



St Edward's Catholic Primary & Nursery School

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Policy Checklist to be inserted

with all current Policies and Key Documents

TO BE COMPLETED BY REVIEWER

TYPE:	Policy	
TITLE:	Behaviour	
Compiled / reviewed by?	All Teaching Staff	
Does it relate to any change in legislation?	No	
Which (if any) model has been used as a framework?	None	
Have any new recommendations / alterations been incorporated?	Yes	
Review Required? If yes, how long	Annually	
If significant changes, who needs to be notified?	✓ as required	
	Teachers	✓
	Pupils	✓
	Learning Support staff	✓
	Clerical Staff	
	Ancillary Staff	
	Governors	✓
	Parents	✓
	Other (specify):	

TO BE COMPLETED AFTER REVIEW FOR ATTACHMENT TO FINAL COPY

When ratified by governors (if required)	November 2018
Next Review (if required)	November 2019
Next Governor approval (if required)	November 2019



St. Edward's Catholic Primary School

BEHAVIOURAL POLICY

St Edward's Primary and Nursery School is a community of love and hope. We welcome, nurture and educate our children as children of God, inspired and guided by the love of Christ and the teaching of the Catholic faith. We share with families and the community a commitment to provide the very best for our children to be all they can be.

"We carry the light of Christ as we love, live, learn and look after each other."

St. Edward's Behavioural Policy reflects the ethos of the school aiming at developing productive relationships where courtesy, consideration, respect and sensitivity are shown and encouraged in others. These qualities should be fostered between children and adults and between classmates and colleagues. Relationships underpin all that we do and all that we are capable of doing.

The aims of this policy are:

- To adhere to St Edward's 3 golden rules (see below)
- To promote good order with positive attitudes, praise and rewards.
- Promote a positive ethos and climate in school
- Create a consistent environment that expects and reinforces good behaviour choices
- Value, respect and appreciate each other, irrespective of age, gender, creed or race and acknowledge that everyone has a positive part to play within our school community
- Develop self-discipline
- To recognise and respond to underlying Mental Health issues including Attachment disorder, anxiety and trauma especially for key groups of children including Looked after children, Previously Looked after children.

Ethos

St Edward's Catholic School's ethos is to ensure pupils and staff feel happy, confident and safe, therefore allowing high quality learning to take place. We believe that a healthy balance between rewards and sanctions exist. We regard behaviour linked instances as 'distress behaviour rather than disruptive behaviour'. We expect everyone to implement the rules fairly and consistently to foster good behaviour choices in a positive way and put in place strategies to support children with ACE (adverse childhood experiences).

We seek to promote an ethos amongst our staff and pupils encapsulating;

- Perseverance - Care - Fairness -Honesty - Achievement - Commitment - Resilience -Forgiveness - Respect - Responsibility - Self-discipline -Trust

Our School is a place where:

- Everyone is made welcome
- There is a culture of safety
- We respect and care for ourselves, others and everything around us
- Everyone benefits from, and is committed to, excellence in learning

This behaviour plan is a teaching document which will be explicitly taught and shared with all stakeholders regularly.

School Rules:

We have three whole school rules:

1. Follow instructions with thought and care.
2. Show respect and good manners at all times.
3. Care for everyone and everything.

Self-Discipline:

Self-Discipline and positive attitudes should be promoted in the children throughout the curriculum. Children should be encouraged to have respect for their own and other people's properties. This respect will be encouraged by all children being encouraged to hang up coats and bags, having their full PE kits and being equipped for school.

The Role of the staff:

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. It is the responsibility of all staff to ensure that school rules are enforced in all areas of the school. Staff at St Edward's will not walk past or ignore behaviour that does not fit within our ethos or comply with our school rules. Children must be treated fairly, with respect and understanding, and school rules enforced consistently. Staff will know the children in their care and be able to differentiate levels of support and sanctions according to need and life experiences of the child. If a member of staff is in doubt they need to refer to the Senior Leadership Team, and ultimately to the Headteacher.

As a Catholic school, the Gospel values underpin everything St Edward's does with the principles of forgiveness, social responsibility and a belief in the potential of every individual to make good choices about their learning and behaviour; with this aim all sanctions include a process of self-reflection, restorative behaviour and an opportunity for penance.

We follow WCC guidelines for Physical Intervention and the use of Restraint (see Policy File in School Office). Staff in our school only intervene physically to prevent injury, or if a child is a danger to self or others. The actions we take are in line with government and local authority guidelines.

All staff at St Edward's Catholic Primary School will:

- have high expectations of the children's behaviour.
- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty, courtesy and respect
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability, and disability
- show appreciation of the efforts and contributions of all children

The Role of Midday Supervisors:

A member of the Senior Leadership Team has regular meetings with the midday supervisors where they are able to discuss any matters arising from their lunchtime duties.

Lunchtime staff are aware of this behaviour policy and will implement the rules and apply them when pupils are in their charge. Staff should be positive with the pupils and take notice of good behaviour, kind acts and helpfulness during their lunch break both in the dining room and around school. Throughout lunch break these instances of positive behaviour will be celebrated with praise and may be reported to the class teacher.

Midday supervisors are able to give out house points to pupils during the lunch break. Midday supervisors have a behaviour pack with two cards included; a blue triangle to indicate that a child is to stop what they are doing and come and speak to the adult, and a red triangle to indicate stop immediately what you are doing, your actions are unsafe. If pupils need "time out" for a few minutes (maximum five) because of inappropriate behaviour they may be sent to stand against a wall.

In the event of more serious behaviour occurring, the midday supervisors will send the pupil into school with a red card. The pupil will report immediately a member of staff for an immediate sanction.

Role of the Headteacher:

It is the responsibility of the Headteacher to implement the Behaviour Policy consistently and fairly throughout the school and to report to the Governing Body, when requested, on the effectiveness of the policy. The Headteacher is responsible for setting the standards of behaviour and for supporting LAC, PLAC and staff in the implementation of the policy.

The Headteacher ensures all staff keep a central record of all reported serious incidents of misbehaviour on o'track and has the authority to give fixed-term

exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school's Governing Body have been notified and will follow the Local Authority guidance. See Appendix G of this policy and our Exclusion Policy for further information. We follow DFE guidance 2008 Improving Behaviour and attendance: guidance on exclusion from schools and pupil referral units.

Role of the children at St. Edward's Catholic Primary School:

Through our Religious Education programme, PSHE curriculum and whole-school assemblies, the children will be taught that their behaviour is a choice and that they can choose good or inappropriate behaviours. They will also be taught that they can take actions to recognise and modify their inappropriate behaviour.

Children should not bring items of value into school (games, toys etc), unless this is supporting the needs of vulnerable groups. Key Stage 2 pupils who walk home from school with parental permission, may bring in a mobile phone which must be handed into the School Office at the start of the day and be collected from there at the end of the day.

Year 6 pupils:

We recognise the contributions and positive impact peer role models can have on the organisation and daily routines of the school. Each September Year 6 pupils are expected to take on additional responsibilities including roles as Play Leaders and Reading Buddies. House Captains will be nominated and, as the most senior pupils on the school, Year 6 pupils are expected to set good examples by helping and supporting younger pupils and demonstrating mature and responsible behaviour choices.

At St Edward's Catholic Primary School we expect all pupils to learn to respect and adhere to the following:

In school, outside on the playground, field, during offsite learning opportunities and as members of the local community.

- be honest
- listen and respond to the teachers' requests the first time and not to answer back (in line with Taking Care Policy, pupils should use their network friends if they feel Early Warning Signs)
- refrain from using any bad language/ swearing, verbal abuse, gender discrimination or racial harassment
 - refrain from fighting or participating in any form of bullying
- walk quietly around the school remembering good manners
- behave appropriately and co-operatively on the playground and to line up sensibly
- apologise for accidental damage and to tolerate accidents of others
- be responsible for their own possessions and be respectful of others' possessions.
- keep the school clean and tidy, picking up equipment and litter and to respect all displays
- be courteous and polite to all

- use equipment for its purpose and share it with others

If a child chooses not to follow the above when outside on the playground or field then Appendix B will be followed.

In the classroom any of the above requirements where appropriate, plus

- adhere to the class rules devised by all members of the class
- behave respectfully and sensibly
- sit sensibly without interfering with others
- listen to the person speaking without interrupting in class/ group situations, and put a hand up before sharing any further comments.
- share resources and tidy them away

If a child chooses not to follow the above in the classroom then the 'Good to be Green' school system will be followed.

Behaviour Outside School

The school may give sanctions for inappropriate behaviour outside school in particular bullying and anti- social behaviour especially if it impacts on school life, causes distress to another pupil or member of the public or reflects badly on the school. If staff, parents /carers, members of the community know of behaviour that might concern the school has occurred the Headteacher should be informed and sanctions must be given in school if appropriate.

Anti-bullying Bullying starts in a small way. If unchecked, it may spread in severity and be copied by others. If bullying is judged to be acceptable by peers it will gain momentum. Bullying may or may not be secretive. Bullying may be dismissed as fun or horseplay. Bullying is contrary to our mission statement, aims and ethos. Any incidents of bullying will be investigated with staff and governors taking action immediately as detailed in our Anti-Bullying Policy.

Role of parents/carers

Home is quite properly the dominant influence in child's life and affects the development of their attitude, performance and behaviour. We believe that all parents want their children to be able to take full advantage of all the activities and opportunities which are offered in school, therefore co-operation between staff and parents is essential. The school works collaboratively with parents/carers, so that children receive consistent messages about how to behave at school.

We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-learning agreement. We will build a supportive dialogue between the home and the school, and inform parents/carers immediately if we have concerns about their child's welfare or behaviour. We will do everything possible to help each pupil whilst he/she is at school, and expect that parents will support the staff by doing the following:

- Discuss the behaviour policy with their child
- Ensure that when on school premises that they are mindful of our rules
- Ensure their child has adequate rest and sleep. A tired pupil is often irritable and disrupts the learning of others and will not be able to learn him/herself.
- Make sure their child is not left unsupervised in the playground before 8.45am and is collected promptly after school.

- At St Edward's Catholic Primary School we do **NOT** have an eye for eye culture. If a child is hit, he/ she should **NOT** hit back, and if their parents encourage them to do this, they are flouting the school policy and condemning their child to immediate sanction. Hitting back promotes aggression rather than discouraging it and is completely contrary to our school ethos.

If the school has to use reasonable sanctions to punish a child it is essential that 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 Headteacher. If these discussions cannot resolve the problem, the matter may be referred to the Chair of Governors.

Role of Governors

The Governing Body has the responsibility for writing a statement of principles for behaviour which must be adhered to in the formulation and review of this policy, and of reviewing its effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher and staff have the day-to-day authority and responsibility to implement the school Behaviour Policy using their professional judgement. Governors may give advice to the Headteacher about what is to be included within the behaviour policy. The Headteacher and staff should have regard to this when drawing up the policy. In the event of the parent's dissatisfaction about behavioural matters, the Headteacher and staff in the first instance will try and resolve the matter. If parents contact a member of the Governing body the Governors should follow the normal grievance procedures. The Behaviour Policy will be reviewed annually. It will also be brought to the attention of parents annually.

The Behaviour Policy is available on the school web-site.

Other adults volunteering working in school

All who volunteer or work in the school must read the behaviour policy and follow the expectations of all adults/staff. Teachers must ensure that the adults in their classroom follow the policy. For example: children are given one warning before action is taken to address any issues. Volunteers should always refer any instances of unacceptable or inappropriate behaviour to a member of the school staff.

The curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour choices. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, as a signal that the children's efforts are valued and that progress matters. (See Our School Prospectus, Marking Policy and the Teaching and Learning Policy).

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour choices. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. We recognise that relationships between teacher, learning support assistant and pupil, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Therefore;

- the classroom should be a welcoming environment
- classrooms should be organised to promote independence and personal initiative
- furniture should be arranged to provide an environment conducive to on-task behaviour
- materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption
 - displays should help develop self-esteem through demonstrating the value of every individual's contribution
- teaching methods should encourage enthusiasm and active participation for all
- praise should be used to encourage and acknowledge good behaviour choices as well as achievement.
- Catholic Virtues and values will be taught and all children will be expected to model them at all times.

Every class will have their own set of class rules decided in September by the class and displayed in the classroom (no more than five). These rules should be worded positively, i.e. 'Do your best' or 'be kind'. The children should be told what each rule means and the kind of behaviour expected. The children should be made aware when they have broken a rule and be sanctioned accordingly. The class teacher should make it clear that it is the behaviour that is not acceptable and talk to the child in terms of behaviour choices.

The choices poster should be displayed in each classroom and outlines what will happen if a child chooses inappropriate behaviour. If a child loses their lunchtime they will complete a behaviour journal (either written or as a drawing). The completed behaviour journal will be kept in a file in the class room to be discussed with the child and parents/carers if required. A copy must be sent home along with a covering letter which must be signed by a member of the Senior Leadership Team (both documents will be kept on file for the duration of that academic year).

Pre-School and Nursery

Due to the age of children in Pre-School and Nursery they do not follow the 'Good to be Green' guidance, instead the children have a rainbow, sunshine, cloud system. All children start on the rainbow, good behaviour will result in children moving to the sunshine and poor behaviour choices lead to children moving to the cloud. Sanctions will be determined by the Nursery / Preschool teacher dependent on the age and emotional state of the child. Parents will be informed if a child has moved onto the cloud. The Headteacher will be informed of persistent poor behaviour choices.

Wrap and Holiday Club Care

Children attending the schools 'Wrap around' and 'holiday club' care will follow their own behaviour policy. As these take place outside of the school day as a result staffing structures differ. This also reflects the different environment associated with before, afterschool and holiday club care.

Rewards / Praise

Praise:

Positive reinforcement of 'good' behaviour is essential. This can be as simple as a verbal 'well done' from the teacher, or stickers. Fortnightly 'Time to Shine' assemblies take place where the Head teacher rewards children who have been identified by the class teacher as having worked hard or behaved well. These assemblies are held on Fridays where class head teacher awards will be given to those children identified by their class teacher as working hard or showing a positive attitude around school. The class teacher will also nominate a child for the 'Virtues and Values' award linked to behaviour demonstrating the Catholic Pupil Profile values. Parents are invited to attend these assemblies. The children receive House Points for good behaviour and learning attitudes which are counted fortnightly and totalled half termly with a reward for the House with the most 'points'. As a class the children have a reward system for recognising good 'team' choices and behaviours e.g marbles / pompoms with a chosen reward upon achieving the agreed amount.

When giving rewards to pupils we always make the reason for the reward clear and intend that other pupils will also learn from the exercise. We know that effective praise helps the child appreciate how their achievement is helped by their own attitude. It acknowledges effort, focuses attention on relevant behaviour and fosters motivation for improvement. We follow the '*Good to be Green*' (further reading) behaviour reward system in all classes with a traffic light system and individual Good to be Green behaviour log sheets.

Rewards we give to pupils include:

- approving look, nod, smile
- private praise
- stickers (including weekly Good to be Green for those achieving 100% green all week)
- smiley faces and positive feedback in marking
- Public praise in class and in assemblies
- House Points
- informing parents by letter or telephone
- displaying work and sharing in achievement assembly
- the fortnightly 'Time to Shine' Assembly certificates
- Golden Time (15 minutes per week)
- Class rewards: class points / awards individual to the class where 'team' work, positive whole class behaviour choices can be recognised.

Sanctions for unacceptable behaviour

There is no place for violence, bullying, harassment (racial, sexual or other), vandalism, rudeness or bad language within our school community and these types of behaviour will be strongly discouraged. We always try to work within a positive framework keeping parents / carers (and if necessary governors) informed and recognising the mental health and wellbeing of the child. We understand that at some time during their time at St Edward's Catholic school most pupils may have instances when they have difficulty in behaving in the appropriate manner and may need an individual behaviour plan. However, when there are some pupils who present with persistent behaviour that we find very difficult to manage, we will refer to an outside agency such as the Educational Psychology Service or the Warwickshire Education Intervention Service (EIS) for further help and guidance. Children See Appendix A and B for the structure of discipline for unacceptable behaviour, which is displayed in all classrooms and learning areas.

Escalation of the discipline plan may include:

- Telephone call or Letter Home detailing next step i.e. detention or removal of privileges.
- Parental involvement
- Behaviour Journal (daily for an agreed period of time)
- Headteacher Referral

The Headteacher and SLT will decide on a course of action in line with LA guidelines and current government legislation. When dealing with inappropriate behaviour we are conscious of always maintaining the pupil's self-esteem – it is the behaviour that is unacceptable not the pupil.

We encourage sanctions to be negotiated which are appropriate to the offence. We will:

- Check with the pupil that he/she understands why they are in trouble.
- Establish that the pupil knows that their behaviour was unacceptable
- Explore with the pupil the effect their behaviour has on others.
- Examine with the pupil, strategies for avoiding the same situation in the future.
- Encourage the pupil to think of an alternative acceptable strategy to use in similar situations for the future.
- Use problem-solving strategies.

The most powerful sanction for the majority of the pupils is the disapproval of those whose views (adults or peers) they respect. We use circle time to actively encourage a greater knowledge of, and respect for, one's peers, to enhance self-esteem and to foster a caring ethos.

Sanctions follow Appendix A, B and should, whenever possible, be immediate and of short duration. Sanctions include:

- A non-verbal sign (e.g. Shake of the head)
- Ignoring (within boundaries)
- Discussion with an adult

- Comment written into home/school book (this to be discussed with Inclusion Manager) and should always be alongside verbal communication
- A private verbal rebuke and reminder of acceptable behaviour
- Repetition of a task if necessary
- Removal from the scene of disruption
- Isolation within classroom (Time out)
- Removal from the classroom to an alternative supervised area
- Withdrawal of privilege (Golden Time)
- Drawing up a behaviour contract.
- Referral to Deputy Head/ Senior Leader
- Referral to Headteacher
- Informing and involving parents by phone

Guidance on 'Good to be Green' behaviour system. We expect all children to follow our three Golden Rules. We recognise there are instances where this will not be the case. In these instances we follow our 'Good to be Green' behaviour system

Step 1 – quiet, verbal reminders / removal from the situation / mindful look

Step 2 – if the behaviour continues it will result in a clear verbal warning using the phrase “this is a warning”

Step 3 – yellow card (5 minutes off next playtime, supervised by the member of staff who issued the yellow card)

Step 4 – red card (between 15-30 minutes off lunchtime, supervised by a member of SLT, behaviour journal, parents informed via text message or letter)

Yellow cards should be issued for the following actions;

- Continuous low level disruption
- Not following an adults instructions
- Failure to respond to the warning given

Red cards should be issued for the following actions;

- Swearing Physical violence
- Damage to property
- Lack of respect to an adult or child

Damage to property Lack of respect to an adult or child

We deal with serious offences (see Appendix G) in more formal ways such as:

- Keeping an official record of incidents
- Referral to external agencies • IEP/ IBP
- External agency Support initiated
- Letter to parents and a formal meeting to discuss the misbehaviour with them
- Withdrawal of a major privilege
- Isolation from peers during lunchtime (internal lunchtime exclusion)
- Removal from the school site for lunchtimes (lunchtime exclusion)
- Removal from class for an agreed period of time – internal exclusion. We believe that the above sanctions will be effective in dealing with most situations, which occur in school.

We should only consider using the following sanctions once other strategies have proved unsuccessful, or to deal with a very serious isolated incident:

- Imposition of detention outside school hours. Although parental consent is not required parents must be notified.
- A short fixed term exclusion
- A formal meeting between the pupil, parents and a member of the governing body
- Permanent exclusion
- The Headteacher or the Deputy Headteacher only are authorised to carry out these sanctions

Fixed term exclusions will be considered for the following:

- Fighting or aggressive behaviour;
- Blatant verbal abuse of staff;
- Physical abuse of staff;
- Repeated refusal to conform to the requirements of this behaviour policy;
- Persistent behaviour detrimental to the learning or well-being of others.

The Power to search and confiscate property from pupils

If staff feel that it is appropriate to search pupils two members of staff must be present and the Headteacher notified unless there is an immediate Health and Safety issue. Staff must follow the schools Safeguarding Policy. Although parents need not be notified they should be informed as soon as possible. Items that can be searched for without consent

- Knives
- Alcohol
- Cigarettes
- Fireworks
- Articles that have or could cause injury or damage to property
- Pornographic images

In the case of any of the above then Social Care may need to be informed or the Police. Some items may need to be returned when and if the Head decides it is appropriate. If necessary, reasonable force may be needed when confiscating the item. Staff must follow our Team Teach Policy and should only be used as a last resort.

Support for pupils with SEBD (Social, Emotional and Behavioural Difficulties)

The school acknowledges its responsibilities under the Equality Act 2010 in respect of Safeguarding and of pupils with Special Needs and The Code of Practice 2014. Staff should always consider whether continued poor behaviour by a child, despite support and intervention gives cause to suspect that a child may be suffering or likely to suffer significant harm or may be the result of an unmet need.

Early intervention is crucial. The school will support children in having good mental health and be mindful of the fact that poor behaviour can mask mental health issues. The Inclusion Manager in liaison with teachers and the parents will organise support from outside agencies where it is deemed appropriate.

Children who have behaviour related conditions will have Personalised Behaviour Plans, In-school support may include support to the pupil's teacher or additional one to one work.

Staff will be mindful that children with diagnosed conditions such as Autism, Attachment Disorder etc may present behavioural challenges. In such cases a specialised Personalised Behaviour Plan may be followed.

Restraining Pupils

Physical restraint of a child should be a last resort and should only be used in the following situations: If the child is at risk of hurting themselves or others; If the child is causing significant damage to property; If the child is disrupting the good of the school.

Members of staff requiring assistance should send a red hand and the first readily available member of staff should offer assistance.

The incident must be recorded on otrack. A debrief must take place. A letter to parents informing them of the incident must be sent and if there is a risk of repeat incidents, a signed consent form must be completed.

Restraining does not automatically mean a child should be sent home or excluded. This decision will be made at the Headteacher's discretion.

Pupils who make accusations against school staff

All accusations will be taken seriously. The advice and Policy Dealing With Allegations of Abuse Against Teachers and Other Staff will be followed.

Staff so accused will not be automatically suspended. Malicious allegations against staff will be taken seriously and the appropriate sanction imposed dependent on the age of the child.

Related documents

This policy should be read in conjunction with:

- The anti-bullying policy
- The physical intervention and restraint policy
- The marking policy
- E-safety
- School Prospectus
- Teaching and Learning policy
- Safeguarding and Child Protection Policy

See attached appendices:

Appendix A: Learning Space Behaviour Choices poster

Appendix B: Lunchtime Choices Poster

Appendix C: Choices reminders

Appendix D: KS1 Behaviour Journal

Appendix E: KS2 Behaviour Journal

Appendix A

At St Edward's we make the right choices about our behaviour.

If you choose the wrong behaviour this will happen;

1st time: Reminder – you will be given the opportunity to make the right choice about your behaviour

2nd time: Warning – if you choose to continue with the wrong choice, you will be given a clear, verbal warning

3rd time: Yellow card – if you choose to continue with the wrong choice, your traffic light will change to yellow and you will miss 5 minutes from your next playtime

4th time: Red card – if you choose to continue with the wrong choice, your traffic light will change to red and you will miss at least 15 minutes from your lunchtime - supervised by a member of SLT. You will complete a behaviour journal, a copy of which will be sent home and kept on your file.

Escalation: If you receive 3 red cards in a half term your parents will be brought into school for a meeting with the Headteacher and there may be serious consequences.

Appendix B

Lunchtime

At St Edward's we make the right choices about our behaviour. If you choose the wrong behaviour you will be shown one of these images as a sign for what we expect you to do;

Your behaviour is putting you or others at risk.

Stop immediately and come here.



We need to talk.
Stop what you are doing and
come here

We need to talk

Stop what you are doing and
come here.

Behaviour Journal

Name _____ Year _____

This is the rule I broke _____

Pupil's Signature _____ Date _____

Behaviour Journal

Name _____ Year _____

This is the rule I broke _____

I chose to break this rule because _____

This is what I could have done instead _____

Pupil's Signature _____ Date _____