



**St Edward's C of E  
Primary School**  
Exploring faith, life and learning



# Behaviour Policy

**Guidance on how to build and maintain the  
relationships we want to see**

'I have come that they may have life, and have it to the full.'  
John 10:10

## **Mission Statement**

### **Aim**

This policy forms part of the Governors' Policy on Inclusion. The policy exists to ensure the right learning environment is provided, which encourages staff and pupils to be aware of their rights and responsibilities towards themselves, others and the world around them, in order that they can become the best that they can be.

### **In the context of Christian belief and practice we aim to:**

- Make our expectations of acceptable behaviour clear to everyone
- Foster good self-esteem in children, recognising that this leads to positive and responsible behaviour
- Encourage a sense of self-discipline and responsibility for one's actions
- Promote good behaviour by emphasising potential, rewarding success and giving praise for effort and achievement
- Support children to make and sustain friendships and resolve conflict effectively and fairly in order to feel safe in school
- Help children to manage strong feelings such as frustration, anger and anxiety, and recover from setbacks and persist in the face of difficulties
- Use rewards and sanctions clearly and consistently
- Encourage children to compete fairly and win and lose with dignity with respect for other competitors
- Form good relationships with parents so that children can see that the key adults in their lives share a common aim
- Foster a shared sense of pride in St. Edward's Church of England Primary School.

## 1. Introduction

- 1.1. At St. Edward's Church of England Primary School we recognise that the general standard of behaviour is the collective responsibility of the whole staff. Every time a child displays unacceptable behaviour, it must be challenged or it will be seen as being condoned.
- 1.2. We believe that pupils have the right to learn and staff have the right to teach without threat or fear of significant disruption or interruption. We also acknowledge that pupil behaviour and discipline at school is fundamental to raising standards of educational achievement and increasing social inclusion.
- 1.3. All staff and Governors are committed to inclusion and aim to create a positive climate where all members of the school community thrive. We acknowledge that behaviour can be managed by addressing four fundamental aspects:
  - anticipating, preventing and minimising problems associated with unacceptable behaviour
  - modelling and encouraging positive and responsible behaviour and correcting infringements
  - applying appropriate consequences
  - repairing and rebuilding after correction and consequences.
- 1.4. In all aspects of behaviour management, the safety and dignity of all concerned is of paramount importance.

## 2. Class and Whole School Rules

- 2.1. We recognise that having a clear school ethos and culture which values the individual and affirms our commitment to each other as a community can minimise the development of unhelpful behaviour.
- 2.2. Structures and strategies are in place across the school which helps to prevent negative practices. These may be expressed through our stimulating curriculum, our class rules, our whole school principles and the sensitive handling of issues to inhibit their further development. With this in mind, the staff and School Council have developed six school rules:

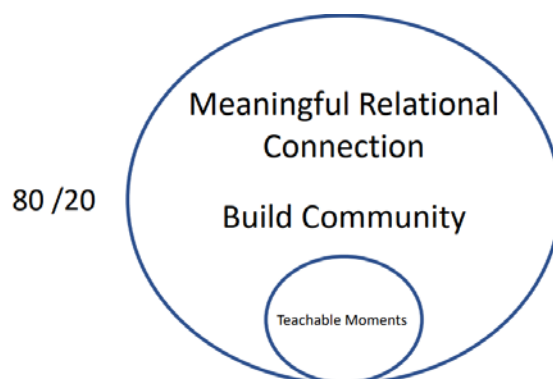
### Whole School Rules

- 1) Respect everyone and everything
- 2) Tell the truth
- 3) Try your best
- 4) Listen to others
- 5) Keep safe
- 6) Be positive and have fun!

- 2.3. Each class write their own set of rules at the start of the academic year which may include speaking and listening skills and expectations regarding conduct in class.

### 3. Acknowledging and Rewarding Good Behaviour and Achievement

- 3.1. We appreciate the importance of a positive approach to ensuring appropriate behaviour and aim to find frequent opportunities to encourage and endorse this.
- 3.2. Good behaviour and positive attitudes and achievements are celebrated through a range of systems, including:
- Praise from staff and peers
  - Circle time
  - Positive behaviour recognised
  - A visit to another member of staff or the Headteacher to share good work
  - Display of work in the classroom and around the school
  - Praise in front of the class and to parents at the end of the school day
  - Children being given responsibilities e.g. milk monitors, reception duty etc.
- 3.3. Parents are informed of their child's achievements through many of the above and through the use of texts. Children's achievements in engagement in learning and behaviour are also graded on the termly and end of year reports. Teachers often call parents to celebrate the right choices a child has made if they have struggled before.
- 3.4. Individual and group rewards contribute to developing a sense of community.
- 3.5. At St Edward's, we focus on building a community by engaging in Community Time at least twice a week, in all classes.
- 3.6. We follow the model of creating meaningful relationships, as outlined below:



## 4. Sanctions

- 4.1. All staff recognise the importance of modelling good interactions with other adults and children, have high expectations and set high standards of behaviour for all children.
- 4.2. Children are taught to be assertive and to resolve everyday conflicts constructively. Part of our role is to help pupils deal with these situations effectively. Children know that if they find themselves in an unpleasant situation or one of conflict, they should:
  - Tell the perpetrator to stop the behaviour which is causing conflict or offence
  - Walk away from the incident
  - Speak to an adult and ask them for help.
- 4.3. There are clear sanctions in place for children in Key Stages 1 and 2 which have been drawn up in consultation with staff and the children themselves. If the behaviour of individual children is considered to be inappropriate, for example, persistent low level disruption, the child or children will be offered a choice and consequence. Any inappropriate behaviours should be recorded onto CPOMS (Child Protection Online Management System).
- 4.4. The consequence of any inappropriate behaviour should, where possible, be reflected in an activity which helps to model appropriate behaviour. For example, if a pupil cannot follow the rules in a game, the pupils could for a short period of time, be the referee etc to enable the pupil to learn the rules for themselves.
- 4.5. If the above sanctions do not lead to a modification of behaviour, or for behaviour of a more serious nature, any of the following may be appropriate:
  - 1) If inappropriate behaviour persists, parents may be asked to be part of a strategy for monitoring and modifying behaviour by completing a Common Assessment Framework (CAF) in consultation with the Early Intervention Hub in order to access specialist support.
  - 2) More serious behaviour issues may result in a fixed term or permanent exclusion.
- 4.6. In case of clarification of an incident, CCTV may need to be checked.
- 4.7. Adaptations will be made for children with SEND/an EHCP. Consistent language will be used.
- 4.8. Children who consistently struggle with making the right choices may be given the support of the Pastoral Manager who works with children who need emotional and behavioural support.
- 4.9. Where necessary, a meeting will be arranged. This will involve a discussion around the challenges presented by a child. An Action Plan will then be created to support the child moving forward.

- 4.10. Where necessary, we will widen the sphere of influence and strengthen relational contexts- see Appendix A.
- 4.11. **Consequences for low-level disruption will be decided at the teacher's discretion. This will be dependent upon the behaviour.**

## 5. Exclusion

- 5.1. In the unlikely event of an incident of a serious nature where children present a danger to either themselves or to the health and safety of other pupils or school property, a fixed term or a permanent exclusion may be enforced by the Headteacher and Governors. In these cases, council guidelines and procedures for the exclusion of pupils are adhered to.
- 5.2. We do not agree that exclusion benefits children and only use if deemed absolutely necessary.

## 6. Bullying

- 6.1. We regard the persistent victimisation of another child, whether physical, verbal or emotional, as bullying.
- 6.2. Our strategies for teaching and promoting positive behaviour, in conjunction with our rewards and consequences and keeping parents/carers informed, go a long way towards reducing the potential for bullying.
- 6.3. There is a separate policy for dealing with incidents of bullying. See the school's Anti-Bullying Policy for further information.

## 7. Racism and other forms of discrimination

- 7.1. At St. Edward's Church of England Primary we are opposed to all forms of racism and other forms of discrimination. The school ethos and curriculum works to provide a positive attitude and develop mutual respect for all communities. (Refer to the Equality and Diversity Policy for information on how such incidents are reported to the Governing Body and the Local Authority).

## 8. Encouraging Responsibility

- 8.1. PSCH lessons (Personal, Social, Citizenship, Health and Economic), and circle times are used to teach children how to value themselves and each other, respect differences and express any difficulties they may be experiencing.
- 8.2. Collective Worship is used to promote positive behaviour and include times of reflection and moments for consideration.

- 8.3. In cases of unacceptable behaviour, children will be expected to reflect on their actions and consider how best to rectify any damage or injustice caused. This may include apologies, either verbal or written, or replacement of damaged equipment.
- 8.4. Community Time teaches the children to making connections with one another and build trust, whilst developing a sense of belonging. It is used to model the behaviours expected and build a community.
- 8.5. Pupils are also taught about their responsibilities within school, the school grounds and outside school. This may include community and environmental issues.
- 8.6. Carefully selected language will be used across the whole school, by all members of staff, to encourage the children to take responsibility for their own behaviour. See Appendix B.

## **9. Enhanced Pupil Support**

- 9.1. Pupils who have recurrent and regular behavioural difficulties are assessed against the criteria in the Special Educational Needs Handbook to see whether they have specific difficulties. When a pupil has recognised Emotional and Behavioural Difficulties (EBD), measures are drawn up in line with the requirements of the Code of Practice.
- 9.2. A Support Plan may be written for children who have been identified as having recurrent and regular behaviour difficulties. This will outline how pupils, school and parents will support the improvement in the behaviour of the child.
- 9.3. Pupils with a Support Plan may receive targeted support from the Early Intervention Hub on completion of a CAF.

## **10. Partnership with Parents**

- 10.1. At St. Edward's Church of England Primary, we believe that the partnership between parents and school is crucial. Parents have an important role to play in securing the appropriate behaviour of their child at school and expectations are laid out in the Home-School Agreement.
- 10.2. Parents are expected to reinforce the school's ethos of work and behaviour.
- 10.3. Parents are notified of any significant issues with their child's behaviour in school either by text message or asked to meet the teachers. It is expected that parents and school staff will work together to create effective solutions.
- 10.4. Parents should notify class teachers or the Headteacher of any circumstances at home or school they feel may affect their child's behaviour or performance in school.
- 10.5. Parents are asked not to withdraw their child from school without good reason.

## **11. Role of the Governing Body**

- 11.1. As part of their overall responsibilities, the Governing Body will ensure that the school complies with its duty to promote positive behaviour.
- 11.2. It is the responsibility of the Governing Body to monitor the effectiveness of this policy. The Governing Body does this by:
  - Monitoring information and data about racial incidents and bullying
  - Monitoring the effectiveness of behaviour strategies within the school.

## **12. Monitoring and Review**

- 12.1. The Headteacher will report any incidents of racism to the Governing Body in the termly report to Governors, together with any exclusions and reports of bullying.
- 12.2. This policy is a working document. Therefore, it is open to change and restructure as and when appropriate.
- 12.3. This policy will be reviewed bi-annually by the Senior Leadership Team in School.
- 12.4. The School Council will be encouraged to engage in decision making or consultation about issues which affect the quality of children's learning and well-being and the impact the Behaviour Policy has on the school and wider community.

## **13. Relevant Policies and Documentation**

This policy should be read in conjunction with these documents:

- Safeguarding Policy and associated documents
- Equality and Diversity Policy
- Inclusion and Special Educational Needs Policies
- Anti-Bullying Policy

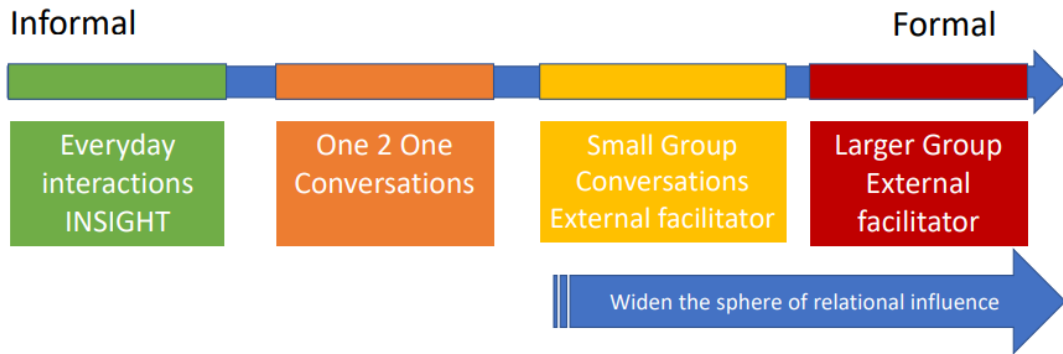
Reviewed: September 2025

Date for renewal: September 2027

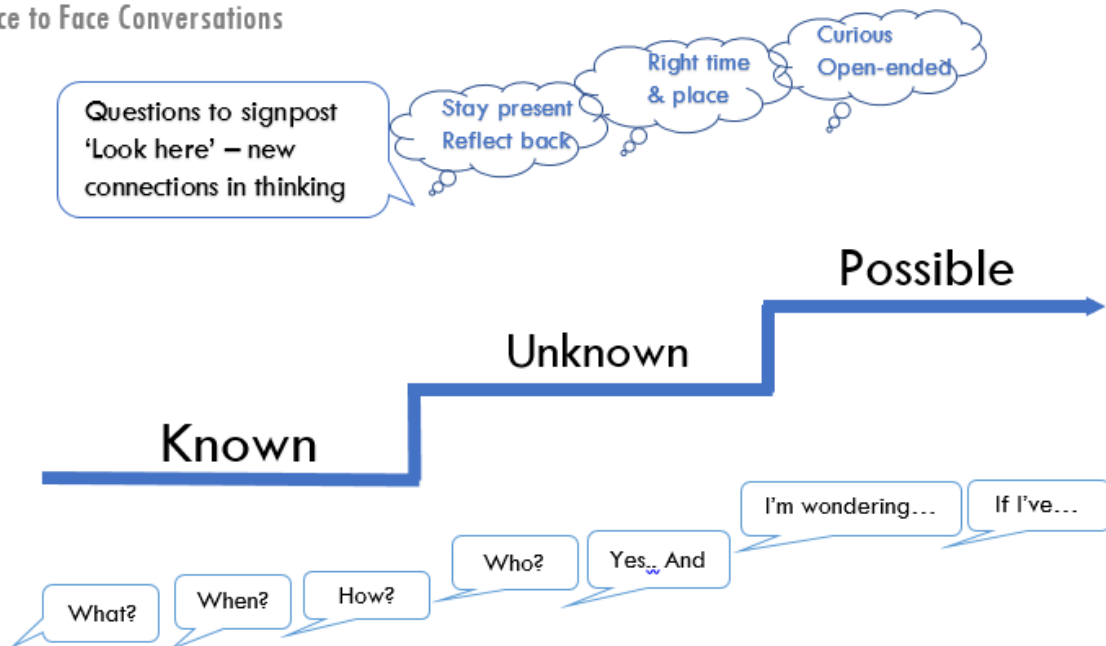
Headteacher: Dr A Petrie

Chair of Governors: Mrs J Banks

## Teachable Moments: Contexts for learning Continuum



### Face to Face Conversations



Appendix B

Teachable Moment: Face to Face Conversations

The Story is Heard

I'd like us to talk....

So ..... What happened? Ok  
and before? And what else?

.. I'd like to hear a bit more  
about...

If there was a camera  
recording what happened...

So I think you are saying...

AND... this is what I noticed  
happening?  
What do you think?

Consequence: Others

I'm wondering ....

Who has been affected/  
hurt/upset by what's  
happened? Ok...  
Anyone else?

How do you think ... is  
feeling now? How else?

How are you feeling now/  
about what happened?

How do you think I'm  
feeling? How else?

Consequence: Me

Let's imagine.... What can  
you do to fix this /make  
things better?

Ok...And what else?  
Is there anything else?

So I think you're saying....

So you can't think of  
anything... I'd like it if you  
did ... Ok... I'll come up  
with what I need you to  
do ... And will expect you  
to do it ...ok?

I see

I imagine

I feel

I need to see...thank you

I'd like to see...thank you