Endeavour Primary School Positive Behaviour Approach

Postive Behaviour Approach				
Review Cycle	Annually / Bi-Annual / Three Yearly		**Date of Next Review**	November 2026
Governor Approver **Role** **Signed** **Date**	David Brook Co-Chair of Governors  November 2025		**School Approver** **Role** **Signed** **Date**	Helen Palmer Headteacher  November 2025
Review changes:				

Behaviour Policy

Principles:

Our positive behaviour management approach supports our School Vision: Together, we give children the skills and self-belief to change their world.

The children, parents, staff and governors of Endeavour Primary School share the responsibility for ensuring that we can put our vision into practise and work together to ensure that children can enjoy their time at school feeling safe, happy and secure. We believe that a strong community ethos where we develop a culture of mutual respect underpins all that we do and provides children with the skills they need to succeed in the future. We aim to encourage independence in all aspects of school life and behaviour is no exception. We understand that behaviour is a form of communication and sometimes this may present itself in different forms. However, we encourage an understanding of choice and of taking responsibility for our choices and in an age appropriate way this means understanding that we are able to make good or poor choices, and that sometimes there are consequences for those poor choices. We recognise all our pupils are individuals, however we expect all pupils to adhere to our Anchor Values and our School Rules. Everyone must be protected from disruption or abuse.

Endeavour's Anchor Values

Aspirational Learners
Nobly navigating to
Challenge everyone to
Happily treat and grasp all
Opportunities to act with
Respect and responsibility.

All of our policies and actions are underpinned by our commitment to our Anchor values.

Behaviour Policy

School Rules: 3 Bs



Our School rules depict clearly what we expect from all of the Endeavour community at all times and they are displayed all around our School and in every classroom.

This means the adults will:

- Sharing with the school community the ethos of the school which is clearly modelled by all adults.
- Help to raise children's self-esteem by valuing their varied contribution to school life.
- Listen to pupils concerns and respond to individual needs.
- Encourage the children to develop appropriate concepts of fairness and compromise.
- Help children to develop an appropriate way of dealing with conflict by them encouraging discussion, listening and expression of feelings.
- Match the whole curriculum to pupils needs.
- Have positive expectations of children's behaviour.
- Ensure expectations and boundaries are clearly understood.
- Teach the child to move around the school in a calm and controlled way (Endeavour Bootcamp.)
- Encouraging pupils to have high standards of their own and others' behaviour.
- Raising awareness of appropriate behaviour and promoting it through positive reinforcement.
- Ensuring consequences take account of individual needs, age and an understanding of the pupil with due consideration to their specific and individual context.
- Everyone must be protected from disruption or abuse.

Behaviour Policy

Procedures :

Some procedures may be classroom specific depending on the needs of the cohort however all behaviour systems will be underpinned by the following approach.

- Positive behaviour will be acknowledged by staff as appropriate. (See Appendix A for some of these)
- Staff will ensure they recognise where the teaching of and practising positive behaviour in class is needed (this may be part particularly evident at the start of a new school year and for younger pupils)
- Staff will use appropriate language that supports children to make the right choice. (See appendix B)
- Staff will keep accurate records of any significant concerns or incidents regarding behaviour and share these through the ABCC format and recorded on CPOMs.
- When faced with inappropriate behaviour that needs to change, staff may use the suggested responses in Appendix C. However, as we recognise that behaviour is a form of communication the responses may vary depending on the type of behaviour being exhibited. .

Opportunities to celebrate:

Pupils who demonstrate good learning behaviours may be invited to share their learning with the Head teacher in the 'Endeavour Book of Excellence. These behaviours reflect the expectations of the 3B's. Where possible, classroom teachers will provide parents with feedback on their child's positive behaviour via a celebration postcard, text or phone call home.

Children are frequently given house points when they demonstrate one of our anchor values. This individual reward also contributes to the overall team outcome and helps to highlight the importance of community cohesion. This is celebrated at the end of every term with a reward for the house point winners. This could be, extra playtime, non-school uniform day, film and popcorn etc.

We celebrate individual and group success regularly throughout the year in assembly and in classrooms. Classrooms may have their own individual rewards based on the needs and interests of the pupils, these may include: beads in a jar, star of the day, etc

Hot Chocolate Friday celebrates the success of children that follow the Anchor Values all the time. A child from each year groups is chosen and given a hot chocolate ticket because they demonstrate good learning behaviours in class. They come to the staff room for hot chocolate with other children and a senior Leader.

Endeavour Excellence certificate and display celebrates children's successes every week in celebration assembly alongside

Supporting pupils with specific needs:

Some pupils will require a Personal Support Plan tailored to their personal needs. This will be developed, implemented and reviewed with pupils, staff and the parents.

Sometimes it may be appropriate for our Inclusion Hub staff and SENDCo to support the wider team with teaching of specific social, emotional or behavioural skills for a period of time.

Class teachers must complete a referral form with identified strategies already tried, where appropriate. Parents will be informed when children are receiving additional teaching to support behaviour.

Suspension:

The school rules are in place to ensure the safety of all children and adults in the school community. Whilst all inappropriate behaviours cannot be listed please note that the following behaviours may lead to pupil internal or external suspenson or in worst case exclusion:

- The use of physical aggression/violence towards a member of the school community.
- The deliberate damage and/or vandalism of school property.
- The use of verbally aggressive/ threatening language towards a member of the school community.
- Persistent disruptive behaviours.

Such incidents will be dealt with on a personal basis, taking into account the pupil's specific individual circumstance. These rare cases will be dealt with in accordance to DFE/National guidelines, Hampshire guidance and decisions may be made in consultation with Hampshire Inclusion Service.
For consequences, see Appendix D.

Physical Restraint:

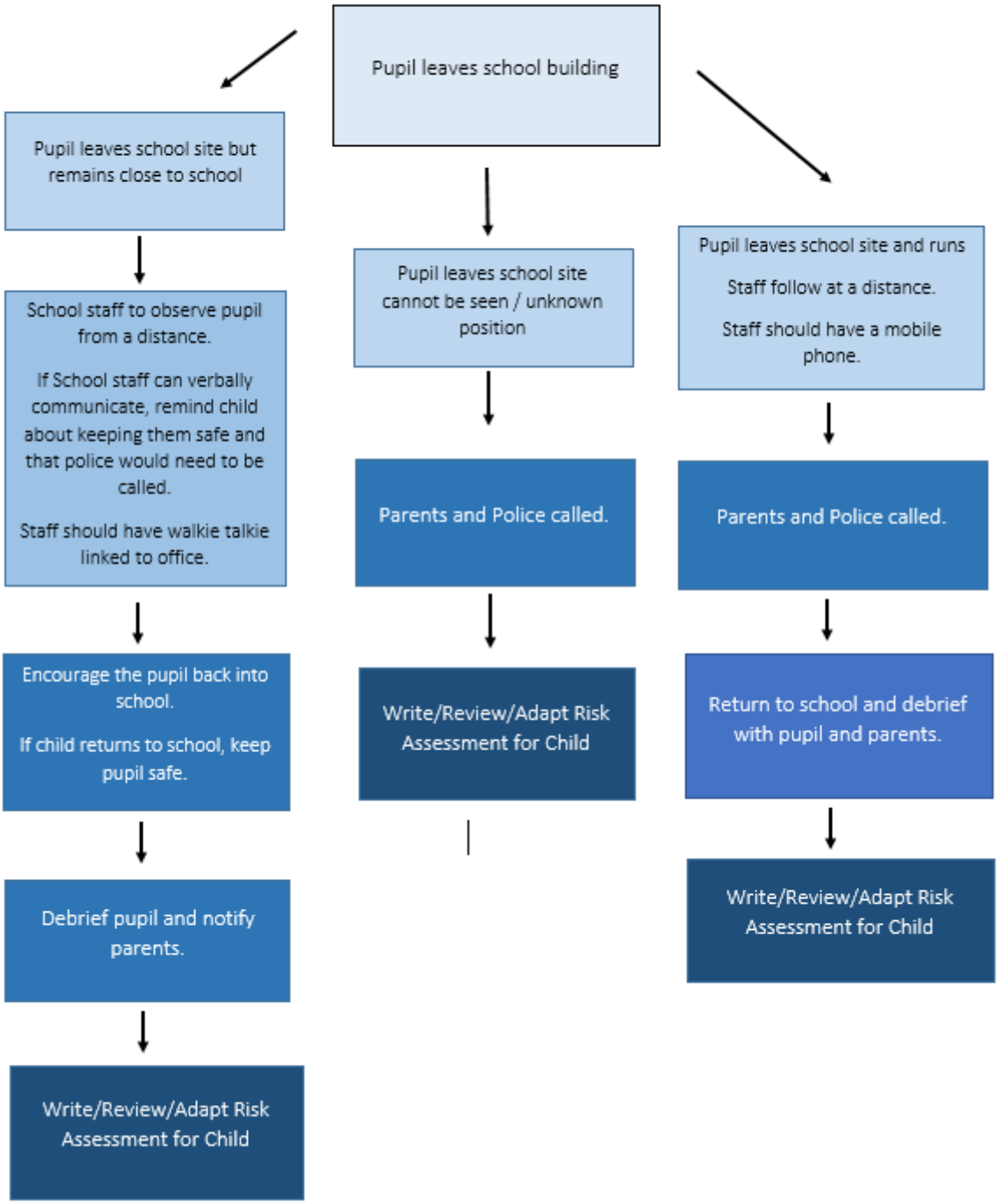
The school has a separate policy for the use physical restraint.

Ready to Learn Room (Lighthouse):

For children experiencing high levels of difficulty in following the rules and regulating their behaviour , children can access Lighthouse after discussions and agreement with the SENDco and Inclusion Hub team. This intervention is based at our Kirk Campus. Children will still have access to an adapted curriculum, but will also be taught regulation strategies, that over time, plans to help them transition back into class. In the Lighthouse space the ratios of adult to child is significantly higher than a regular classroom. Children have access to nurture provision, to support their social and emotional development. An integration programme back into the classroom is carefully planned through 'Steps to Success' to ensure this integration is successful. There is a referral process to ensure maximum positive impact for the child.
A child will initially spend 2 terms in the space. Sometimes it can be longer, but this is reviewed with the team and parents regularly.

Where pupils leave the school site due to significant escalation and are heightened they are not safe. An absconding guidance is appropriate to support both pupils and adults if a pupil leaves the school site. It is important that the guidance is followed to enable staff to support pupils.

Absconding Flow Chart



Appendix A:

Successful strategies used at Endeavour through Endeavour Toolkit:

- Building a genuine relationship with the pupils. Find out about them and you give them a little bit about you. Connection first.
- Consistent use of positive praise recognising the behaviour that is taking place. We call this' Catching Good' and giving a reason.
- Circle time to discuss emotions and behaviour choices.
- Involving children in decision making and class charters.
- Distractions – bouncing children on to do jobs if they need a moment to calm.
- Proud moments – celebration, book of excellence, class show.
- Maintaining eye contact.
- Smiling.
- Positive intonation with voice and body language
- Responsibilities and jobs for children to take part or lead.
- Movement and proximity of the adults.
- Clear and simple instructions.
- Time to repair and restore.
- Acknowledge the behaviour and emotions through validating, attuning and containing.
- Positive postcards, emails, and phone calls home.

Appendix B:
Suggested language to support children at Endeavour

- I can see/hear you are feeling…… Is that right?
- I can see its really hurting…..
- I understand…….
- Thank you for sharing that…….
- I noticed…… You said (or did) when…….
- I was wondering about…….
- I think what you are trying to say is…….
- I wonder if……
- I wonder what might help.
- That's not a nice feeling is it?
- We'll have a think about what we can do
- Could you tell me a bit more about that?
- That's sounds tricky/difficult…… maybe we need a moment to think about this…….
- I am sorry to hear that…..
- I can see its really hurting…..
- It's really nice to see you……
- I'm wondering how you feel about that……
- I can see you are finding it hard
- I can see you are upset…….
- I wonder how if felt when……
- I can imagine you felt……is that right?
- Tell me about…….
- How do you think I could help you?

Appendix C:

Suggested Responses for challenging behaviour:

Suggested Responses	
Remember – this is your reminder	Describe/name the behaviour, remind of the appropriate behaviour, delivered privately whenever possible. Take the initiative to keep things at this stage. "Show me you are/want to ... "
Reminder - you have had your reminder	A clear verbal caution, delivered privately whenever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase 'Think carefully about making the right choice' "I notice that you are ... "
Last chance –	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice and refer to previous positive behaviour. The adult will tell the pupil to remain behind for 2 minutes after the lesson which cannot be removed, negotiated or reduced. "You have chosen to ... "
Consequences	See Appendix D "You have missed out on learning time as you were not ready to learn, I need you to help me fix this "
Further Action	If a child's behaviour is considered serious enough, it may be necessary for the child to spend time away from their classroom with a senior member of staff including the Head teacher. Parents will be notified of this action. See Appendix D
Repair – restorative conversation	Whatever negative behaviour has been communicated adults will always ensure there is a restorative conversation/ activity to enable the children to reflect and move on from the choices they have made. This could either be a conversation during break time or a more formal conversation out of class. Making a plan together for supporting a change in behaviour. "What happened? Do you remember last week when ... That is what I need to see ... How did this make people feel?"

Appendix D:

Endeavour Primary School Behaviour Consequences

When faced with negative/ disruptive behaviour:

-Proactive measures should always be implemented first to support the child. (See Endeavour Toolkit strategies.)

-Try redirection techniques and non-verbal cues.

-If this does not work, give a clear verbal warning stating the desired behaviour and what the consequence will be if the child does not comply. Give the child time to turn it around. Give a second warning stating the desired behaviour and this is the last opportunity to turn it around and then the consequence will be given.

Example; "Tommy, I have asked you to stop taking to Emma, I want you to focus on your learning, this is your first warning. If you have a second warning and don't turn it around you will……."

-Give a consequence. This is not shouting at child or humiliating them in front of the class.

-Ensure the consequence is served.

All consequences should be followed with a restorative conversation and is IMPORTANT to restore the relationships.

This is in line with Endeavours Positive Behaviour Management Policy

All incidents should be recorded through ABCC format on CPOMs. Restorative conversations/ activities should also be recorded on CPOMs.

Behaviour Policy

Early Years/ KS1/ KS2:

	Behaviour	Example	Consequence
Level 1	Not listening to adults	Ignoring, chatting in class to other children, distracting others, and being distracted.	First warning Second warning 5 minutes lost playtime/ lunchtime
	Not making the right choice	Ignoring, chatting in class to other children, distracting others, and being distracted, shouting out, disrupting learning.	First warning Second warning 5 minutes lost playtime/ lunchtime
	Provoking others	Encouraging others not to make the right choices	First warning Second warning 5 minutes lost playtime/ lunchtime
	Not following instructions	Ignoring, non- compliance, refusal to learn	First warning Second warning 5 minutes lost playtime/ lunchtime with class team
Level 2	Being verbally unkind to others	Telling lies, name calling, rudeness	First warning Second warning 10 minutes lost playtime/ lunchtime with class team
	Not engaging with learning	Refusal, non-compliance, running out of the room	First warning Second warning 10 minutes lost playtime/ lunchtime to finish work with class team
	Not respecting property	Ripping up work, breaking resources, damaging property	Work to be completed at break/ lunch Damaged resources to be charged to parents Parent to be informed by CT HT/ HoC to be informed
	Using inappropriate language towards adults or children	Swearing, name calling	First warning 10 minutes timeout Reflection sheet Learning time made up at lunchtime.
Level 3	Using words to target a characteristic	Racial or homophobic language	Lunchtime with WLT Parents to be informed by WLT Racial Incident record completed Reflection sheet
	Threatening behaviour (putting others at risk)	Verbal threatening, physical threatening	Lunchtime with WLT Parents to be informed by WLT Consider Physical Restraint Reflection sheet

	Hurting others : provoked including retaliation	Biting, kicking, punching, grabbing, pulling, spitting	Lunchtime with WLT Parents to be informed by WLT Consider Physical Restraint and removal from class Reflection sheet
	Hurting other unprovoked	Biting, kicking, punching, grabbing, pulling, spitting	Lunchtime with WLT Parents to be informed by WLT Reflection sheet Consider Physical Restraint and removed from class HT to consider further action (Internal/ external suspension)
	Using an object as a weapon	Use of Stick, throwing books or resources at ….. Using scissors inappropriately	Lunchtime with WLT Parents to be informed by WLT Reflection sheet Consider Physical Restraint and removed from class HT to consider further action (Internal/ external suspension)
	Putting themselves at risk	Climbing into Explorer Escape, soak away, shed, perimeter fence	Lunchtime with WLT Parents to be informed by WLT Reflection sheet Consider Physical Restraint and removed from class HT to consider further action (Internal/ external suspension)

Head teacher and Executive Deputy Headteacher reserve the right to review and revise this as appropriate.

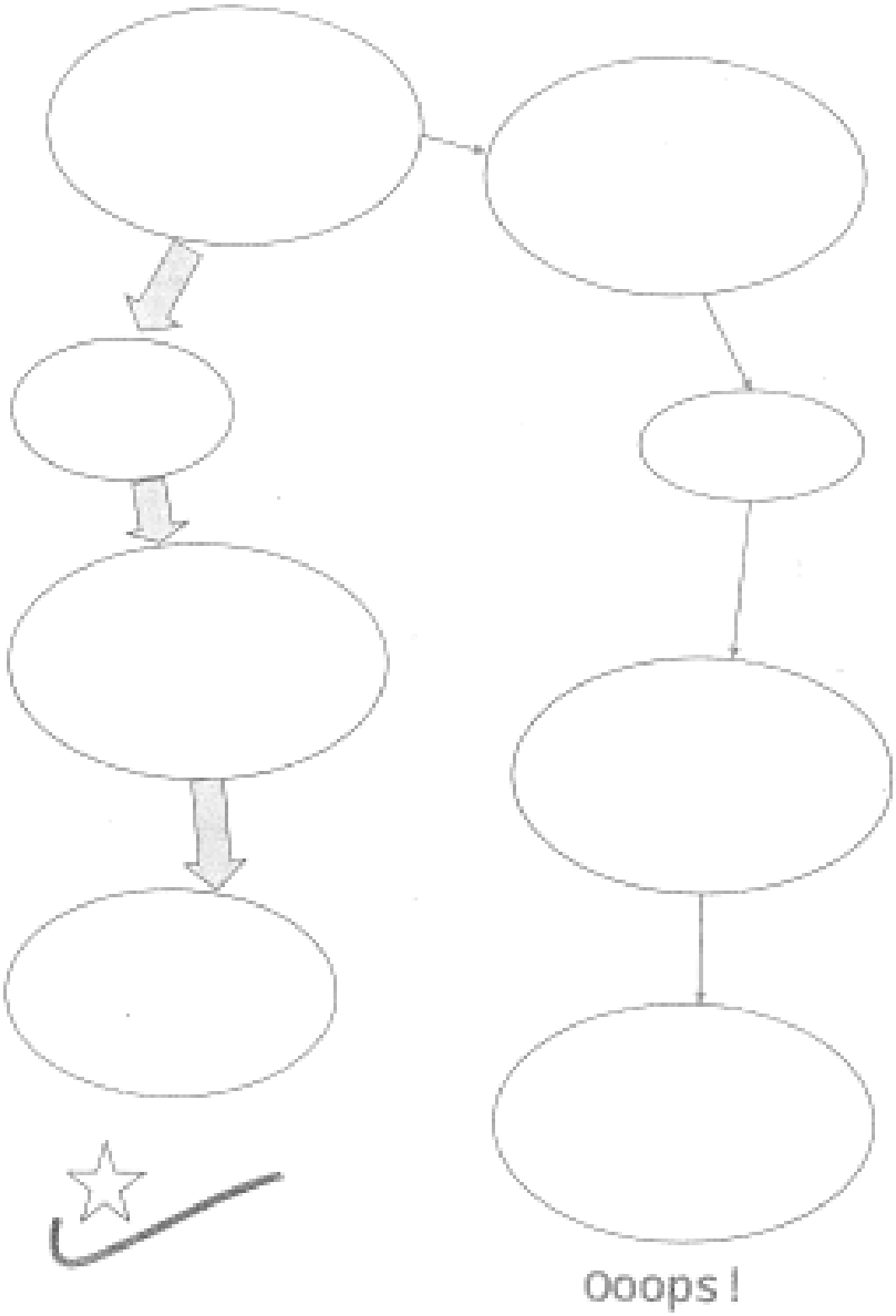
HT- Headteacher

EDHT- Executive Deputy Headteacher

WLT- Wider Leadership Team

Appendix D:

Reflection Sheet:



Behaviour Policy