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## Europa School UK Primary Behaviour Policy

Version and Date		Action/Notes
V2	April 2026	

### Introduction

**The Primary Behaviour Policy takes account of the DfE Guidance, Advice for head teachers and school staff Feb 2024” and also acknowledges the school’s legal duties under the Equality Act 2010 in respect of students with SEND. As well as being a requirement of the Children Act it is also important for parents/carers, teachers and pupils to have a clear view of the system of discipline within the school.**

### The School expects

- all pupils to show respect and courtesy towards teachers and other staff and towards each other and to engage in learning as directed by teachers
- parents to support the school in fulfilling its mission and to encourage their children to show that respect and to uphold the school’s authority to discipline its pupils, where appropriate
- to support the Principal and the Deputy Heads of Primary in creating a culture of respect by supporting the staff’s authority to discipline pupils and ensuring that this happens consistently across the school

Our policy and school approach to behaviour and discipline is based on four principles: clear, positive expectations; self- awareness and self-esteem; clear responses to negative behaviour and supportive structures for those who find success difficult.

## **1. Aims and Expectations**

- To ensure the safety and wellbeing of all children, staff and visitors to the school.
- To provide an environment where effective teaching and learning can take place.
- To help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.
- To develop emotional literacy and improve the emotional health of children, staff and parents/carers.
- To encourage and praise effort as well as achievement.
- To understand other people's feelings and offer an empathic response.
- To respond positively to good behaviour and fairly and reasonably to negative behaviour.
- To encourage children to model and apply the Europa School values in all aspects of their lives.

## **2. The role of Adults**

Adults support the learning behaviours of students in our school by:

- Understanding the direct impact of adult behaviour on pupil behaviour.
- Providing a good and safe learning environment.
- Adapting their own behaviour to manage others.
- Understanding the specific needs of each individual pupil.
- Developing strategies to eradicate low level disruption.
- Increase strategies to maintain and rebuild positive relationships with students.
- Providing engaging learning which is scaffolded, interactive and at an appropriate level for each individual pupil.
- Working in close partnership with parents and carers.
- Providing time for the student to reflect on their own behaviour.

Providing social and emotional support e.g. whole-class PSHE or an ELSA intervention

## **3. Behaviour to be encouraged/discouraged:**

**From a positive point of view, the object of discipline should be to encourage particular modes of behaviour. These may be summarised as follows:**

- **Self-control, positive self-esteem and self-discipline**
- **Consideration for others**
- **Punctuality**
- **Good manners**
- **Ability to organize one's own work and belongings**

- **Ability to integrate well with peer group and adults**
- **Respect for others' feelings and tolerance of others' weaknesses**
- **Responsibility for work, equipment and environment**

### **3. Implementation**

Europa School UK follows a positive discipline approach. We aim to pay more attention to what children are doing right rather than what they are doing wrong.

#### **3.1 Positive Discipline**

- Uses methods that are fair, firm and consistent.
- Teaches the difference between right and wrong, what behaviour is acceptable and what is not, in a positive way.
- Establishes and maintains clear boundaries.
- Rewards positive behaviour, including where the Europa School Values have been demonstrated
- Uses reasonable penalties in response to negative behaviour.

#### **3.2 Establishing and Maintaining Clear Boundaries**

The School Code of Behaviour is positively fostered and made explicit throughout Europa School. Expectations are linked closely to the Europa Values

##### **3.2.1 School Code of Behaviour**

1. We listen to staff.
2. We are kind to each other.
3. We act safely.

##### **3.2.2 Expected Classroom Behaviour to Ensure an Effective Learning Environment**

Teachers use routines and rules within the classroom to ensure good behaviour. They also put measures in place to pre-empt poor behaviour, for example, the use of seating plans.

Based on the School Code, each class writes its own Classroom Code. The Classroom Code needs to:

- be discussed and negotiated with the children;
- be visually displayed in the classroom;

In addition, each class in the school has its own behaviour system (e.g. behaviour chart, class dojo, behaviour book) which promotes positive learning and behaviour. The system will ideally display either the direction of a positive goal, or an early warning of an agreed sanction.

##### **3.2.3 Europa School Values**

These values (the 3Rs) are reinforced around the school with posters and regularly form the topic of year group assemblies. Values cards may be given to children who demonstrates these values in an exceptional way:

Respect

Responsibility

Resilience

### **3.2.4 Rewarding Positive Behaviour.**

We praise and reward children for appropriate behaviour in a variety of ways:

- Gestures of approval
- Celebratory messages to parents
- Quiet encouraging talk
- Private verbal praise
- Public verbal praise
- Asking another member of staff to pass on approval
- General praise to the whole class/group
- Praise in front of staff and visitors
- Special responsibility
- Written comments on work
- Prominent display of pupils' work
- Visit to Deputy Heads of Primary/Principal

### **3.2.5 Conversations with pupils**

At Europa School, the first response of adults towards most negative behaviour is to explain why the behaviour is unacceptable, explain how to improve the behaviour and teach more productive behaviours.

This may include, but is not limited to the following:

- An explanation of why the behaviour was not acceptable and what the child should do next time
- A discussion with the pupil about what went wrong and how the negative behaviour could be avoided next time
- Overseeing a restorative conversation between pupils
- Guided problem-solving with pupils about what they could do in future to avoid negative behaviours
- A conversation with the whole class about how they can behave better and support others to behave better.

- Intervention by Europa School's pastoral lead

### **3.2.6 Use of Reasonable Penalties in Response to Negative Behaviour**

Wherever adults can show an awareness of the circumstances, interests and needs of their individual students, the need for a sanction-based discipline is reduced. On occasion, when children choose not to follow classroom or school codes, the following penalties/consequences may be imposed:

- Disapproving look; positive reminder; verbal warning – in the form of choice/consequence; expectation of compliance.
- Use of the class behaviour system
- Child moved nearer to the adult responsible/moved to another seat or place in a room for thinking time.
- Removal of privileges i.e. appropriate amount of time deducted from playtime/dinnertime.

### **3.2.7 Dinner Time and Playtimes**

A playtime code, devised and agreed by pupils, is in place to encourage and support positive behaviours at dinner times and playtimes.

Should negative behaviours be identified during these times, the following sanctions may be applied:

- Verbal warning (choice/consequence).
- Stand next to/close to responsible adult for an appropriate amount of time.
- Reflection time out - on a bench - for an age-appropriate amount of time

### **3.2.8 More Serious Misbehaviour**

In an instance of more severe or persistent misbehaviour, teachers should contact parents by E-mail, telephone and, where appropriate, arrange a meeting.

Adults may, where appropriate, use the Ladder of Consequences (See Appendix B):

1. The child receives a formal warning from the adult.
2. The child has a time-out in a quiet corner of the class.
3. The child is sent to another class where they complete work and/or complete a reflection form.
4. The class teacher has a meeting with the child's parents
5. The child is sent to a member of the Senior Leadership Team (SLT) - the child's parents are also contacted at this stage
6. The child is referred to the Principal of the school

Where there is concern over more persistent behaviours, a school tracker may be put in place to monitor the situation.

### **3.2.9 Pupils with SEND**

DfE guidance states that schools need to manage pupils' behaviour effectively, whether or not the pupil has underlying needs. The law also requires flexibility in how to meet those duties – how schools should act if a pupil has a SEN or a disability that at times affects their behaviour. In particular, schools have duties under the Equality Act 2010 to make reasonable adjustments to policies, practice, and criteria for disabled pupils, under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEN; and if a pupil has an Education, Health and Care plan the provision set out in that plan must be secured and the school must co-operate with the local authority and other bodies over that. All adults are required to follow the recommendation, strategies set on in the child's Pupil Profile.

### **3.2.10 Extreme Behaviour**

If a child exhibits extreme behaviour, the child should be sent directly to the Deputy Heads of Primary.

Extreme behaviour could include the following negative behaviours:

Biting

Physical violence against staff or pupils

Swearing against staff

Extreme defiance

The deputy heads of primary will, in this case, contact the parents and may send the child home for the remainder of the day or put in place some other appropriate sanction, for example internal exclusion.

### **3.2.10 Internal Exclusion**

Internal exclusion will be implemented in cases where consequences/penalties detailed above have not been effective and a child's behaviour requires a more serious consequence. Internal exclusion is used to offer immediate, short term provision in order that learning and teaching for the rest of the pupils can continue uninterrupted. Children placed in internal exclusion are treated normally and respectfully. When pupils are placed in internal exclusion they will be expected to complete the following activities:

- Complete a proportion of work which they are missing in class, set by the class teacher or supervising teacher;
- Discuss the incident with an adult, with suggestions as to how the same situation can be avoided in the future; completion of a Reflect and Repair sheet sheet

- Where appropriate, complete a written apology (e.g. a sorry card or letter).

A period of internal exclusion would normally be half a day or a whole day and all instances will be agreed to by a member of the Senior Leadership Team. Parents/carers will be invited to attend a meeting with their child and the teacher to discuss the behaviour which has led to the internal exclusion. At this meeting a plan will be made to support the child and to help them improve their behaviour by making positive choices. Where possible, parents/carers are to be given advanced warning of the meeting. Before the child is returned to class, he or she will have a restorative conversation with the teacher or adult concerned.

### **3.2.11 More long-term, complex behavioural issues**

- Some pupils with more long-term and complex issues will need a bespoke approach. This may include, but is not limited to, pupils with SEND. If a pupil needs more than or different to normal classroom or school strategies, class teachers should liaise with the Special Educational Needs and Disabilities Coordinator (SENDCO) or member of SLT (Senior Leadership Team). An Individual Behaviour Plan should be written, which all staff are made aware of and follow. It is probable that staff will follow a different methodology for dealing with the child's behaviour, as elements of the standard procedure may escalate the situation. The class teacher and SENDCO or member of SLT (Senior Leadership Team) are responsible for drawing up and maintaining these as appropriate.

### **3.3 Regulating the conduct of pupils when they are not on the school premises and are not under the lawful control/charge of a member of the school staff**

Europa School ensures that children are encouraged to model the expectations in the School Code of Behaviour when outside of the school premises. This is achieved through assemblies and lessons linked to our Europa Values. In addition, we link with the local community police, and run internet safety lessons.

### **3.4 Legal Position - Use of Reasonable Force**

All members of staff are aware of the regulations regarding the use of force by teachers (Education Act 1996: The Use of Force to control or Restrain Pupils and DfE guidance July 2013). At Europa School reasonable force is used for two purposes: to control pupils or to restrain.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. Staff will use no more force than is needed and never use force as a means of punishment. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as stopping a fight or where a student needs to be restrained to

prevent violence or injury. The School staff may also choose for example to restrain a pupil at risk of harming themselves through physical outbursts.

Restraint and physical intervention is only used at Europa School where and when a pupil puts his/her own safety at risk or the safety of other pupils, staff or other adults in the school. Any staff member involved in the restraint process follows a positive handling plan.

All restraints are recorded on CPOMS, detailing the reason for restraint being used, the outcome, who was involved and date/time of the incident. In addition communication is sent to parents to inform them if their child has been restrained.

Europa School acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND) in term of the use of reasonable force.

#### **4. The Role of the Class Teacher**

It is the responsibility of the class teacher to ensure that the school codes are enforced in their class, and that their class behaves in a responsible manner during lesson time, and are also expected to deal with incidents that occur at break-times, where necessary.

The class teachers at Europa have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Guidance for all staff is set out in Appendix A of this policy.

##### **4.1. The Role of the Principal/Deputy Heads**

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the Pupil Behaviour and Discipline Policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school. The Principal and Deputy Heads of Primary support the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

Records of all reported serious incidents of misbehaviour are maintained on CPOMS.

The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Both these actions are only taken after the Board of

Governors of Europa School has been notified and the Exclusion of Pupils Policy has been followed. See paragraph 5 below.

#### **4.2 The Role of Parents/Carers**

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. The school handbook outlines the expected conduct of all adults, towards children and we respectively ask that this code is followed in school.

We expect parents/carers to support their child's learning and to cooperate with the school, and we inform parents/carers if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable penalties with a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy Heads, then the Principal and then the Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

#### **4.3 The Role of Governors**

The Governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Board supports the Principal in carrying out these guidelines.

The Deputy Heads of Primary have the day-to-day authority to implement the Pupil Behaviour and Discipline Policy, but the Governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

#### **5. Fixed-Term and Permanent Exclusions**

Please see the School Exclusion Policy.

#### **6. Monitoring**

The Principal and Deputy Heads of Primary monitor the effectiveness of this Behaviour and Discipline policy on a regular basis. They also report to the Governors on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

Incidents of negative behaviour and positive behaviour are to be recorded on the school's CPOMS platform.

The Senior Leadership Team, SENDCO and pastoral lead meet once a week to monitor the implementation of the behaviour policy.

The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **7. Review of this policy**

The Primary Pastoral team meet weekly to review the effectiveness of this behaviour policy across the primary school. Evidence from observations, parents, teachers and entries on CPOMS are all used to evaluate the policy and its impact and recommend actions.

The Governors review this policy every three years. It may, however, review this policy and procedures earlier than this if the government produces new regulations, or if it receives recommendations on how the Policy and procedure might be improved.

## **8. Summary of this policy**

A useful summary of this behaviour policy can be found in Appendix D below.

## **Appendix A**

### **Guidance for Staff**

#### **Pupils entering the school site**

- Children enter the school site behaving in a manner that is both sensible and respectful ready to begin learning in a responsible and purposeful way
- They walk calmly into the playground using this time as an opportunity for quiet conversation but no “games”

#### **Pupils coming in from outside (break times and lunchtime)**

- When the first whistle blows all pupils stand in silence
- On the second whistle pupils walk to line calmly and line up quietly
- Class teacher/adult responsible meet pupils and ensures they enter school quietly and sensibly.

#### **Pupils going outside**

- Pupils put possessions away responsibly and promptly
- Pupils line up calmly and adult responsible leads them outside
- Pupils walk outside school in a calm manner at all times
- At playtime/lunchtime pupils remain with adult responsible until the adult on duty (teacher/dinner supervisor) takes over responsibility.

#### **Moving around school**

- Pupils walk calmly at all times
- Pupils demonstrate respect and an awareness of others i.e. opening doors, assisting younger pupils, addressing adults by their title.
- Pupils enter and exit assemblies silently.

#### **End of school day**

- Foundation Stage pupils wait quietly in the classroom for parents/carers to collect them from the classroom.
- Key Stage 1 pupils are lined up by the adult responsible and taken outside to parents/carers
- Key Stage 2 pupils walk quietly and calmly to their collection points
- Bicycles or scooters must not be ridden on school premises
- All pupils and parents/carers must be off the school site by 4pm, unless attending clubs/activities/meetings.

#### **Dinner Time**

- Children are expected to follow the guidelines as outlined above. In addition when entering/leaving for lunch, the children are expected to move quietly around the school in single file and

under adult supervision. There is an expectation that pupils eat using appropriate table manners and show respect for others around them.

- Follow routines for toilet/hand washing.

## **Appendix B**

### **Example of using a classroom behaviour chart**

Promote Positive behaviour in the class with a behaviour chart

Reward good behaviour / positive examples of following class rules

Tactically ignore the negative behaviour or use a non-verbal cue

Remind child of class rules or school rules they are not following

Give child a verbal warning

If poor choices continue, write the child's name under the sad face

Mark a cross X against their name

Mark a second XX against their name and place child on time out within the class.

Mark a third cross against their name. Time out in another class.

Depending on severity, time out at break/lunch to make up for lost time in class

## Appendix C

### REFLECT AND REPAIR

When things go wrong, it is important to take some time to calm down so you can explain your own point of view.

Everyone makes mistakes; when we make mistakes, we need to “put things right”. When we “put things right”, people respect us for taking responsibility for our behaviour. Then, we can have a NEW START.

What did you do that got you into trouble? What is your side of the story?

How did it affect other people, how did you make other people feel?

Do you wish you had done anything differently?

What could school do to help you if you are in the same situation again?

What can you do to put things right?

### Pupil Reflect and Repair Sheet

#### Read this first

1. You have been given reflection time from the class to think about the choices you made today.
2. It is your responsibility to work with your teacher and other adults in the school so you can make better choices for the future.

You now need to:

1. Complete this sheet.
2. Discuss with an adult how to plan to help you make positive choices in the future.

**Which choices did you make today?**

**What did you say and do?**

**What has been the impact of your choices ?**

**How might the others have felt?**

**What could you have done differently?**

**What can you do to make things better?**

Written by .....

Class..... Date .....

Discussed with .....

Consequences/further action .....

Copy sent

## **Appendix D: Europa School Primary Behaviour Policy (summary)**

### **1. Overall Approach**

Europa School believes in positive discipline and restorative approach

- Be firm/fair/consistent
- Teach right and wrong in positive way
- Have clear boundaries
- Reward positive behaviour

### **2. Aims:**

-Promote individual growth  
-Improve self-esteem  
-Meet individual needs  
-Develop reasoned, self-discipline and socially acceptable behaviour

Behaviour to be encouraged:

- Self-control
- Self-discipline
- Good manners
- School values (see below)

### **3. Role of Adults**

-understand impact of adults' behaviour  
-adapt their own behaviour to manage others  
-understand needs of individual pupils  
-maintain/rebuild positive relationships  
-work in partnerships with parents/adults

### **4. School values: the 3 RS: responsibility, resilience, respect**

### **5. School Code of Behaviour:**

- (1) We listen to the adults.
- (2) We are kind to others.
- (3) We act safely.

Each class has the following:

- (1) Classroom Code
- (2) Ladder of Consequences
- (3) Values poster
- (4) Behaviour system (e.g. points)

### **6. Use of school gmail account**

There is a policy for the use of the children's school gmail account. The school gmail account should be used for schoolwork and homework only.

### **7. Inclusive Classrooms**

Staff make reasonable adaptations for SEND pupil (see Pupil Profiles)

Staff establish routines to pre-empt misbehaviour

### **8. Ways to reward positive behaviour**

E.g.

- Gestures of approval
- Celebratory messages to parents
- Recognition in assemblies
- Quiet encouraging talk
- Private/public verbal praise
- Europa values cards
- General praise to the whole class/group
- Special responsibility
- Written comments on work
- Prominent display of pupils' work
- Visit to SLT (Senior Leadership Team)
- Comments via Home School Link Book if appropriate or Daily tracker

### **9. Dinner Time and Playtimes**

Playtime code in place e.g. P1 playground rules, quiet den rules

### **10. Behaviour Management Strategies:**

Before the use of penalties, teachers use a variety of strategies:

- Quiet discussions
- A problem-solving approach to help the child navigate social situations
- Restorative conversations
- Explanations as to what the behaviour was not acceptable
- Light reminders of the school/classroom rules
- Redirection to a different activity
- Whole-class Discussions/PSHE sessions

Where appropriate, penalties are applied:

### **11. Possible reasonable penalties (in class)**

- Positive reminder/ verbal warning
- Use of the class behaviour chart
- Record in class behaviour book
- Deduct time from break or school lunch
- Child to write letter of apology
- Reward to be withdrawn
- Take responsibility for actions (e.g. clean up mess)

### 12. Possible sanctions (outside of class)

1. Stand next to/close to adult for a time
2. Reflection time out - on a bench - for age-appropriate amount of time
3. Inform class teacher. Class teacher to follow up

### 13. More serious/persistent behaviour

Teachers should contact parents by telephone or by E-mail for cases of serious and persistent behaviour.

Europa School can move to the following ladder for more persistent/serious misbehaviour:

### 14. Ladder of consequences -

Suggested order of sanctions:

- 1 Formal Warning
- 2 Time out in class
- 3 Time out in another class
- 4 SLT (Senior Leadership Team)
- 5 Principal

### 15. Contact with pastoral team

If appropriate, teachers may decide to call the pastoral team to reset behavioural boundaries avoiding further escalation.

### 16. Pupil Reflect and Repair Sheet

Completed after negative behaviour:

- (1) Child to complete reflection sheet
- (2) Teacher to store these in the classroom

### 17. EXTREME MISBEHAVIOUR (e.g. biting, extreme defiance)

Contact SLT (Senior Leadership Team)- parents to be contacted;

### 18. Actions available to SLT

In extremely serious cases, SLT may decide:

- Child sent home for the remainder of day (Exclusion by the Principal)
- Internal exclusion by the DHOP (Deputy Heads of Primary)

### 19. Most extreme cases

Principal and Board of Governors may:

- Give fix-term suspension
- Permanently exclude

### 20. Restraining

- Done to prevent injury/damage/causing disorder
- Must be minimum force/ absolutely necessary
- Staff to follow positive handling plan
- Restraints recorded
- Parents informed of restraint

### 21. Other Strategies

- (1) Requesting intervention from pastoral lead to prevent escalation and use of consequences ladder
- (2) ELSA interventions
- (3) Trackers to monitor playground behaviour
- (4) Extra PSHE lessons/lessons on behaviour
- (5) Social and Emotional Learning workshops
- (6) Small-group/ One-to-one restorative discussions
- (7) Bespoke behavioural or sensory intervention
- (8) Provisional reduced timetable
- (9) Visits from the DHOP to individual classes
- (10) Collaboration with parents on rewards and consequences

### 22. Long-term/Complex cases

Individual Behaviour plans - drawn up in consultation with parents, SENDCO and teachers

### 23. Pupils with Special Educational Needs and Disabilities

-Behaviour policy applies to all pupils  
-Some pupils may require adaptations, in line with Pupil Profile, Educational Health and Care Plan and/or individual behaviour plan

### 24. Monitoring

– Record incidents of misbehaviour on CPOMS.  
– SENCO/SLT meet weekly to oversee incidents and review strategies  
– Use of Daily trackers shared with parents, pastoral team and teachers