



Eversholt Behaviour Management

March 2025

Purposes and Aims of our Behaviour Policy

At Eversholt School, we are dedicated to creating an environment where exemplary behaviour is at the core of effective learning. We expect everyone to uphold the highest standards of personal conduct, to take responsibility for their actions, and to encourage others to do the same.

As members of our community, we are guided by our core values: **Ever-Ready, Ever-Respectful, and Ever-Safe.**

Aims:

At Eversholt, we strive to:

- Provide a safe, comfortable, and caring environment where optimal learning can take place.
- Offer clear guidance for children, staff, and parents regarding expected behaviour standards.
- Apply a consistent and calm approach to behaviour management.
- Ensure all adults take responsibility for managing behaviour and personally follow up on incidents.
- Maintain consistent language use among all adults to promote positive behaviour, with continuous training provided.
- Employ restorative approaches rather than punitive measures.

Purpose:

Our behaviour policy aims to provide straightforward, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, only 'bad choices.'
- Encourage children to understand that they can and should make 'good' choices.
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

Roles

All Staff Will:

- Welcome children at the start of the day.
- Be present at the door of their rooms at the start of each session.
- Persistently acknowledge and praise children doing the right thing.
- Address behaviour issues promptly, ensuring no child falls short of expectations.
- Redirect behaviour by consistently referring to the values: **Be Ever-Ready, Be Ever-Respectful, and Be Ever-Safe.**

The Head Teacher and The Senior Leadership Team Will:

- Maintain a visible presence around the school.
- Regularly celebrate staff and children who exceed expectations.
- Promote positive reinforcement through praise, phone calls, texts, notes home, certificates, and stickers.
- Identify and address staff training needs.
- Utilise behaviour records to assess and refine interventions.
- Support staff in managing children with more complex or challenging behaviour.

Staff Who Manage Behaviour Well:

- Consistently catch and praise children doing the right thing, especially in front of others.
- Know their pupils well and cultivate positive relationships.
- Work tirelessly to build mutual respect.
- Remain calm and save strong emotions for when they have the most impact.
- Show unconditional care and compassion for all pupils.

Children Want Teachers To:

- Give them a 'fresh start' each lesson.
- Help them learn and build confidence.
- Be just and fair in their interactions.
- Have a sense of humour to make learning enjoyable.

Core Principles:

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our principles outline the rules, relentless routines, and visible consistencies that all children and staff follow. This approach is based on the work of Paul Dix in his book *'When the Adults Change, Everything Changes.'* Good behaviour is recognised sincerely rather than simply rewarded. Praise is given publicly, while reprimands are done in private.

RULES AND RECOGNITION

At our school, we have three simple yet powerful rules that guide our behaviour and interactions:

1. **Be Ready**
2. **Be Respectful**
3. **Be Safe**

These rules are versatile, applicable to a variety of situations, and are explicitly taught and modelled by all staff.

Our Rules	Visible Consistencies	Over and Above Recognition
Be Ready Be Respectful Be Safe	<ul style="list-style-type: none"> Daily meet and greet Persistently catching children doing the right thing Addressing children who fail to meet expectations Accompanying children to the cul-de-sac at the end of the day Praising in public (PIP), Reminding in private (RIP) Consistent language 	<ul style="list-style-type: none"> Recognition boards Certificates Stickers Phone call/text home Verbal praise Notes home SLT praise Class rewards Showing work to other adults Recommendation to Head Teacher Head Teacher award

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message

Steps	Actions	Examples
REMINDER	<p>A gentle reminder of the three simple rules ever ready, ever respectful, ever safe.</p> <p>Repeat reminders if needed, aiming to resolve the situation at this stage.</p>	<p>I noticed you chose to (noticed behaviour)</p> <p>This is a REMINDER that we need to be (Ever-ready, ever-respectful, ever-safe)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p> <p style="color: red;">Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
CAUTION	<p>A clear verbal caution is delivered privately when possible, making the pupil aware of their behaviour and the consequences if it continues.</p> <p>Encourage reflection and offer a positive choice.</p>	<p>I noticed you chose to (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>If you choose to break the rules again I will ask you to [consequence] (<i>work at another table/work in another classroom / go to the quiet area etc</i>).</p> <p>Do you remember when you [positive behaviour]?</p> <p>That's the behavior I expect from you.</p> <p>Think carefully. I know you can make good choices.</p> <p>Thank you for listening."</p> <p style="color: red;">Example –</p> <p style="color: red;">'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>

LAST CHANCE	A final opportunity to correct behaviour with a clear outline of the consequences if the behaviour continues.	This is your last chance to make a good choice. If you continue to [specific behaviour], you will need to [specific consequence]. Think carefully about your next step.
TIME OUT	A brief period away from the situation to allow the child to calm down and reflect. *DO NOT describe child's behaviour to other adult in front of the child*	I noticed you chose to continue to... [specific behaviour]. You need to [<i>move to quiet area, sit with another class, etc.</i>]. I will speak to you in two minutes. Example: "I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening."
FOLLOW UP REPAIR & RESTORE	A follow-up conversation, either informally during a break or in a more formal setting, to discuss the incident and its impact. Focus on reflection and restoration.	Questions to ask: <ul style="list-style-type: none"> ● What happened? ● What were you feeling at the time? ● What have you felt/thought since? ● How did this make people feel? ● Who has been affected? How? ● What should we do to put things right? ● How can we do things differently?
<p>*Remember: This approach ensures a consistent and fair process for addressing behaviour while emphasising positive choices and restorative practices.</p>		

SANCTIONS

Sanctions **should:**

- **Emphasise the Impact:** Make it clear that unacceptable behaviour affects others and is taken seriously.
- **Target Individuals, Not Groups:** Sanctions should not be applied to an entire group for the actions of individuals.
- **Ensure Consistency:** All staff should consistently apply sanctions to help ensure that both children and staff feel supported and secure.

Sanctions need to be proportionate to the action.

It should also be clearly communicated that it is the behaviour that is unacceptable, not the child, and any sanction should address the behaviour without making it personal.

Adult Strategies and Language to Develop Behaviour

At Eversholt, adults will:

- **IDENTIFY** the behaviour we expect.
- **EXPLICITLY TEACH** behaviour.
- **MODEL** the behaviour we expect.
- **PRACTISE** behaviour regularly.
- **NOTICE** and acknowledge excellent behaviour.
- **CREATE** conditions that promote excellent behaviour.

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries. Phrases like "kicked off" or "screaming fit" are unhelpful and should be avoided. Instead, we remain professional and calm at all times.

Conversations should follow a clear script, focusing on the behaviour itself, not the child as a person.

Behaviour-related conversations should initially be handled by the staff member leading the class or group. Sending a pupil to another colleague can undermine the relationship and authority you have with the child. Children often perceive shouty adults as lacking control, which may either frighten them or make them find the situation humorous.

If a pupil is sent to another colleague, that colleague's role is to supervise the pupil until the original adult has time to address the behaviour.

It's important to have a colleague stand alongside you when needed, as this presents a united front to the children.

Out of School and Beyond the School Gate

While this behaviour policy primarily addresses pupil conduct on school premises, Eversholt School reserves the right to discipline pupils for inappropriate behaviour beyond the school gates.

This policy extends to situations where children are:

- Participating in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- Identifiable as a pupil of our school in any way.
- Posing a threat to another pupil or member of the public.
- Acting in a way that could adversely affect the reputation of the school.

In such cases, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or poses a threat to a member of the public, the police will always be informed.

Out-of-School Behaviour

Eversholt School is committed to ensuring that our pupils act as positive ambassadors for the school, both on and off the premises. In line with this commitment, we expect the following:

Good behaviour to and from school, during educational visits, and during learning opportunities at other schools. Positive conduct that does not threaten the health, safety, or welfare of our pupils, staff, volunteers, or members of the public.

Reassurance to the public about the school's care and control of pupils, helping to protect the school's reputation. Protection for individual staff and pupils from harmful conduct by pupils when they are off-site.

The same behavior expectations that apply on school premises also apply to off-site behavior.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, but the same principles of promoting good behaviour through the policy will always apply.