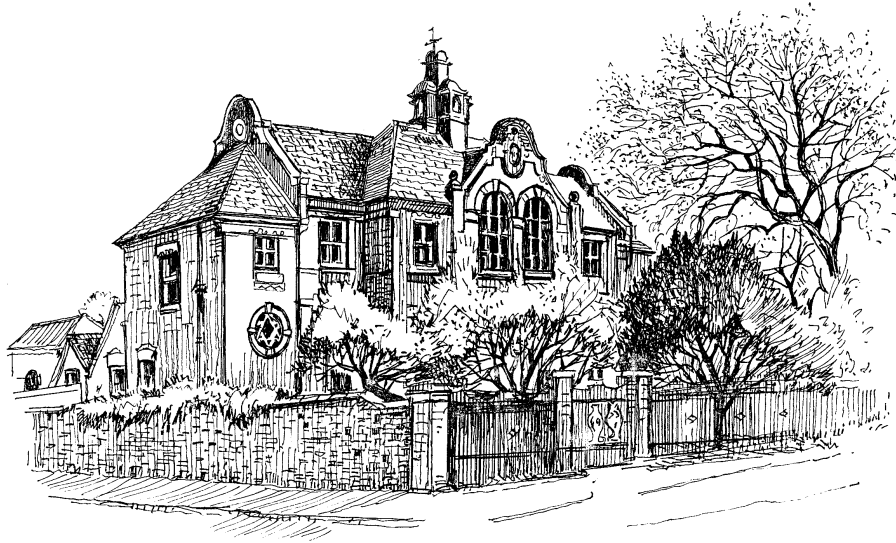


St. Edward's C of E Primary School



'Our vision is to be fruitful in all that we do'

Pupil Behaviour Policy

The Governing Body of St Edward's CE Primary School adopted this policy
On 19th November 2025.

Rationale

At St Edward's CE Primary, we promote an environment where all children have the right to learn, to be safe and to be respected. We also work hard to develop a love and enthusiasm for learning. Our school vision is, 'To be fruitful in all we do' and our school values, based on Christian principles are integral to creating this environment: These values are:



Children need to feel able to contribute to all lessons and feel their contributions are valued and built on. Children also need to know that everyone makes mistakes and when mistakes are made they need to use them as a platform for learning.

In order to prepare children for responsibility and independence, children need to know what good behaviour is and celebrate this, enabling them to build high self-esteem. This brings about a caring, respectful environment where children can succeed. It is also important for children to learn that there are also consequences for inappropriate or unacceptable behaviour.

All school staff administer rewards and consequences, together with children having the freedom to acknowledge good behaviour amongst their peers.

Attitudes to learning and behaviour:

We aim to encourage children to:

- Model our school values
- Engage in learning both actively and respectfully
- Follow instructions the first time
- Settle quickly and quietly to work
- Have high expectations of themselves and others

Rewards in school

- Children are praised verbally, through feedback or by giving rewards specific to classes
- Stickers or certificates are given to take home indicating the reason given
- Children are given certificates for good work and for following the school values. Their peers are also encouraged to give certificates for acts of kindness and other examples of following our school values

- Head Teacher golden stickers are given for exceptional work or behaviour and Deputy Head Teacher silver stickers are given for work and behaviour highlighted by class teachers
- Class rewards are given over the course of the year in agreement with SLT
- **Any other rewards given to children must be agreed with the Head teacher**

Children are involved in ensuring there is good behaviour in school through the following ways:

- Raising issues through the school council or directly to an adult in school
- Nominating peers for a certificate
- Given permission to handle some situations themselves e.g. moving seats if they feel another child is distracting them or by regulating their own behaviour, eg. having a movement break if agreed with the class teacher.

Sanctions

If a child displays inappropriate behaviour they will receive a verbal warning, reminding the child of the appropriate behaviour.

If the child repeats the behaviour again the adult says '***This is your final warning***' and again reminds the child of the appropriate way to behave.

If the child does repeat the behaviour a consequence will be given by the class teacher. This may include working in a different class or outside the Head teacher's office for a short time or sitting in the hall for 5 minutes at break time.

Each session is a new session so warnings from previous sessions do not carry over.

If a child displays behaviour that is extremely unacceptable e.g. physically/verbally hurting another child deliberately, there will be an immediate consequence with no warnings. They will be sent straight to the head teacher/deputy head teacher and parents/carers may be notified.

Playtimes and Lunchtimes

If a child displays low-level inappropriate or unacceptable behaviour outside they will receive a verbal warning, if the child repeats the behaviour again the adult will say '***This is your final warning***' explaining the appropriate behaviour the child should be displaying. If the child does repeat the behaviour, they will have a 2-minute sanction standing with an adult. If the behaviour continues, this will then mean a 5-minute sanction standing with an adult. If there is a serious incident, then this will be dealt with by senior staff.

Extreme cases of behaviour

For a minority of children, the rewards and consequences of both classroom and playground may not be appropriate. These children may have additional special educational needs and therefore will need a very supportive approach to ensure they can succeed at school. As part of their provision, they will have a positive behaviour plan drawn up, which will outline their behaviours and the support they will receive should they display inappropriate or unacceptable behaviours. In extreme circumstances where staff are concerned these children may harm themselves and/or other pupils, then the strategies from EDR Training (Engage, disengage, reengage) will be used. EDR uses strategies to transform relationships, equipping everyone to manage distressed behaviours and conflicts safely and respectfully. Staff working alongside these identified children will be given appropriate training in the use of EDR strategies to support reinforcing positive behaviours in school.

If a child's behaviour is considered extreme and puts others or themselves at risk, then that child may be suspended or permanently excluded. At this point, the school's Suspension and Permanent Exclusion Policy will be followed.

Reasons for suspensions or permanent exclusions:

Headteachers are trusted to use their professional judgement based on the individual circumstances of each case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Preventing and tackling bullying and child on child abuse

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (DfE 2017)

Child on child abuse is **any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children**, and within children's relationships, friendships, and wider peer associations. It could include harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks to bully others.

At St Edward's School we are aware of the possibility of bullying and child on child abuse both within the school, or outside of school. Staff are vigilant in identifying behaviours that could lead to this and appropriate strategies are put in place so that any potential bullying behaviour or child on child abuse is stopped before it becomes serious. There is no single solution to bullying or child on child abuse. When incidents of bullying or abuse do occur, staff deal with these quickly and effectively, working with parents/carers and the children involved, responding to each case individually. Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support. Records and subsequent actions are kept and monitored and reported to Governors.

Children have regular opportunities to learn about behaviour; they are encouraged to talk about others' and their own behaviour, whether good or bad, and understand what bullying and child on child abuse in its real sense means as opposed to others simply being unkind. Tolerance, respect and an understanding of different views, and cultures are part of our school's SMSC/RSE curriculum. Cyber bullying is also part of our on-going e-safety curriculum. Pupils are supported to have a reflective time and restorative conversation (if appropriate) with others after any incident.

Behaviour outside of school premises

At St Edward's School we encourage and expect good behaviour from our children both inside and outside of school. If a member of school staff witness' poor behaviour outside of school or non-criminal poor behaviour either off site or online is reported to school by a member of the community

then the Head Teacher/Deputy Head Teacher might follow the school behaviour sanctions. Conduct outside of the school premises (including online) that school might sanction pupils for include misbehaviour:

- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform
- When in some other way they are identifiable as a pupil at the school
- That could have repercussions for orderly running of the school
- That poses a threat to another pupil
- That could adversely affect the reputation of the school
- Any situations where other agencies including the police have been involved

The decision to sanction a child, if made, will be explained to parents/carers.

Reintegration and Restorative Conversations

Restorative conversations will be held between the child/ren and any relevant adults involved in incidents, to develop an understanding of the impact of behaviour choices and to rebuild positive relationships and to reinforce the expected behaviours and values held at St Edward's.

If a child has been removed from a classroom for an extended period or is returning from a suspension or alternative provision, then a reintegration meeting will be held as laid out in the school exclusion policy.