



Behaviour Policy

EASTERN GREEN JUNIOR SCHOOL

September 2025

Academic Year 2025-26

Head Teacher/Principal: Sara Brown

Designated Safeguarding Lead: Sara Brown (Headteacher)

Deputy Designated Safeguarding Lead: Naomi Albans (Assistant Headteacher) Becky Colbourne (Assistant Headteacher) George Higginson (Pastoral Lead) Michelle Pritchard (Higher Level Teaching Assistant)

Named Governor for Safeguarding: Cara Hooper

Chair of Governors: Cara Hooper

Vice Chair of Governors: Mark Spafford

Designated Lead for Looked After and Previously Looked-After Children: Sara Brown (Headteacher)

Early Help Assessment Co-ordinator: Fiona Smith

Local Authority designated officer: Kirsty Whiltshire Lado@coventry.gov.uk

Safeguarding in Education Adviser: Charlotte Hegarty charlotte.hegaty@coventry.gov.uk

MASH: MASH@coventry.gov.uk or 024-76788555

MASH Education Representative: Claire McElroy claire.mcelroy@coventry.gov.uk

Prevent: Prevent@coventry.gov.uk

Emergency Duty Team: 024 7683 2222



Eastern Green Junior School

Behaviour Policy

Approved: September 2025

Review date: July 2026

'Kindness is always the best response...'

Purpose

The purpose of this

policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at EGJS to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally, to give them the best possible chance of success.

EGJS 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 behaviours and encourage others to do the same. Our behaviour policy guides staff to teach self-motivated discipline and supports children to understand the benefits of managing their own behaviour. It echoes the school's core values of being respectful, ready and safe and outlines how staff are supported to manage more challenging behaviours. Consistency and calm adult behaviour underpins this.

Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct and to ensure clear sanctions and consequences to ensure that inappropriate behaviour is met with a fair and assertive response.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all and that any sanction is directed at the action, and not at the child.

At EGJS we have high expectations for all pupils; we expect children to demonstrate our school values. This is recognised through Headteacher's Values Certificates in a weekly assembly, positive reinforcement strategies, recognition boards in classrooms, the 'above and beyond' recognition board in the school hall and Star Assemblies at the end of each half term. We want all of the children to follow the core VALUES: Ready- Respect- Safe. In addition, we wish to give recognition to pupils who go 'Over & Above'. 'Over and above' behaviours include exceeding our school values and having a positive impact on the wider EGJS community.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.' Paul Dix

Expectations of Adults

We expect every adult to:

1. Meet and greet every child in the morning as they arrive in the classroom and throughout the day where appropriate.

2. Use the consistent vocabulary of our school values; 'Ready, Respect, Safe.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge, and meet the needs of all learners.
5. Use 'Recognition Boards' as a visible recognition mechanism throughout every lesson.
6. Have a calm approach to managing behaviour, following consistent procedures, and focused on prevention rather than sanction.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly
9. Establish clear and robust classroom routines which are well established and shared with year team colleagues who teach your class.
10. Understand the demands and expectations given to a child – we understand that there cannot be excuses but there can be reasons for unwanted behaviour
11. To establish firm but fair discipline in both the classroom and in the school as a whole dealing firmly with any child who misbehaves.
12. Explain the reasons behind the various aspects of the policy to the children in an age-appropriate way in order that the children themselves may become more independent in their approach towards behaviour in school and have a clear knowledge of what is expected.

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.

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

Teachers will create a welcoming environment by greeting pupils every morning and throughout the day where possible by meeting and greeting at either the classroom door or at each child's classroom seat. This may be a simple, enthusiastic 'Good morning' or welcome to every child.

All adults will be looking out for children who show EGJS core values and go over and above. Ways that children will be recognised for doing so:

Recognition Board- A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'everyone helping' or 'Ready to listen' may be written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board by the end of the day. There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. round of applause, three cheers, celebration dance.

House Points – Children can earn house points for their house team and for themselves by completing homework, working hard, demonstrating the school values, being helpful around school and engaging well in their learning. These will be rewarded at the end of each half term with children having the opportunity to collect certificates and badges to recognise the number of house points they have accrued. The winning house team will be announced each week in assembly.

Gold star stickers – Children whose work is exemplary can receive a gold star sticker in their book for their work to praise, motivate and reward pupils.

A Positive Note/ Phone call Home- The Positive note or phone call home is also a high-level recognition for consistently representing the core values. It can be given to any child by any adult in the school or staff members. There is no set amount each week- again it must be sincere to keep its value.

Headteacher's Assembly Values certificate- two children are selected each week by the class teacher. One of them must be selected due to demonstrating the school values. The children are selected at the beginning of the assembly and receive a certificate from the Head. They then take their seat pride of place on "the best seats in the house" for the duration of the assembly.

Hot Chocolate Fridays - Children consistently going 'over and above' will have their name displayed on the Above and Beyond recognition board in the hall. There may be some weeks that no child in the class is chosen- it needs to be sincere high-level recognition to ensure it is not devalued. Children identified will be invited to have hot chocolate with the Head Teacher on Friday afternoons and a postcard sent home.

Star Assemblies- A Star Assembly will be held each half term to recognise those children who consistently behave impeccably and in line with the school values. This must be sincere high-level recognition to ensure that the award is not devalued. Children selected will be given a special treat, organised by the Assistant Headteachers. Letters will be sent home from the head teacher to recognise outstanding children rewarded in the Star Assembly.

Lunchtime Award – Midday supervisors to award a Lunchtime Award each week to a child who has shown exemplary behaviour at lunchtime.

Restorative Practice

'Punishment doesn't teach better behaviour, restorative conversations do.' Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place on the playground, this will normally be responded to by the member of staff on duty; all staff will use the same strategies. This allows an intervention to take place immediately and may involve a restorative conversation or levelled sanction. It will not usually then be revisited by the class teacher or management team unless further action is required.

Teachers will deal with almost all behaviours which take place during lessons and follow the levelled sanctions to deal with inappropriate behaviours. Teachers will ensure that following a sanction a restorative conversation takes place. Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating.

Unacceptable behaviour at Eastern Green Junior School

Guide to levels of unacceptable behaviour:

Level One: Behaviour that can be effectively managed within a classroom environment by the class teacher – consequence includes loss of one break times through use of 'Time Penalty' system.

Level Two – More serious negative behaviour that is not so easily managed within a classroom environment. Level Two also includes any persistence of Level One. Consequence includes loss of two break times through use of 'Time Penalty' system.

Level Three – Serious negative unacceptable behaviour or persistent level two type behaviour. Consequence includes loss of a full days break times through use of 'Time Penalty' system.

Level Four – Very serious unacceptable behaviour or persistent level three type behaviour.

Staff are directed to warn pupils where they can and where it is appropriate to do so.

Consequences for unacceptable behaviour:

Each class teacher will use a recognition board to recognise those children following the values and showing they are ready for their learning.

Each class teacher will have a small whiteboard where children's initials will be recorded after one verbal warning.

Level One Sanction: The child will, after a verbal warning where appropriate, lose 15 minutes of breaktime. This will be logged on the TP spreadsheet by the staff member on TP duty that breaktime. Their name and Level will be put in the TP chat. The child will be sent to the computer suite for their time penalty at the following breaktime.

Level Two Sanction: The child will, after a verbal warning where appropriate, lose two breaktimes – 30 minutes of breaktime. This will be logged on the TP spreadsheet by the staff member on TP duty that breaktime. The child will be sent to the computer suite for their time penalty at the following breaktime.

Level Three Sanction: If a member of staff believes that the child has shown unacceptable behaviour at level three, this will be passed onto the AHT or HT. They will consider the behaviour and investigate if required. If a child has a level three issued they will not be allowed outside for the following three breaktimes and will attend TP. Lunch will be eaten away from their peers.

Depending on the context, privileges for an extended period can be withdrawn at the discretion of the Headteacher.

The AHT / HT will contact parents if a level three has been issued.

The AHT / HT will contact parents if a child receives two Level One / Level Two TP in one day.

Level Four Sanction: If a member of staff believes the child has shown unacceptable behaviour at Level Four, they will summarise the incident to the AHT / HT. They will consider the behaviour and investigate if required.

Parents will be informed by telephone and will be expected to support the school's actions. If a child has a level four issued they will not be allowed outside for the following three breaktimes and will attend TP. Lunch will be eaten away from their peers. They will also have to work in a different classroom for a morning / afternoon session (internal suspension) or for more serious breaches, an external suspension may be issued.

Suspensions and permanent exclusion will follow guidelines set by DFE.

In some cases, the child may be suspended for a fixed period, usually in the first instance of 1 to 5 days and a formal recording of that suspension will be made.

In extreme cases a child may be permanently excluded.

<u>Level 1</u>	<u>Level 2 All Level 2 to be put on CPOMS</u>
<p>Possible behaviours - <u>this is not an exhaustive list</u> <u>Where possible warnings should be given before giving a time penalty - adaptations made for chn where necessary and reasonable adjustments given for pupils' dependant on need and incident.</u></p>	
<u>One breaktime missed</u>	<u>Two breaktimes missed</u>
<p>Not on task/wasting time.</p> <p>Deliberate avoidance or non-completion of appropriate level of work for the individual.</p> <p>Distracting another child, chatting in class or assembly.</p> <p>Distraction, interruption of activities, calling out.</p> <p>Making silly / inappropriate noises.</p> <p>Negative body language (e.g. eye rolling, shrugging shoulders)</p> <p>Isolated incident of not following reasonable instructions.</p> <p>Isolated incident of answering back or being rude towards staff.</p> <p>Isolated incident of spoiling the work of others. (Eg scribbling / doodling)</p> <p>Any other isolated incident of low-level behaviour that distracts other pupils and disrupts learning of other pupils.</p> <p>Any isolated incident of behaviour which causes upset to peers (example; sniggering / laughing / pointing / spoiling games for others / deliberately agitating between others.</p>	<p>Telling lies to a grown up.</p> <p>Teasing others by using derogatory terms (step up from causing upset), name calling making unkind and derogatory / disrespectful comments. (Eg: snitch, idiot / other unkind names.)</p> <p>Isolated incident of inappropriate/ bad language.</p> <p>Play fighting, dangerous or rough/ aggressive play on the playground.</p> <p>Physical retaliation (pushing with intent to continue the altercation.)</p> <p>Repeated uncooperative behaviour that has escalated from level one.</p> <p>Graffiti on school property.</p> <p>Leaving the classroom without permission.</p> <p>Repeated incident of not following reasonable instructions.</p> <p>Repeated incidents of answering back or being rude towards staff.</p> <p>Repeated incident of spoiling the work of others. (Eg scribbling / doodling on someone's work.)</p>

<u>Level 3 All Level 3 to put on CPOMS</u>	<u>Level 4 All Level 4 to be put on CPOMS</u>
Possible behaviours - <u>this is not an exhaustive list</u>	
<u>Full day of breaktimes lost (including lunch)</u>	<u>Internal/external suspension and loss of all breaktimes</u>
<p>Stealing.</p> <p>Severe physical retaliation (hitting / kicking / biting / pulling hair)</p> <p>Deliberate, persistent or malicious lying.</p> <p>Deliberately damaging another child's property (eg ripping up work / breaking equipment.)</p> <p>Deliberately provoking / inciting violence / injuring another pupil (unkind words that provoke / hitting / kicking / biting / hair pulling)</p> <p>Verbal threats.</p> <p><i>The following will be on a case-by-case basis and must always be referred to SLT: Isolated incidents of hate-related language (sexism, racism, transphobic, homophobic, biphobic, xenophobic, disability-related etc...)</i></p>	<p><u>Internal</u></p> <p>Persistent bad language.</p> <p>Continued uncooperative behaviour that has escalated, repeated refusal of an adult's reasonable request.</p> <p>Vandalism of school buildings/property.</p> <p>Hiding in school.</p> <p>Multiple incidents of hands-on behaviour.</p> <p>Leaving school premises without consent.</p> <p><u>External</u></p> <p>Serious acts of sustained violence towards pupils and adults. E.g. hitting, kicking, fighting and biting causing serious injury.</p> <p>Intentional serious damage to school's / pupil's property (example: vandalising classroom / destroying display etc...)</p> <p>Bringing dangerous items into school.</p> <p><i>The following will be on a case-by-case basis and must always be referred to SLT:</i></p> <p><i>Repeated incidents of hate-related language (sexism, racism, transphobic, homophobic, biphobic, xenophobic, disability-related etc...)</i></p>

Accusations of the following will always be investigated by a senior member of staff and may result in level 3 or 4. Parents will also be informed.

- Prejudice or discriminatory behaviour including racism
- Sexual harassment/ violence
- Bullying (including cyber)

Restorative Conversations

At EGJS, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future. These will be used following a sanction for the inappropriate behaviour. They will be used to restore relationships between pupils and staff as a means of ensuring that children can develop and learn from their errors.

Restorative Questions (See Appendix)

These restorative questions will be used to support restorative conversations.

Up to 5 questions will be used; it will be down to the member of staff to choose.

Consequences (see Levelled sanctions above)

At EGJS, we encourage positive behaviour. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach, however we also believe that every lesson counts for learning, and it is extremely important that lessons are not interrupted by children displaying persisting low level behaviour and that children have the right to feel safe in school at all times. We believe that children need to understand that actions lead to consequences.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on a personalised plan. [See levelled stages above.](#)

For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to be sanctioned and receive a time penalty, steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Appendix: Managing Behaviour at Eastern Green Junior School

Visible adult consistencies	Our values	Strategies
<ol style="list-style-type: none"> 1. Meet and greet 2. First attention to best conduct 3. Model values 4. Listen 5. Calm, kind and caring 6. Use of Time Penalty consistently to tackle unacceptable behaviour. 	<p>Respect</p> <p>Ready</p> <p>Safe</p>	<ul style="list-style-type: none"> • Recognition Boards in classrooms • House points • Above and Beyond display in hall and hot chocolate • Weekly Values HT certificate x 1 pupil • Half termly Star Assembly and treat • Midday supervisors to issue a weekly 'Lunchtime Award'

Below are some examples of our expectations around our core values:

Respect	Ready	Safe
<ul style="list-style-type: none"> • Taking turns and sharing • One voice at a time • Letting others learn • Working quietly • Calling people by their correct name • Following instructions • Responding to all adults positively • Tolerance of differences • Looking after equipment 	<ul style="list-style-type: none"> • Listening to the teacher • Organised with correct equipment • Sitting properly • Tidying up • Responding when need to stop • Following instructions • Doing things on time 	<ul style="list-style-type: none"> • Playing calmly • Moving around school calmly • Kind hands and feet • Using equipment properly • Following rules of a game • Being in the right places • Being aware of others

Restorative conversation questions

1. What happened?
2. What were you feeling or thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected and how?
6. What should we do to put things right?
7. How can we do things differently in the future?

Teachers will use the restorative conversation questions following a sanction to rebuild and repair the relationship.

School Leaders

The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. They will help staff where necessary, offering advice and practical solutions as well as supporting them to deal with specific incidents effectively. Regular monitoring of behaviour will allow school leaders to support staff to manage the children in their class successfully. Pupil voice should also be carried out by school leaders; pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture.

Staff Training and Induction

Schools Leaders should make sure that all staff understand the expectations and importance of the behaviour policy. All new staff should be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff should be provided with training to help them to meet their duties and functions within the behaviour policy. Staff will be given adequate training on how to manage children with SEND or mental health needs which may affect a pupil's behaviour; engagement with experts will be sought (EP, Counsellors, CCT) and it is essential that staff follow the specialist advice given to support individual children who struggle to maintain a high standard of behaviour. Monitoring of behaviour in school by the Senior Management Team may prompt training opportunities and needs for all staff or individuals where tailored support is required.

Pupil support- Behaviour expectations for pupils with SEND

Our culture promotes high standards in behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Our whole school approach meets the needs of all pupils, including those with SEND, so that everyone can feel that they belong in the school community and high expectations are maintained for all pupils. Our positive behaviour culture creates a calm environment which will benefit most children with SEND, enabling them to learn.

Some behaviours are associated with a particular type of SEND and there are some children who may need a different, personalised approach to succeed in school. Where necessary, children will have a personalised plan for playtimes which all staff will be made aware of. Personalised plans are usually created alongside specialist support services and staff are expected to attempt the suggested solutions to find the right support for the child. The graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a safe, calm and supportive environment. Suspension and permanent exclusion may be used in response to serious incidents or persistent poor behaviour which has not improved following in-school sanctions and interventions.

Child on Child abuse

The school will work to prevent child on child abuse by ensuring this behaviour policy is in place and adhered to by all staff, encouraging positive relationships between children and staff and ensuring that all allegations are followed up thoroughly and that children are aware of this. If an allegation of child-on-child abuse is made, the school will investigate this thoroughly. SLT will lead this investigation and parents will be involved where appropriate. See 'Child Protection and Safeguarding Policy' for further detail.

Banned Items

School staff can confiscate, retain or dispose of pupil's property if they are considered to be harmful or illegal. The following items are not allowed in school: knives and other weapons, alcohol, illegal drugs, tobacco, vapes, stolen items, fireworks, pornographic images or articles that may be used to cause offence or harm.

Mobile Phones

Children are not allowed a mobile phone in school. Where a child needs a phone for their journey to and from school, they are requested to leave them in the school office. Children are also not permitted to wear a watch or similar device with wifi access.