

# EASTWAY PRIMARY SCHOOL



## BEHAVIOUR AND REGULATION POLICY

Adopted by Governors September 2025

Review date September 2026 or sooner if required

## 1. Introduction

At Eastway, we believe that excellent behaviour is the foundation for effective learning and a happy school community. This policy outlines our approach to behaviour management across all phases, including nursery and primary years, based on the DfE's Behaviour in Schools guidance (2022) and the principles from Paul Dix's *When the Adults Change, Everything Changes*. This policy is implemented equally to all members of the school population, regardless of gender, orientation, religious belief, race, nationality or disability.

This policy should be read in conjunction with:

- Child Protection- Safeguarding policy and procedure
  - Anti-bullying policy
  - Digital safety policy
  - PSHE and RSE policy
  - Child on child abuse policy
  - Suspensions and exclusion policy
  - Youth produced sexual imagery policy
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## 2. Aims

- To create a calm, safe, and positive environment where everyone is respected.
  - To support children in developing self-regulation, responsibility, and empathy.
  - To ensure consistency in behaviour expectations and responses across the school.
  - To foster strong relationships between staff, pupils, and families.
  - To support vulnerable children in managing behaviour with care and understanding.
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## 3. Our Vision on Behaviour

We believe that **behaviour is a form of communication**. When children struggle to behave appropriately, it is often a signal that adults need to change their approach. Following Paul Dix's philosophy:

- **"When the adults change, everything changes."**
- Our role is to **model calm, consistent, and caring behaviour**.
- We seek to understand the child's feelings and needs behind their behaviour.
- We focus on **positive relationships and proactive strategies** to encourage good behaviour.

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## 4. Behaviour Expectations

### For All Children:

- We show **respect** to everyone.
- We listen and follow instructions carefully.
- We keep our hands and feet to ourselves.
- We use kind words and actions.
- We look after our school environment.

### Nursery/Explorers Specific:

- We are gentle with our friends.
  - We share and take turns.
  - We ask for help when we need it.
  - We follow routines with adult support.
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## 5. Promoting Positive Behaviour

We believe in **catching children behaving well** by:

- Praising specific positive behaviour.
  - Using positive language: “Thank you for waiting so patiently.”
  - Celebrating achievements and effort through:
    - Verbal praise
    - Stickers and certificates
    - Class rewards and whole-school recognition
    - Whole school weekly celebration assemblies
    - Hot chocolate Friday with the Head teacher
  - Building strong relationships through:
    - Greeting every child warmly
    - Knowing each child’s interests and needs
  - Teaching and reinforcing behaviour expectations explicitly through PSHE and assemblies.
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## 6. Consistent Routines and Rules

- Routines are clear, simple, and predictable.
  - Rules are positively stated, visible, and age-appropriate.
  - Adults use a calm, assertive approach.
  - Transitions and changes are managed with preparation and support.
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## 7. Responses to Unacceptable Behaviour

We adopt a **restorative and reflective approach**, focusing on:

- De-escalation and avoiding power struggles.
- Giving children a chance to correct their behaviour.
- Using a scripted, calm response from adults.
- Applying the '**Take-Up Time**' principle—giving the child time to make the right choice.

### Stepwise Approach:

1. **Reminder:** Gentle verbal reminder of expectations.
2. **Caution:** Clear explanation of behaviour and consequences.
3. **Last Chance:** Calm warning of consequences if behaviour continues.
4. **Consequence:** Appropriate, consistent consequence (e.g., time-out, repair activity).
5. **Repair:** Opportunity to reflect and make amends (restorative conversation).

### Serious Incidents:

- May result in time in another class, leadership intervention, or suspension in extreme cases. See our Suspension and Exclusion policy for more information.
  - All incidents are recorded and monitored on CPOMS.
  - Parents/carers are informed when necessary.
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## 8. Supporting Children with Additional Needs

- We recognise that some children need personalised behaviour support.
  - We work closely with parents, SENDCo, and external agencies.
  - We create individual behaviour plans where appropriate.
  - We ensure children with additional needs are supported with patience and understanding.
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## 9. Role of Adults

- Adults are **role models** for behaviour.
- Adults build **rapport and trust** with children.
- Adults are **consistent and fair** in applying the behaviour policy.
- Adults use **calm body language, tone, and words**.
- Adults actively listen and show empathy.
- Adults intervene early to prevent escalation.
- Adults work collaboratively with families to support behaviour.

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## 10. Role of Parents and Carers

- We expect parents to support the school's behaviour expectations.
- We communicate openly and promptly about behaviour concerns.
- We encourage parents to reinforce positive behaviour at home.
- We involve parents in behaviour plans when necessary.

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## 11. Monitoring and Review

- Behaviour is regularly monitored by class teachers, phase leaders, and the leadership team.
- Patterns of behaviour are analysed to identify needs and improvements.
- This policy is reviewed annually or as needed in response to school and national guidance.

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## 12. Legal and DfE Framework

This policy complies with the DfE's *Behaviour in Schools* guidance (2022), the *Equality Act 2010*, and other relevant legislation.

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