



BEHAVIOUR POLICY

This policy applies to the whole school including the Early Years Foundation Stage (EYFS) is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Owner: Emma Redgrave

Effective Date: September 2025 Review Date: September 2026

The behaviour of pupils at Eastcourt seldom gives rise to problems. We ask for and receive the support of parents to reinforce our code of conduct, and this has resulted in the caring, non-aggressive atmosphere for which we are known.

Monitoring and Review: This policy will be subject to continuous monitoring, refinement and audit by the Headteacher. It works alongside other policies including EIS Child Protection Policy. The Headteacher will undertake a full annual review of this policy and procedures, including its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. This policy will be reviewed no later than **September 2026** or earlier if changes in legislation, regulatory requirements or best practice guidelines so require. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed: *E.Redgrave*

Miss Emma Redgrave
Headteacher

1. THE IMPORTANCE OF GOOD BEHAVIOUR

1.1 Good behaviour appropriate to the age of the children is considered important because:

- it is the context in which learning and play takes place at Eastcourt
- it is a training for social interaction at the child's secondary school, and thence into adulthood

2. WHAT IS GOOD BEHAVIOUR?

1. Standards of good behaviour for children are to some extent subjective. What is permissible in the home may not be so at school and vice versa.
2. Good behaviour may be seen as what is **expected** and what is **imposed**.
3. What is **expected** is a standard of thoughtfulness, decency, restraint and good fellowship deemed at Eastcourt to be best suited to the aims set out in the section above. Such standards are understood by staff, children and parents rather than quantified and listed, but are discussed as the need arises and made known to everyone at



Eastcourt. Eastcourt assemblies often provide a platform for us all as part of our continuing development and the Good Fellowship award highlights the importance we place on promoting what Eastcourt stands for.

4. What is **imposed** is more specific to the school and may be thought of for the most part as “school rules”. Such standards tend to restrict or channel behaviour for reasons of safety or consideration of others. These rules are well known to staff, available from the office for parents, and enforced daily; reminders are given at school assemblies, *etc.*

3. WHO OVERSEES THE CHILDREN'S BEHAVIOUR?

1. Children's behaviour is monitored by all staff at all times and in all places during normal school hours, and otherwise in exceptional circumstances.
2. “Staff” are deemed to be:
 - class teachers
 - relief or supply teachers
 - specialist teachers
 - classroom assistants
 - lunchtime supervisors
 - ancillary staff
3. Children are taught that no hierarchy exists in respect of the above list.
4. “All places” are deemed to be:
 - classrooms, corridors and all other rooms in the school buildings
 - the playground
 - other sites at which the curriculum takes place, *e.g.* local park, venues of school outings
 - journeys by transport or on foot to and from such places
5. “At all times” implies that, strictly speaking, no child should be left unsupervised for more than a few moments, consistent with common sense and practice, and reviewed frequently.
6. “Exceptional circumstances” may include, for example:
 - evening events, concerts, parties, discos, *etc.*, organised by the school
 - the immediate environs of the school just before or just after normal school hours
 - school outings

4. PROMOTING GOOD BEHAVIOUR

1. While children at Eastcourt are expected to behave properly as a matter of course, and invariably do, the school has considered and tried out various ways in which good behaviour can be both promoted and rewarded. Such practice takes several forms:
 1. verbal praise in the case of less usual, unsolicited or more marked behaviour which underlines the school's ethos, such as acts of friendship, generosity or good manners. This may lead to



2. referral to the headmistress for special praise
2. Other ways of promoting positive behaviour include:
 1. the establishment of a 'friendship bench' in the playground
 2. highlighting individual achievement during assemblies
 3. choosing children for special duties around the school, for example delivering something to the office
 4. House points awarded by any teacher for children making good choices and work produced
3. Many of these are simple, unsophisticated methods which are used particularly for younger children. Older children are invariably keen to receive verbal approval, and all teachers are aware that this is usually a more effective method of maintaining good behaviour than the threat of sanctions.

5. SANCTIONS

1. Cases where behaviour is unacceptable are dealt with by the staff involved in a **Stepped Response Structure**. This may be summarised as follows:
 1. verbal remonstration
 2. withdrawal of free time
 3. written punishment, *e.g.* lines, letters of apology, essays of explanation, *etc.* The matter reported to Miss Redgrave, and the teacher to speak to parents
2. These steps are guidelines, to be interpreted particularly with regard to the age of the child involved, and the seriousness of the incident.
3. At Stage 5.1.3 Miss Redgrave will initiate the following Stepped Responses, usually in consultation with the staff involved:
 1. steps 5.1.1-5.1.3 may be reprised
 2. contact with parents via the Homework Diary
 3. an interview with the parents, which may result in...
 1. the child put on weekly/daily report, monitored jointly with parents
 2. final warnings leading ultimately to notice of temporary or permanent exclusion.
4. As with the first series of Responses, serious incidents may need immediate recourse to the last listed Step.
5. As Eastcourt is an independent school owned by the Proprietor, decisions taken at Step 5.3.3.2 above are considered final.



6. BEHAVIOUR OF PUPILS OUTSIDE SCHOOL GROUNDS

1. By law, teachers may discipline pupils for:
 1. misbehaviour when the pupil is:
 1. taking part in any school-organised or school-related activity, or
 2. travelling to or from school, or
 3. wearing school uniform, or
 4. in some other way identifiable as a pupil at the school.
 2. or misbehaviour at any time, whether or not the conditions above apply, that:
 1. could have repercussions for the orderly running of the school, or
 2. pose a threat to another pupil or member of the public, or
 3. could adversely affect the reputation of the school.
2. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Source: *Behaviour and discipline in schools: Advice for headteachers and school staff*, DfE, January 2016

7. BEHAVIOUR OF PARENTS, GUARDIANS AND CHILD-MINDERS

1. No aggressive behaviour by word or action from any adult is tolerated at Eastcourt.
2. The atmosphere of partnership which we encourage will in nearly every case ensure that disagreements can be resolved amicably. Serious complaints from either staff or parents will result in interviews with all parties held jointly or severally with Miss Redgrave, who may have a second adult present. [v. PD07]
3. In extreme cases Miss Redgrave will impose limitations, and if these are not followed, may ask the adults concerned to withdraw their children from the school.

Zero Tolerance Approach to issues of Sexual Violence and Sexual Harassment

Our school stands against any form of discriminatory act and has a zero-tolerance approach to sexual harassment and sexual violence. To reinforce the seriousness of acts of sexual harassment and sexual violence, we will follow a developmentally age appropriate and stepped response to all such incidents. Behavioural sanctions will reflect the severity and/or frequency of any reported incident. In any cases where the law may have been broken, the police will be informed.
