing pupil transition
- Support for parents
- Trained staff (including Level 5 qualified Trauma Informed Practitioners)

At Eastry Church of England Primary School, we believe that effective learning can be achieved through effective pupil learning behaviours and good classroom management skills in securing appropriate behaviour. We therefore have an expectation of effective learning in all lessons and these are explicitly shared and celebrated across the school: building on from the characteristics of learning in EYFS through to Building Learning Powers in KS1 and 2. Additionally, high expectations of manners and courtesy are modelled and embedded within school.

Trauma-Informed Approach

Trauma-informed behavioural approaches prioritise relationships, empathy and feeling safe. The four steps of Emotion Coaching (see diagram below) provide a useful outline for embedding principle within a relational approach.

Key Relational Skills that support vulnerable children:



Our school is committed to Educational practices which Protect, Relate, Regulate and Reflect (PRRR approach)

PROTECT

- Increased 'safety cues' in all aspects of the school day
- 'Meet and greet' as children enter the school premises and as they enter the classroom – adults have space to attune to the children at the start of the day
- 'Soft landing' for pupils who need extra support to ease into the school day in a calm and focused manner
- Reducing expectations to match developmental capability
- Removing vulnerable children from a situation they're not managing
- Safe spaces for children in different parts of the school

- Reducing stress for the traumatised child and emotional-based school avoidance interventions/strategies
- Staff understand the impact of ACEs (Adverse Childhood Experiences)
- Staff are supported to interact throughout the school day with positive social engagement
- Leaders model positive social engagement and the language of an emotionally available adult

RELATE

- Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm, emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions) which support the development of secure attachments
- All adults understand and use the WINE approach (I wonder, I imagine, I notice, empathy)
- Children have access to an emotionally available adult
- A whole-school commitment to enabling children to see themselves, their relationships and the world positively
- Emotion coaching approach (see below)
- Staff are skilled in using de-escalation techniques
- Key relational skills (see above)
- Vulnerable children are provided with repeated relational opportunities with an emotionally available/key adult in order to build trust and the willingness to seek help when it is needed

REGULATE

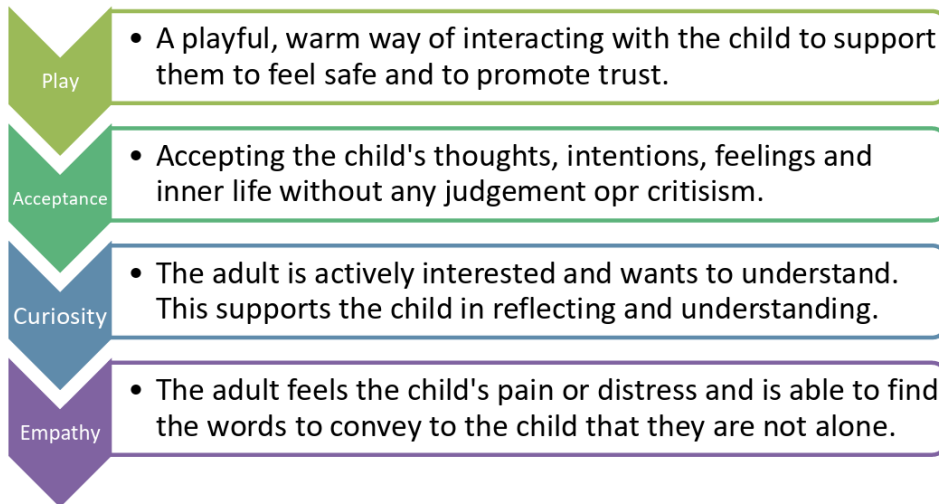
- Adults listen
- Affect Attunement: Being able to meet the child's emotional intensity on a level that allows the adult to connect with the child in their pain or their joy
- Active Listening: The adult is able to really focus, imagine in and hold in mind what the child is saying, and then is able to respond empathetically.
- Containment: The adult is able to validate the child's feelings and these feelings then become more manageable for the child.
- Soothing: The adult is able to regulate the child's emotions so that levels of stress reduce over time to a state of calm.
- Adults find words for feelings
- Relational talk
- Children feel understood
- Emotion coaching (see below)
- Collaborative problem-solving (see below)
- Mindfulness and brain breaks
- Forest School
- Sensory room
- Sensory circuits
- Boxall profile assessments and nurture approaches to support strong understanding of children
- Enrichment activities – creative activities, including art and craft, D&T, cooking

REFLECT

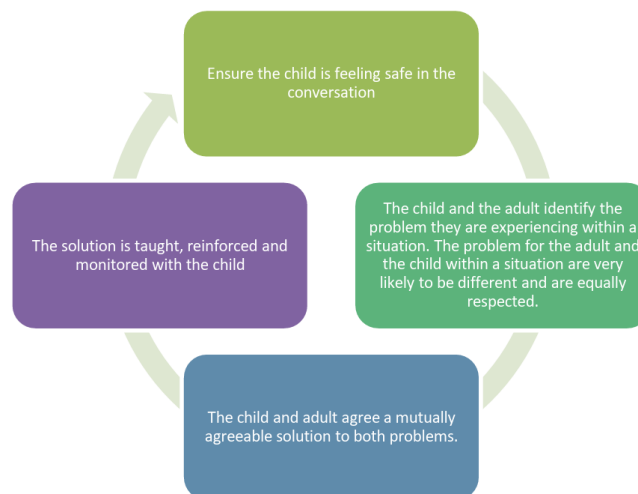
- Staff continued development and training support children in moving from their behaviour, and 'behaving' their trauma/painful life experiences, to reflecting on those experiences and events
- Staff understand and use de-escalation techniques
- Adults use a range of resources to support children in reflecting on their behaviour, for example: symbolization using a sand tray, big empathy drawings, comic strip conversations, use of emotion cards
- Staff use collaborative conversations (see below): show me rather than tell me, exploring ways to respond differently in the future

- The school's PSHE and RSE curriculum enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Therapeutic groups.

PACE approach



All staff identify situations when pupils are experiencing difficulty, log the difficulty appropriately and identify the skills or understanding the child needs to be taught. Staff engage in collaborative, restorative conversations with pupils to problem solve and change their behaviour. A Collaborative Conversation has the following stages:



Zones of Regulation and Emotion Coaching

All staff have been trained in the use of the Zones of Regulation and Emotion Coaching to support the building of safe, supportive environments that foster learning and well-being for all. The Zones of Regulation are taught and used in school to enable the children to identify their own emotions and the emotions of others. Pupils are also taught tools that can help them to move between zones and ultimately learn to self-regulate. Emotion Coaching is a four-step approach that is used in conjunction with the Zones of Regulation and de-escalation. It is used to recognise and validate

pupils' emotions and is then used to support a de-briefing and collaborative conversation, helping pupils to reflect on their emotions and behaviour and to identify beneficial strategies for responding to their emotions in an appropriate way.



The ZONES of Regulation™

| | | | |
|--|--|--|--|
| | | | |
| BLUE ZONE Sad Sick Tired Bored Moving Slowly | GREEN ZONE Happy Calm Feeling Okay Focused Relaxed | YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control | RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control |

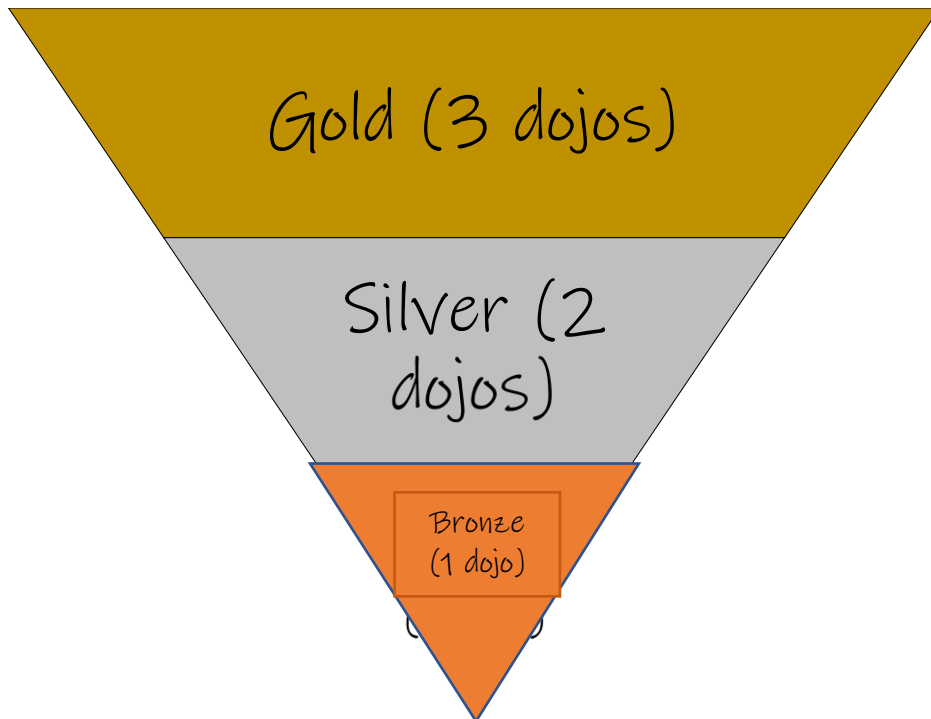
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Rewards

At Eastry we reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour and raise self-esteem and pride, rather than merely to deter anti-social behaviour. We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways including:

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|--------------------|---|
| Daily rewards | Dojo points (moving your peg/name up) Verbal praise High 5s Celebrations e.g., marshmallow clap Sharing excellent learning with staff members Stickers Headteacher's award |
| Weekly celebration | Star of the Week (linked to our question to ponder and school values awarded in Friday worship) Class reward time Good Fridays Out of school achievements e.g., music/ sports awards 25 Dojo points reward shop |

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| | Secret Phone call home Learning Powers Certificate Star Reader |
| Personalised rewards | Behaviour charts Reward time Class incentives |





More specifically:

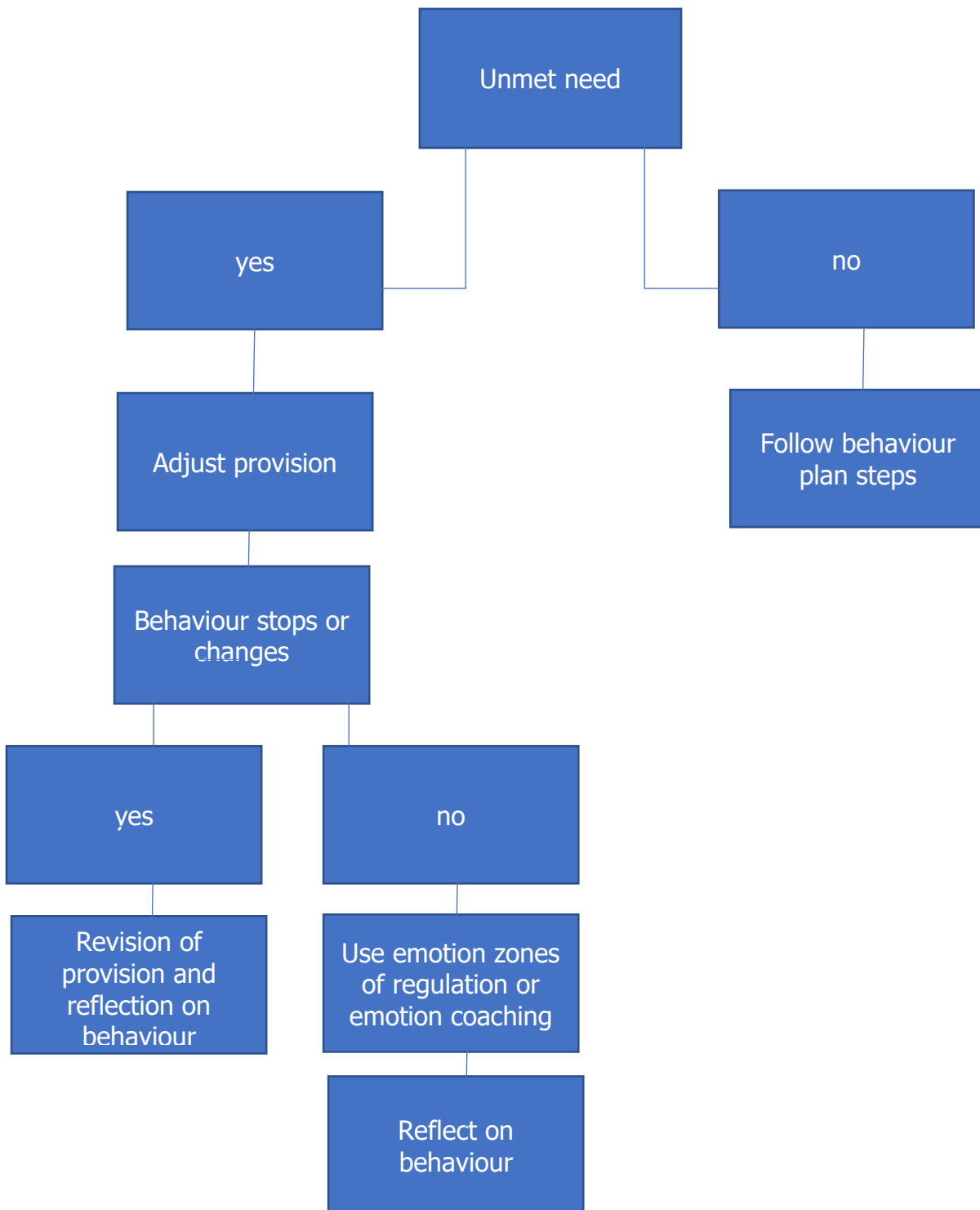
- **Instant praise** is given and will be related to our school rules and values. Child can be told by any staff member that they can move their peg/name up. Class teacher adds dojo points for each child at the end of each session.
- **Dojo reward shop:** In years 1-6 children Each time a child earns 25 points, they can win a prize, therefore prizes will be awarded at: 25 points, 50 points, 75 points, 100 points etc.
- When a child earns 300 points, they are awarded a certificate.
- **Secret Phone call home:** teachers nominate a child they are particularly impressed with each week for a phone call home from the Headteacher

Sanctions:


Considering Trauma informed practices and our nurture principles we believe that in order for children to feel safe and secure they need clear and consistent boundaries. Boundaries help children to feel safe and secure. They show the child that the adult knows what they are doing and that they can be looked after We are firm on the behaviour, gentle on the child.








At Eastry we acknowledge that when this rule is broken, it makes other pupils feel anxious or unsafe. Therefore, incidents are responded to in a way that catches the child in the moment and addresses the behaviour.


All behaviours are therefore dealt with in the following way:






With this in mind we have a scaled system for sanctions that promote reflection, restoration and behaviour change. Sanctions should be private to avoid shame.







 Love
  one another
  as
  I
  have
  loved
  you.



John 13:34-35

Are you being safe? 
 Are you being kind? 
 Are you ready to learn? 

1. Remind 
2. Reflect and repair in class

3. Reflect and repair outside of class
 (message home)

4. Reflect and repair with SLT- Mrs
 Moss / Mrs Shallcross / Miss
 Leishman (message home)


Level 1: Remind

Examples may include but not limited to: talking in class, behaviour in worship, calling out, being rude.

What happens: An adult reminds the child of what is expected.

Level 2: Reflect and repair in class

Examples may include but not limited to: repeat offences of 1 level behaviours or purposeful poor behaviour choices.

What happens: the child is given a quiet space to reflect on their behaviour e.g., at the back of the class or just outside.

Level 3: Reflect and repair outside of class

Examples may include but not limited to: repeat offences after a level 2 sanction, swearing (letter sent home to parents) or stopping other children from learning.

What happens: Child is asked to work in an area outside of the classroom (this may be another classroom). Collaborative conversation to talk through feelings and actions. Class teacher communicates with parents.

Level 4: Senior Leadership Team Involved

Examples may include but not limited to: Repeat offence or failure to engage with step 3, intentionally hurting another child / member of staff, danger to themselves or others, racial language, bullying, cyberbullying, child on child abuse

What happens: Collaborative conversation with child and conversation with the parent about behaviour from senior leadership team. Possibility of individual report or behaviour support plan. For serious incidents, internal suspension, suspension or exclusion will be considered on a case by case basis.

At any time, and using their professional judgement, staff reserve the right to accelerate the sanction process.

Whilst we have provided some examples of behaviours, we recognise that this list of behaviours is not exhaustive and that each negative behaviour incident would have to be considered in line with the child's developmental understanding and specific needs.

Behaviour Support Plans

We have consistent expectations for all learners. We recognise that some children may require additional support in order to meet these expectations. In these cases, a behaviour plan is devised in collaboration with parents/carers. Behaviour plans may include individual reward charts, restructured school timetables, resources to support learning, staff mentors or individualised sanctions. Behaviour Plans are shared and reviewed with children, staff and parents/carers. In some cases, risk assessments of a child's behaviour are also completed.

Recognising the impact of SEND on behaviour We recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour and appropriate consequence will be made on a case-by-case basis but we have high expectations of all learners. We will also look at trying to anticipate and remove any potential triggers to help children to modify their behaviours.

Partnership with Parents

Our school understands the central importance of good working relationships with parents to support all children and this is especially important when changing a pupil's approach to learning.

Parents, where possible, should:

- Get to know the school's relationships and behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's relationships and behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following inappropriate behaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school aims to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural concerns.

Behaviour outside of school premises:

Behaviour consequences may also be used where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is; taking part in any school organised or school-related activity, travelling to or from school, wearing school uniform or is in any other way identifiable as a pupil of our school. Consequences may also be applied where a pupil has behaved in a way that could have repercussions for the orderly running of the school, poses a threat to another pupil or could adversely affect the reputation of the school. Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

Reasonable force: Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force in the following circumstances; to prevent a pupil from causing disorder, hurting themselves or others, damaging property or committing an offence. Incidents of reasonable force will always be used as a last resort, be applied using the minimum amount of force, be used for the minimum amount of time possible, be used in a way that maintains the safety and dignity of all concerned and be recorded and reported to parents.

Confiscation, Searches, Screening: In the rare event that searching, screening and confiscation is required, this will always be conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Internal Suspension If a child has demonstrated behaviours that the Senior Leadership Team deem as unsafe and present a safeguarding risk to children including themselves, staff or visitors then we may internally suspend. The length of the suspension will be considered in response to each individual case, parents will be informed and we will seek support in this decision. Children will be set learning to complete by their Class Teacher and will have appropriate rest breaks. All internal isolations will be recorded on the behaviour logs

Suspension and Exclusion:

Exclusions are used as a sanction in line with the guidance from the DfE, Kent LA and the school's 'Suspension and Permanent Exclusion' policy. The additional sanctions would address extreme behaviours that require individual responses. The school makes every effort to prevent a child from being excluded from school, since we believe that supporting children to stay in school may lead to higher educational attainment and more opportunities in the future, and ensures that children remain in a safe environment. To this end, we ensure that a number of provisions for the child have been explored.

These provisions may include:

- Mentor within school
- Early intervention support, both within school and from external organisations, to support both the child and the family
- Pastoral Support Plan: a school-based intervention to ensure that the physical, mental, and emotional wellbeing of pupils is cared for. The commitment to pastoral care feeds into everything a school does to ensure their pupils have the best chance at success

- Enlisting the support of the school's Educational Psychologist
- Flexible curriculum with 'soft starts' (learning breaks in which the child may engage in alternative activity to help regulate emotions and avoid the build up of stress), for example: sensory circuits, physical outdoor activity, sensory room activity
- Change of adult/face strategy
- Therapeutic techniques to help students regulate their behaviour and develop appropriate coping strategies
- Counselling
- Referral for support from CAMHS and the services offered by Kent Family Support Framework where appropriate
- Requesting support from external stakeholders such as Specialist Teaching and Learning Services, and from the local authority SEND team and health services
- The organisation of an emergency review meeting for those pupils who have an Individual Health Care Plan (EHCP)

Following a fixed period exclusion, the school has a process for reintegration. A meeting will take place which involves the family, child, Headteacher and any other relevant staff members, for example, the child's key adult and the school's SENCo. The purpose of the meeting will be to clearly explain the school's reintegration strategy and the support that the school will continue to offer, and will also be an opportunity to answer any questions that parents/carers and/or the pupil may have.

To support behaviour external agencies may be contacted.

External agencies could include:

Specialist teaching and learning service
 KPAS
 Educational psychologist
 Social services
 Early Help

Playtimes and lunchtimes

Playtimes and lunchtimes are the least structured time in the school day and therefore we are aware this may increase the chances of negative behaviours for vulnerable children. We recognise this and have taken the following steps to provide the best possible provision:

- Provided Teaching Assistants for each playground for break and lunch times, to support children with difficult behaviour in particular.
- Adults model games to play outside and actively engage in play with the children
- Peer playground buddies to play with younger children and structure games.
- Use staff well known to the children throughout the day for consistency of experience.
- Synergy intervention – This is an additional provision targeted at key children. A range of social games and activities are used to model and teach social skills specific to the children's needs.

Bullying

It is implicit in our School Values that bullying will not be tolerated. It is unacceptable that children or adults will be hurt verbally, physically or emotionally. Children are actively encouraged to tell a member of staff if there is any concern about bullying taking place. The Headteacher and staff will be closely involved in resolving these incidents. (Refer to the Anti-Bullying Policy)

Prejudicial Behaviour This can be a factor in radicalisation and extremism. It is unacceptable that children or adults will be subject to this. Children are actively encouraged to tell a member of staff if there is any

concern about this taking place. The Headteacher and staff will be closely involved in resolving these incidents. (Refer to the Anti-Bullying Policy)

Records of Events

Continuous behaviour occurrences that will be recorded on behaviour logs and will be reviewed by the senior leadership team.

School Transition

On transition into and out of our school, vulnerable pupils are given extra support and guidance. This might take the form of familiarising the pupils with the expectations of their new school by forming a relationship with an adult, having additional visits or transition work with support staff. The school aims to acquire and share information that enables the planning of provision for a successful transition.

At Eastry Church of England Primary School, we live our daily lives through our Christian vision of loving one another and recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and Christian ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum in which all pupils can engage and achieve.