



St Edward's Catholic Primary School



Behaviour Policy

Presented to Governors: Spring 2026

Adopted by Governors: Spring 2026

Review date: Spring 2027

“Let All We Do Be Done in Love”

At the heart of everything we say and do at St Edward’s is the belief that all children are created and loved by God. It is because of this that they deserve the highest possible standards of teaching and learning.

St Edward’s Catholic Primary School recognises that each child is a child of God and as such have the right to feel safe and secure. The children are encouraged to talk and to be heard. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach.

We aim to create a caring environment in which each person is valued as an individual and is encouraged to develop his/her full potential in all aspects of their life. We bring all children to an understanding that we are all members of God’s family and as such we must have respect for ourselves, for other people, including their feelings and their property, and for all living things.

We also believe that all adults who are connected with the school must share the responsibility for establishing and maintaining the values that we wish to see reflected in the children’s behaviour.

St Edward’s is committed to providing an ethos in which individuals are brought to a deeper knowledge and understanding of the Catholic faith within a climate that ensures an education of the highest standard.

Our policy process is supported by the Department for Education ‘Behaviour in Schools’ February 2024 to ensure our practice is up to date. Changes will be checked regularly and the policy reviewed in accordance with any changes to the advice from the Department for Education. [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

Our school Beatitudes that every child knows and follows are.

- Be kind
- Be good
- Be helpful
- Be a friend
- Be honest
- Be polite
- Be the best that I can be

The guiding principles of our behaviour expectations:

1. Experience a positive and purposeful ethos providing a sense of belonging to their school community.
2. Grow in their knowledge and understanding of the beatitudes.
3. Practise the beatitudes to further the call to live life to the full.
4. Appreciate the connection between biblical and practical wisdom and living.
5. Hear the Christian story and encounter it in practice.
6. Understand their uniqueness and dignity as made in the image and likeness of God.
7. Know that our limitations are also opportunities for growth.
8. To notice, to reflect, to pray and to play
9. To exercise the cognitive, affective and behavioural components of character:
know it in your head, feel it in your heart and show it with your hands.

We have a positive and caring attitude towards each other and our environment.

We welcome each and every person who joins our school community and understand that they have a personal part to play. We support each person's talents, they will be valued and enjoyed.

We listen with care to the views and opinions of others, and we respect them.

We each fulfil our responsibilities with regard to completing tasks to the best of our abilities, taking personal responsibility for our school buildings and co-operating with other school members.

Senior Leaders will ensure through staff induction that the behaviour is shared and fully understood to ensure consistency. Behaviour is included in the annual staff training and will be reviewed as appropriate to ensure all pupils needs can be met and supported in the agreed approaches.

Our behaviour policy operates in conjunction with the following policies.

- Anti-Bullying
- Child on Child abuse
- Child Protection and Safeguarding (this includes details on banned items)
- KCSIE
- Exclusions
- SEND and Inclusion
- Online Safety
- Acceptable use
- Health and Safety

Positive behaviour is consistently reinforced everywhere in school, across the school day – each class follow the school rules and have a poster displayed to ensure pupils know the school rules. The school uses a restorative approach, linking in with the RE Virtues programme, PSHE curriculum, where pupils explore self-awareness, self-regulation, motivation and empathy as well as social skills. Children are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour. They are supported to make the right choice and learn how to problem solve. Our School Rules and taught and embedded right through school, from Reception to Year 6. This creates a transparent, whole school theme which everyone strives to work towards.

Responsibilities:

The following roles and responsibilities will be implemented in support of the behaviour policy and to achieve our aims:

Pupil will

- Understand that everything we say and do is underpinned by the values that Jesus taught us, and we are learning to live them out on a daily basis
- Follow the school and classroom rules (See appendix 1 – Be attitudes – Pupil Charter)
- Accept responsibility and the consequences of their actions by following the Restorative Justice Questions and reflect on their actions.
- Listen to and respond appropriately to what adults say
- Not have any mobile phone or smart devices in school with the exception of pupils In Year 6 who hand them into the school office at the start of each day and collect when leaving at the end of the day.

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. (see Anti-Bullying Policy).

Staff will

- Understand that everything we say and do is underpinned by the values that Jesus taught us, and we are learning to live them out on a daily basis

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Ensure all classrooms have a well-resourced and known calm corner in all classrooms to support children with regulation during class time.
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Class Teacher, Pupil and Family Support Worker, Head Teacher and outside agencies as appropriate.
- Ensure the voice of the child is heard to ensure that the child is heard without interruption, at the appropriate time
- Through staff training on using the Solihull Approach staff should consider the use of containment in practice when dealing with a behaviour incident

Containment in practice (how to do it)

I wonder...?

Prefacing your questions with 'I wonder...?' can be very helpful as there is no pressure upon the child to provide an answer. This question will support a child in processing their thoughts and feelings at their own pace, rather than facing a barrage of questions with the expectation that they can provide the answers immediately. Often they don't have the answers to give, which can disarm them and make them feel inadequate.

Calming and Connecting Conversations

When supporting a child who is particularly upset, angry or anxious, the conversation could be based upon the following structure. This should be done at the child's pace. Don't be afraid to leave a silence and allow time for the child to process what has been said. Some children may not feel ready to discuss a solution to their situation. That's O.K – the most important thing is that they have been heard, and their feelings are respected and validated.

Recognition

Keep it factual and name what you can see. (Don't presume you know what is going on for that particular individual at that time – this can be not very pleasant.) Use the child's name first to get their attention.

"John, I can see something has happened."
 "John, I can see you have been crying."

Naming the feeling

Help the individual to name how they are feeling.

"I wonder if you are feeling..."

Empathy

Show understanding and empathy.

"I can see why you are feeling..."
 "I can understand that you are feeling..."

Finding solutions

I wonder what you need right now to help you to feel a bit better / calmer / happier / safer / etc...

It is the responsibility of all adults to implement the school behaviour policy consistently throughout the school. Adults should not act upon the information until all areas of the investigation have been explored. It is the responsibility of the Head Teacher to report upon the effectiveness of the Behaviour Policy as requested.

Parents will

- Understand that everything we say and do is underpinned by the values that Jesus taught us, and we are learning to live them out on a daily basis

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Support their child by ensuring their child attends school regularly and arrive promptly
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

Governors will

- Promote the Christian ethos of St. Edward's School where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents' staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

Children with Special Educational Needs:

Please note that some children fall outside this Behaviour Policy. Such children may be given a Strategy Plan for behaviour and support may be obtained from SEMH (Social, Emotional and Mental Health) specialists. A specific plan may be drawn up with individualised rewards and sanctions in conjunction with child, parent, school and support service if appropriate.

Rewards

It is our firm belief that children naturally respond to praise and encouragement and want to please their significant adults such as parents/carers/teachers. Praise creates a positive self-image in a child, not only helping them to feel good about themselves, but also empowering them with self-belief and confidence and encouraging them to treat others in a similar fashion. After parents/carers, the next greatest influence upon a young child is the teacher. Rewards are most effective if they follow immediately upon the desired behaviour. As the child grows older peer praise gains greatly in significance and this is encouraged, taught and modelled in school.

Rewards are built into the daily routine of school life and include:

- Regular verbal praise from all staff - for good work and good behaviour
- A class charter discussed and agreed by each class
- Class "Gems" awarded for achievement in class and around school where pupils put into practice our school be-attitudes.
- Head Teacher stickers awarded for high quality work/effort and/or behaviour by a child, group or whole class
- Friday celebration assembly award pupils who have:
 - demonstrated the "Be-attitudes" in all they have said and done
 - tried their best in English and maths and in the overall curriculum
 - achieved in an activity they have attended either in school or outside.
- Pupil of the term – selected by Governor from a list presented by class teachers. This award, and trophy, is presented 3 times per year at our end of term assembly.

Sanctions

At St Edward's we make every effort to ensure that sanctions are applied calmly, fairly, firmly and consistently. Quiet, calm reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

We at St Edward's acknowledge that there are degrees of inappropriate behaviour and therefore degrees of responses. The whole school community bears responsibility for the behaviour of every child, and as such will adhere to the "Home School Agreement".

All pupils contributed to devising our “Restorative Justice” questions and responses. These are displayed within each class coupled with a designated “Zone of Regulation”. Children are encouraged to complete a reflection page when they have not adhered to the school “Be-attitudes” and are supported by staff to do this.

Use of Reflection

Prior to a child is given time in reflection adults should.

- Encourage the child to use the calming corner in class to deescalate the situation
- Use the resources within the calming corner to support them to regulate their emotions
- Spend some time with the pupil to establish why low-level disruption may be happening during lesson time. This works on the Solihull Approach model of rupture and repair (appendix 1) and supports the adult to build a positive relationship with the child, which is crucial if the behaviour is to improve and move forward.
- Class teachers should discuss with the child the behaviour and gain the child’s view on how long they feel they should spend time in reflection. Class teachers should support the child in the reflection time matching the severity of the incident.

Consequence	Levels / examples of behaviour concerns	Parent communication
Step 1 Up to 15 minutes	<ul style="list-style-type: none"> - Repeated disruption in class - Not following the school rules in class or around school - Not following adult instructions 	Spoken to by the class teacher
Step 2 Up to 30 minutes	<ul style="list-style-type: none"> - Physically hurting another child / adult - Verbal abuse towards another child / adult - Swearing 	Spoken to by Class Teacher or Family Support Worker
Step 3 Up to a whole lunchtime	<ul style="list-style-type: none"> - Extreme unsafe behaviour - Persistently verbally abusing another child / adult - Persistently physically hurting another child / adult - Incidents of bullying (refer to anti-bullying policy) 	Spoken to by Head of School due to the serious level of concerns.

Behaviour Logs / Chart

A behaviour log will be introduced when a child has been in reflection on more than three occasions in one week. Parents will be invited in to speak with the class teacher to share concerns and implement the behaviour log to ensure home and school are working together to improve a pupil’s behaviour. The behaviour log will be completed each day by the class teacher and will be in place for a two-week period. All behaviours (from any stage) will be logged each day. When a behaviour log has been introduced the child will be included in the process by having a behaviour chart in class to support them in sharing their views on their behaviour and will be asked for their opinion (there will be different behaviour charts for each Key Stage). This will be reviewed with parents at the end of the second week. At this review meeting it will be decided if the behaviour log should be extended or closed, the rationale for this decision would be shared during this meeting. However, should a Stage 2 or 3 incident occur while the child is on a behaviour plan, then parents will be informed immediately, and the school will consider whether an internal exclusion is the next appropriate consequence.

If the behaviour log and chart have little or no impact on the pupil’s behaviour, then during a review meeting it would be discussed to move to a more formal behaviour support plan.

Inclusion

The inclusion of all children of any race, or disability whose special needs we are able to be meet and give appropriate access to the curriculum, is the heart of our foundation. To this end we:

- regularly address appropriate curricular provision through audit and subsequent revised provision to meet the needs of our children
- work with outside agencies to effectively inform staff about individual and group needs
- secure appropriate resources for all properly identified needs

- make real and sustained efforts to enlist support and establish partnership with all parents recognising the needs of the marginalised
- regularly review the effects of behaviour strategies and induct staff into their use
- use key stage and LTS meetings to regularly discuss concerns, lift awareness and build staff confidence and expertise in dealing with different and challenging children
- play situations appropriately resourced and used to extend socialisation and positive interaction and independent self-management for all children

Suspension and Exclusion

Suspension and exclusion are an extreme measure, and every step should be taken through the code of practice and application of strategies and sanctions to avoid suspension and exclusion in line with our Suspension and Exclusion Policy.

Individual Behaviour Plans/Special Arrangements

In cases where individual children experience difficulty in behaving as we would wish them to, and little progress in modifying their behaviour is noted following the consistent use of the school's normal range of rewards and sanctions, the child will need to be discussed with SENCO and parents and consideration given for inclusion on the school's special educational needs register if appropriate.

If this is the case, the child's teacher will discuss the child with the Senior Leadership team and the SENDCo, who will provide advice and support in drawing up and the implementation of appropriate plans or arrangements. This is usually undertaken in liaison with the child's parents/carers and with their support.

The use of reasonable force to control and restrain pupils

Following the issue of draft guidance from the DCSF these are the very limited circumstances in which the use of restraint is appropriate.

- where a pupil's behaviour is at risk of causing injury to him/her self.
- where a pupil's behaviour is likely to cause injury to others (adults or children).
- where a pupil's behaviour is likely to cause serious risk of damage to property.

Pupil transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. With in year transition the school rules and behaviour expectations will be shared with the pupil. The behaviour policy is a document within the school's induction pack that is shared with parents prior to starting at the school.

To ensure behaviour is continually monitored and the right support is in place, information related to behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

Racist Incidents

It is a requirement that any incident with racist overtones must be recorded as a racist incident and immediately reported to the Head Teacher, with details noted down so that official recording can be made and appropriate action taken this would be age/developmentally appropriate. All racial incidents are recorded on Bromcom

Definition of a racist incident

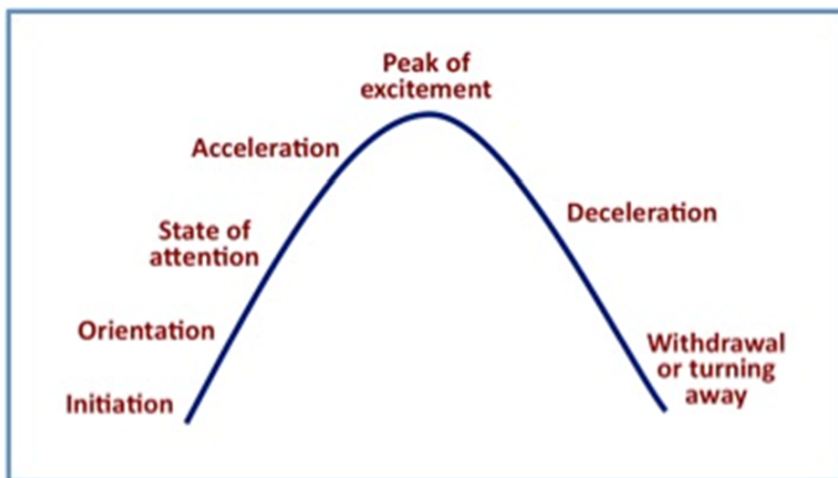
Our definition of racial incidents is that of the CRE (Commission for Racial Equality):

Verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

A racist incident may include:

- Derogatory name-calling, insults, racist jokes and language
 - Verbal abuse and threats
 - Physical assaults
 - Ridicule based on differences of colour, race, ethnicity, nationality, culture, religion or language
 - Refusal to co-operate with others because of any of the above differences
 - Stereotyping based on colour, race, ethnicity, etc.
 - Racist comments
 - Racist graffiti
 - Written abuse
 - Damage to property
 - Provocative behaviour such as wearing racist badges or insignia'
- (Please note this list is not exhaustive)

The Solihull Approach (for further information please refer to the Solihull Approach training manual which is located in the FSW office)



The Dance of Reciprocity is the basis for all healthy relationship. A degree of mismatching is necessary to promote healthy emotional growth and to facilitate resilience. Rupture and Repair[®] is a stage of the Dance of Reciprocity when the child processes the interaction during the withdrawal / look away stage. This leads to learning.



Rupture and repair

- Getting out of step in the dance (RUPTURE) but adjusting to get back into step (REPAIR) = Normal
- We experience that things can still get back on track

Repeated rupture *WITH* repair



Develop hope, optimism, belief things get better, self esteem, self worth, trust in others

Good quality relationships

Repeated rupture *WITHOUT* repair



Don't develop self worth, self esteem or trust in others

? Quality of relationships

Appendix 2

At St Edward's we follow the "Be – attitudes" and therefore our school rules encourage us to be the best we can be!



St Edward's Pledge



"Our Be – Attitudes"

As pupils of St Edward's, we are committed to being

" The Best We Can Be "

- in our attitude towards behaviour and in our learning.

We promise to follow our school rules:

- ✓ Be Kind
- ✓ Be Polite
- ✓ Be Honest
- ✓ Be Helpful
- ✓ Be a Friend
- ✓ **Be the best I can be**

“Let All We Do Be Done in Love”

Reflection Sheet

(EYFS / KS1)

Write or draw a picture

Name:

Date:

What did I do?

Why did I do this?

I was feeling?



Anger



Fear



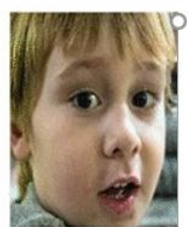
Joy



Natural



Sadness



Surprise

What will I do next time?

Staff Name and signature.....

Pupil signature.....

“Let All We Do Be Done in Love”

Reflection Sheet

(KS2)

Name:

Date:

What did I do?

Why did I do this?

I was feeling?

What will I do next time?

Staff Name and signature.....

Pupil signature.....

Weekly Behaviour Log

Name:

Class:

Date and time	Location	Incident and resulting behaviour	Parents Informed
			Y or N
			Y or N
			Y or N
			Y or N
			Y or N
			Y or N

Appendix 6 – Pupil Behaviour Chart (Scale 0-5 Unacceptable to Excellent)

KS1	Session 1	Break /Rew and	Session 2	Lunch/ Reward	Session 3	End of Day Reward
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

KS2	Session 1	Break	Session 2	Lunch	Session 3	End of Day
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						