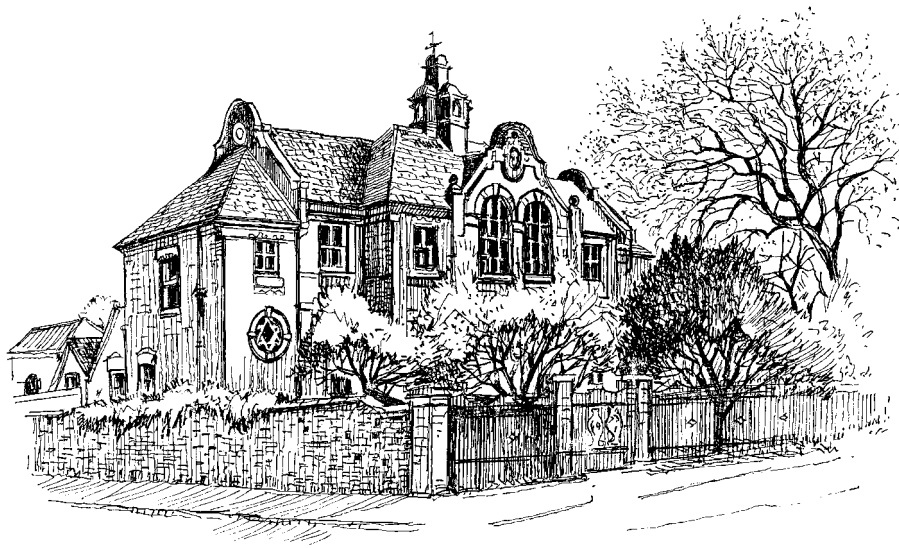


St. Edward's C of E Primary School



‘Our vision is to be fruitful in all that we do’

Pupil Behaviour Policy

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 a period of time at break time or lunch 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.

See **Appendix 1** for the schools Graduated Behaviour Approach, this approach is not exhaustive and is intended to offer examples rather than be complete or definitive.

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 (including sexual violence and sexual harassment between children)

'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.

Disclosures or concerns about Harmful Sexual Behaviour must be reported immediately to the DSL following the reporting procedures. The Hackett continuum will be used to measure the behaviour. Records will be recorded on school's safeguarding system. All children involved in an incident will be seen as victims.

The school will, if necessary, seek advice from a safeguarding partner or refer to resources from the Centre of Expertise on Child Sexual Abuse. In some cases, such as one off incidents of HSB or sexual harassment, it may be appropriate for the school or college to manage the situation internally.

In some cases, the school will have a statutory duty to refer the incident to the police and/or social care. Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under

ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. The following advice may help schools and colleges decide when to engage the Police and what to expect of them when they do.

The school has a zero-tolerance approach to sexual harassment and sexual violence. Abuse will never be tolerated or seen as banter, just having a laugh or part of growing up. All staff have an 'it could happen here approach'. 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.

Appendix 1 - Graduated Behaviour Approach

	Definition	Examples	Possible Consequences	Next Steps for Staff
1 - Accidents	An event that happens by chance or that is without apparent or deliberate cause.	- Injury of another child while tackling during a football game. - Throwing something which hits someone else but not aimed or intentional but could be part of an escalation.	Quiet reminder Verbal warnings Non-verbal signals	Class teacher to respond to all stage 1 behaviours. Class teacher to reflect on what else can be put in place to avoid this happening in the future.
1 - Behaviour incident: physical	A hit, slap, push, kick which was done to intentionally to another child.	- While in class purposely moving over to another child and hitting, pushing or snatching an object resulting in an injury or upset. - While outside aiming an object while throwing with the intention to hit another child to hurt or upset them.	Change of seating in class Missed minutes during playtime Stand near the adult during break/lunch	Often praising good behaviour so it has a positive effect on these misbehaving.
1 - Behaviour incident: verbal	Usually intentional but could be a reactive use of hurtful name calling or swear words directed at another child with the intention to upset or emotionally hurt.	- Using swear words or derogative language not directed at a child or children. - Choosing to use unkind words or names towards another child or children where they are highlighting personal physical or behaviour differences with the intention to hurt or upset – four-eyes, fatty, ginger, naming a child during a game of Kiss, Marry, Kill etc		
2 - Verbal aggression to a peer	A type of emotional aggression directed at a peer. When	- Telling someone - the class would be better off if the child were dead.	Missed minutes of playtime or lunch in the hall	Class teacher to reflect on any triggers which may have preceded the

	someone uses their words to assault, dominate, ridicule, manipulate, and/or degrade another person and negatively impact that person's emotional health. *Escalated to Deputy or Headteacher*	- Directing swear words at another child – You are a **** idiot, I wish you would **** off and leave me alone, etc.	Time out in another space with work Time out in another space with work for an extended period (usually a half day) when stage 2 behaviours are displayed repeatedly in a half term – this is referred to as an internal isolation from peers.	behaviour and any points at which de-escalation or refocussing tactics could have been implemented. Incidents to be recorded on Arbor by class teacher. Playtime and lunchtime incidents to be reported to the class teacher and recorded on Arbor.
2 - Physical aggression to a peer	Any kind of physical, sexual, emotional or financial aggression or coercive control exercised between children. *Escalated to Deputy or Headteacher*	- Controlling who the child plays or does not play with by enforcing their own ideas and wishes on the child or group. - Goaded another child into a physical fight and intentionally striking to cause pain and injury. - Using group coercive behaviour to make another child conform to the group's ideas/play or to isolate and hurt a targeted child.		Parents to be contacted by the class teacher or member of SLT if child has repeatedly displayed stage 2 behaviour in a half-term. Review provision in place and see if further intervention or support is needed.
2 - Physical aggression to a staff member	Any kind of physical, sexual, emotional or financial aggression or coercive control	- Intentionally kicking, hitting, punching, pushing, spitting at, inappropriately touching, stabbing, etc an adult in school with the intention of causing harm. - Cutting an adult's hair		Class teachers to support pupils' learning and behaviour needs. A positive behaviour plan to be considered for children struggling with repeated incidences.

	exercised towards an adult. *Escalated to Deputy or Headteacher*	- Stabbing an adult with a pencil - Slamming a door on an adult with the intent to harm - Jumping on an adult's back		
2 - Verbal aggression to staff member	A type of emotional aggression directed at an adult. When someone uses their words to assault, dominate, ridicule, manipulate, and/or degrade another person and negatively impact that person's emotional health. *Escalated to Deputy or Headteacher*	- Telling an adult - school/life would be better off if the adult were dead. - Directing swear words at an adult – You are a **** idiot, I wish you would **** off and leave me alone, etc. - Spreading untrue rumours about an adult's personal life. - Intentionally accusing an adult of something which is untrue with the intention of getting the adult in trouble.		
3 – Bullying	Intentional repetitive behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. *Reported on externally to governors.*	Missed minutes of playtime in the hall (usually 10 mins) Time out in another space with work (usually 15 mins) Time out in another space with work for an extended period (usually a whole day) when stage 3 behaviours are displayed repeatedly in a half term – this is referred	Recorded on safeguarding forms with notes from parental conversations. Class teacher to use a two-week monitoring for to identify specific behavioural needs, pinch points or triggers in the school day.	
3 – Peer on Peer abuse	Peer-on-peer child abuse can include: bullying (including online bullying) because of someone's race, religion, sexuality, disability or gender); abuse by a girlfriend, boyfriend or partner; physical abuse.			

	Reported on externally to governors.			
3 – Racist or other prejudicial language	Behaviour characterized by or showing prejudice , discrimination, or antagonism against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized . *Reported on externally to governors.*		to as an internal isolation from peers.	Incidents to be recorded on Arbor by class teacher Playtime and lunchtime incidents to be reported to the class teacher and recorded on Arbor Parents to be contacted by the teacher or SLT if child has evidence of stage 3 behaviour Review provision in place and see if further intervention or support is needed Positive behaviour support plan implemented, monitored and reviewed. Any SEND needs considered.
4 - Dysregulation	Behaviour linked to a SEND need or can be linked to over tiredness or lack of normal routine. A child displaying a behaviour which is	When someone is experiencing emotional dysregulation, they may have angry outbursts, anxiety, depression, substance abuse, suicidal thoughts, self-harm, and other self-damaging behaviours. They may hurt	Time given to regulate	Follow the child's positive behaviour support plan Record on Arbor

	a result of over stimulation or an inability to voice a need which has not been met for some reason. *SENDCo to monitor*	peers or adults and show uncontrolled behaviour.		
5 – Incident outside of school hours	Any behaviour incidences (verbal or physical) reported to school via parents, children or other stakeholders.			