

East Meon Church of England (Controlled) Primary School

Behaviour Principles and Policy



Learning inspired by love, hope and courage.

Approved by Full Governors

Date: 3rd December 2025

Reviewed by: Catherine Olver (Headteacher)

Next review due by: December 2026

Behaviour Principles

At East Meon Church of England Primary School, we believe that:

- High standards of behaviour enable all children to make the best possible progress in all aspects of their school life.
- Expected standards of behaviour should be shared with and explained to the children.
- Everyone should feel safe at school and be treated with respect.
- Pupil behaviour should not disrupt learning or play time.
- Rewards and sanctions should be proportionate to the circumstance and the pupil.

These are the Governors' principles for behaviour which have been used to create our school behaviour policy. The actual production and implementation of the school behaviour policy is the responsibility of the head teacher, with the support of the governors.

Behaviour Policy

Aims of this Policy

- To clearly communicate East Meon Primary School's approach to managing both positive and negative behaviours.
- To share information about the approaches being used in school.
- To establish expectations of parents, children, staff and governors in managing both positive and negative behaviours.

Aims for Children's Behaviour

- For children to be kind, caring and respectful at all times.
- For children to work hard at school, developing their independence, resilience and confidence.
- For children to understand their responsibilities at school.
- For children to grow into successful adults.
- For children to develop positively in all aspects: academically, socially and morally.

Summary of Our School Behaviour Policy

At East Meon Primary School, our behaviour policy is centred around the key phrase:
Be kind and work hard.

We know that all behaviour from a child is them trying to communicate something. Therefore, we will always try our best to understand what a child is trying to share with us, so that we can then support them appropriately.

We believe that positive, trusting relationships between staff and pupils are key to good behaviour management. We prioritise building and maintaining these relationships at all times. When speaking to children, a calm and respectful manner is used, and we expect the children to do the same in return.

We use the PACE (playfulness, acceptance, curiosity and empathy) approach to explore behaviour with children and use the language of choice to encourage children to make good decisions about their own behaviour.

We recognise, praise and reward good behaviour and link this to our Christian values. We use the Class Dojo system as our main reward system but have additional reward systems in place alongside this.

We also sanction negative behaviour and, where possible and appropriate, use natural and/or logical consequences. These sanctions are framed as an act of care – we care about our pupils and want them to develop good behaviour habits which will enable them to achieve, be successful and be safe. We use restorative conversations and follow the relate, rupture, repair cycle to help pupils move forwards from any incidents of negative behaviour.

We work hard to ensure our school curriculum is engaging and that learning tasks are adapted and appropriate for pupils so that they are keen to engage and able to experience success. We know that getting this right will have an impact on the behaviour of our pupils.

We have routines in place across the school to promote a calm, focused and safe environment for the children to learn in.

We know that some children will need additional support with their behaviour. We work closely with external agencies to provide us with guidance to support these individuals and use individual behaviour management plans to support these pupils further.

The PACE Approach

We use the PACE approach to support us in effectively managing and developing children's behaviour. This approach was developed by Dr Dan Hughes who is a clinical psychologist. The approach focuses on building trusting relationships, emotional connections, containment and a sense of security. It helps staff to gain a better understanding of what a child may be feeling in a tricky moment and helps the child to feel more connected to and understood by the member of staff. Use of this approach helps children to be more secure with adults. It also enables them to reflect upon themselves, their thoughts, feeling and behaviour, building the skills that are necessary for maintaining a successful and satisfying life.

The PACE approach is made up of:

- Playfulness
- Acceptance
- Curiosity
- Empathy

More information about this approach and examples of how it might be used can be found in Appendix 1.



Rewarding Positive Behaviour

We strongly believe that positive behaviour should be rewarded and celebrated to reinforce our high expectations and to enable all pupils to be successful learners. We have a range of rewards in place to show pupils that we value their positive behaviour and to help build their confidence and self-esteem. This varies from a smile, thumbs up or verbal praise, to more tangible rewards, such as dojos or certificates.

The main, whole-school reward system is based on dojos. Children are awarded a dojo point, using the computer software package called Class Dojo, for positive behaviour linked to our key phrase: Be kind and work hard. Parents can view how many dojos their child has earned each week on the Class Dojo website. At the end of each week, all children who have earned 10 or more dojos that week receive 15 minutes of reward time where they can play and do fun activities with their friends. Any children who have earned 20 or more dojos that week will receive a special certificate in our celebration assembly each Friday. Dojo points are added up for each house and the winning house each week is celebrated in assembly and their flag put up on the flagpole at the front of the school. At the end of the academic year, the winning house team have a special house team treat.

Alongside dojos, children may also receive Kindness Certificates when they are spotted doing a kind deed or a Star of the Week Certificate for doing something exceptional at school. Children may also be sent to the headteacher to share good work. Class teachers may also set up additional class-based reward systems, such as marble jars, as appropriate to their age group.

Rewards may be given to children by any adult working in the school community – this includes teachers, other employed staff, governors and volunteers.

Inspiring learning with love, hope and courage

Congratulations to

For earning 20+ dojos this week!

19th September 2025



Inspiring learning with love, hope and courage

Has shown kindness this week by:



Nominated by _____

Signed _____ Date _____
Miss Olver

Supporting Inappropriate Behaviour

We will use the PACE approach to help us with supporting inappropriate behaviour ranging from low-level incidents to crisis behaviour. We will always try to connect with a child before correcting them. We are very aware that all our children are different; they all come from different starting points and have different needs. This means, that although we use a consistent approach, the way in which we support behaviour may be very different from one child to another. If there is a child displaying regular inappropriate or dysregulated behaviours, we will put an individual behaviour management plan in place and seek advice from outside agencies.

All adults should always use positive language with children, focusing on the behaviour they expect and want to see. Staff should talk to children in a positive and mutually respectful manner, only raising their voices in exceptional circumstances.

At school, we will teach children:

- To share what they are feeling with others
- To manage their emotions and feelings using a range of strategies
- To develop self-discipline
- That inappropriate behaviour will not be accepted and that it will be dealt with quickly, firmly and fairly

We expect parents to support us with this and to reinforce this at home.

Wherever possible, we aim to prevent behavioural incidences at all levels from occurring. We aim to do this by:

- Knowing our children well, being aware of their triggers and preparing for these where possible
- Building strong relationships with children so that they feel safe and secure at school
- Providing children with consistent and predictable school routines
- Ensuring that expectations of behaviour and responses to behaviour are consistent

If a child does display inappropriate behaviour at school, we will:

1. Use a non-verbal warning (such as a look/gentle touch) if appropriate.
2. Calmly give a verbal warning with clear expectations of the right choice of behaviour and how this can be achieved. A natural consequence will be discussed at this point as part of the warning.
3. If the inappropriate behaviour continues, the natural consequence is likely to happen. There may also be a logical consequence issued. If a child has behaved in a way which goes against our key expectation, 'Be kind and work hard', then they will miss part of their next breaktime. During this time, they will spend time with an adult completing a reflection sheet (see Appendix 2) to help them to reflect on their choices and identify positive strategies/choices moving forwards. A note informing parents of this will be sent home both in hard copy and via email (see Appendix 3). These behaviours include,

but are not limited to, using unkind words or actions, not being respectful to others, disrupting others from their learning and refusal to complete learning tasks.

4. If there is more significant inappropriate behaviour, or if the behaviour is repeated and not improving, then a meeting with parents will be organised and an individual behaviour management plan may be created. External agencies may also be contacted for support.
5. Records will be made using the school computer-based management system 'CPOMS' of any incidents which involve another child, are repeated by the child or are of a physical/verbal nature.

Natural consequences are those which happen automatically without anyone taking an action. For example, if a child breaks an item of stationery, then they will no longer be able to use it or if a child refuses to wear a coat on a cold day, they will be cold outside.

Logical consequences are those where adult intervention is needed. These should be discussed with the child when they are calm and ready to respond. These may include a loss of privilege, such as missing a club/trip or losing a position of responsibility; working in a different classroom; working away from other children or a form of community service, such as cleaning/tidying, etc.

Staff may apply these sanctions at any time at school, but also when off-site if taking part in any school-organised or school-related activity.

The Use of Reasonable Force

All members of our school have the legal power to use reasonable force to maintain their own safety and that of others, to remove disruptive pupils from a classroom or to prevent pupils from leaving.

The following extract is taken from the DfE document Keeping Children Safe in Education (2025):

'There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.'

Screening and Searching Pupils

In the unlikely event that a child is believed to have illegal items which may cause harm to others, the school may search the pupil and/or their belongings without permission. This will always be with two members of staff present. This is to ensure the safety and wellbeing of the entire school community. Parents will be notified if this takes place.

Managing Violent Incidents

Deliberate acts of violence are unacceptable at our school and will be dealt with seriously.

If there is an act of violence, a thorough investigation will take place and appropriate consequences will be decided upon. Parents will always be informed.

If there is an incident involving physical aggression towards a member of staff or damage to school property, a Violent Incident Report will be completed and sent to Hampshire County Council.

Suspensions and Exclusions

In exceptional circumstances, the headteacher may decide that a suspension or exclusion is appropriate. More information about these can be found in the school's Exclusion Policy.

Pupils Support Systems and Restorative Justice

We believe that it is essential for children to learn to manage their own behaviour. We provide numerous opportunities within our curriculum to support children with this. When incidents do occur, we teach children to articulate their feelings. We teach children that, if they experience another child behaving in a way that makes them feel uncomfortable, they should politely, but firmly, ask the other child to stop. If the behaviour continues, they must ask an adult for support.

Restorative justice techniques are used to deal with issues arising between children. All children involved are asked to share their feelings and are listened to equally and children are supported to restore relationships with their peers. More information about the restorative justice approach can be found in Appendix 4.

Communication with Parents

We strongly believe that children feel safe and valued when we work closely in partnership with parents. Therefore, we will always communicate with parents regarding both positive behaviour and where there have been incidents of inappropriate behaviour. This may be through face-to-face conversations at pick up/drop off, through phone calls or via an email. When discussing an incident of inappropriate behaviour, other children's names will not be shared and we will be unable to discuss the consequences put in place for other children.

Parents are encouraged to download the dojo app so they can see each time their child receives a dojo for good choices.

Monitoring and Evaluation

This is a statutory policy which will be reviewed annually. Regular monitoring of both the impact and the procedures outlined in this policy will be evaluated to improve practice and to ensure the school's procedures are effective in ensuring equality for all.

Appendix 1 – PACE Approach

The PACE approach is made up of four key areas:

- Playfulness

This is about creating a fun, light and playful atmosphere when communicating with the child. It means using a light tone of voice, like you might do when story-telling, rather than an irritated or lecturing tone. It is about having fun and expressing a sense of joy. Relating with a playful attitude keeps the interaction light and upbeat. It can help diffuse a difficult or tense situation. Children are less likely to respond with anger and defensiveness when the adult has a touch of playfulness in their communication. Being playful could mean having fun with shared games or a shared activity that involves you both. Having a playful stance isn't about being funny all the time or making jokes when a child is sad. It's about helping children be more open to and experience positive connection. While such a response may not be appropriate at the time of risky or distressed behaviours, when applied to low level behaviours, playfulness can help keep it all in perspective. Some examples of playfulness in practice:

*“Oh my goodness I bet you are not in your seat by the time I open my eyes (close eyes)
1...2...3... wow! How did you get there so quickly!”*
“Can you walk with me like a spider/ giraffe/ lion, come on see if you can do it with me”
“I’ve made yet another mistake! My brain is not working today, I need your help”

- Acceptance

This is about accepting that whatever the child (or you) are feeling right now is ok. You are accepting their thoughts, feelings and perceptions without judgement. You may not agree with their interpretation, but you accept their feelings about it. It is their experience and this is important. Don't minimise or invalidate it. Show them it's ok to feel the way they do – actively communicate to the child that you accept their feelings and thoughts underneath the observable behaviour. For example, a child may tell you “I know you hate me”. It is tempting to respond with “that's not true” or “don't say that” but this may leave the child feeling that you really don't understand what it's like for them. Instead, through using PACE we could respond with “I'm sorry you think I hate you, that must feel awful, no wonder you're angry with me” or “I didn't realise that you feel like that, I'm sorry it feels that way to you”. Acceptance does not mean you have to accept the behaviour if this is harmful to themselves or to another person. You can limit the behaviour while at the same time understanding and accepting the motives for the behaviour. Convey your acceptance through your tone of voice - try using a 'storytelling' or gentle tone, showing your interest, showing your understanding and maintaining a nonjudgemental stance. Acceptance is most clearly conveyed through non-verbal communication. Some examples of some accepting phrases in practice:

“I am here for you no matter what words you need to say, I will still be here for you.”
“I care about you too much to let you hurt others/ yourself/ property. I will keep you safe”
“Whatever has happened this morning, I need you to know that I still like you and want you in my class.”
“Thank you for being here with us today, I love having you here in my class.”

- Curiosity

This is about approaching children with an air of curiosity. Seek to understand what it is that drives them. What is important in their life? How can you get to the core of who they are and bring out the best in them? Curiosity means you don't judge them so quickly. You can ask more questions of them, as you are curious to know more about them. Curiosity involves a quiet, accepting tone: "What do you think that was about?" or "I wonder what...?" You say this without anticipating an answer or response from a child. This is different from asking the child, "Why did you do that?" with the expectation of a reply. Children often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why. If an adult can stay curious about why their child is behaving as they are, the child and adult are less likely to feel cross or frustrated. With curiosity we are trying to show we simply wish to understand why. We hope to convey that our intentions are to truly understand and help the child, not to lecture. Some examples of curiosity in practice:

"I notice that every time I talk about starting something new, you begin to show that unhelpful behaviour and I'm wondering if it is your way of letting me know that you are feeling a bit prickly about starting that job?"
"I wonder what we can do now the sand is wet? How has it changed I wonder?"
"I imagine that was super exciting for you just then because you had a really big smile on

- Empathy

Empathy is about putting yourself in someone else's shoes and allowing yourself to feel what they must be feeling. It gives us a sense of compassion for the child and their feelings. This is essential in helping a child feel understood. When someone really understands you, it can make a big difference to how you cope. Being empathic is not about reassuring the child (which tries to make the problem go away) but about being with them in the moment, carrying and containing their big emotions. This lays the foundation for connection. With empathy, when a child is sad or in distress we are feeling the sadness and distress with them and letting them know that. We demonstrate that we know how difficult an experience is for them. We are telling them that they will not have to deal with the distress alone. Together we will get through this. The adult will stay with the child emotionally, providing comfort and support, and will not abandon them when they need the adult the most. Some examples of some empathetic statements in practice:

"I am so sorry that you are feeling so angry/ sad/ upset/ spikey/ swirly/ flat etc today, that is really tough."
"Oh my goodness you wanted to hold that then didn't you and I took it, I am so sorry."
"Wow, sharing is super tough, I can see you are trying and that you are finding it hard. Can I help you?"
"It is tricky to make choices, can I help you choose?"
"It sucks today doesn't it. What a rubbish day it has been for you. I am so sorry."

Appendix 2 – Reflection Sheet

Behaviour Reflection Sheet

What happened? (YR-2 draw a picture, Y3-6 write about what happened)

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Why is this behaviour not acceptable?

It is not safe.	It is unkind.	Someone was hurt.
It damaged property.	It disrupted learning.	Something else.

What could you do to make things better?

How were you feeling when this happened?

 Sad	 Worried	 Frustrated	 Confused	 Afraid	 Angry	Something else?
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What could you do differently next time?

Take deep breaths	Walk away	Talk to an adult
Count to 10 slowly	Use the calm corner	Something else

Appendix 3 – Note to Inform Parents/Carers of Inappropriate Behaviour

_____ has not followed our key behaviour expectation:

Be kind and work hard.

Therefore, they have missed some of their playtime today and reflected on this. They may bring a copy of their reflection sheet home with them.

Please can you discuss their behaviour with them.

Appendix 4 – Restorative Justice Approach

The restorative justice approach is based on the following key themes:

- Respect – Everyone must listen to each other's opinions
- Responsibility – Each individual must take responsibility for their own actions
- Repair – Solutions need to be identified which can repair any harm which has taken place and ensure that behaviours are not repeated
- Re-integration – Children will be supported to work through a structured process which aims to solve the problem

The following script may be used to help guide children through this process:

- What happened?
- What were you thinking/feeling at the time?
- What have you thought about since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?