



St Edward's Catholic Primary & Nursery School

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Chair of Governors: Mr M.Dunne

Executive Head Teacher: Mrs L. Flanagan

Policy Checklist to be inserted with all current Policies and Key Documents

TO BE COMPLETED BY REVIEWER

TYPE:	Policy	
TITLE:	Positive Behaviour Policy	
Compiled / reviewed by?	All teaching staff	
Does it relate to any change in legislation?	Yes	
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)	October 2025
Next Review (if required)	September 2026
Next Governor approval (if required)	September 2026

At St Edwards, we are committed to fostering a safe, respectful, and inclusive learning environment where positive behaviour is consistently promoted and celebrated. This Positive Behaviour Policy has been developed in alignment with key legislative and statutory guidance to ensure it reflects best practice and legal compliance.

In particular, the policy has been shaped by the following legislation:

- **Education and Inspections Act 2006** – especially Sections 88–94, which require schools to promote good behaviour and discipline and maintain a written behaviour policy.
- **Education Act 2002** – outlining the duty of schools to safeguard and promote the welfare of pupils.
- **Equality Act 2010** – ensuring that behaviour policies are inclusive and non-discriminatory.
- **Special Educational Needs and Disability (SEND) Code of Practice** – guiding our approach to supporting pupils with additional needs.
- **Use of Reasonable Force (DfE Guidance)** – informing staff responsibilities and safeguarding practices.
- **Searching, Screening and Confiscation in Schools (DfE Guidance)** – ensuring clarity and consistency in managing incidents.

This policy also reflects current Department for Education guidance on behaviour and discipline in schools, and supports our whole-school ethos of respect, responsibility, and readiness to learn.

The Staff of St Edward's Catholic Primary School aim:

- to be a welcoming community where each member is valued and respected because we are unique in the sight of God.
- to help everyone in our School Community to grow in the knowledge and understanding of our Catholic Faith and the person of Jesus Christ.
- to encourage all in our school to reach their full potential within a happy, secure and stimulating Catholic environment.
- to foster and maintain links with the home, parish and the wider community.
- St Edward's has two guiding principles:
 1. All individuals are valued for themselves in the sight of God and so staff and pupils treat each other with respect and courtesy at all times.
 2. All young people have God-given talents and must work hard to develop their potential and make use of their abilities.

We believe that the ethos of our school and the planning of the curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school.

Pupil behaviour is motivated to be 'Christ like' in their dealings with others following our positive behaviour policy. The school has 3 school rules only. These have been made as simple as possible to allow pupils to understand them.

1. Love God, ourselves and each other.

2. Live life in response to God's teachings.

3. Learn to achieve our best in everything we do in School.



Staff are expected to:

- Establish and maintain clear and consistent expectations and boundaries
- Model forgiveness and the possibility of restoration and a new beginning in their relationships with both adults and children;
- Be visibly consistent in approaches – not walking by;
- Benefit from a calm and secure environment in which to teach effectively;
- Use Core Values and restorative language to support good behaviour for learning;
- Build positive relationships with the whole school community – discussing any issues with parents and carers in a timely manner;
- Consider the reasons why behaviours are being displayed

Pupils are expected to:

- Show respect to staff, each other and their learning environment
- Always do their best and make it easy for everyone else to learn

Reflect on their actions thinking 'What would Jesus do?'

- Take care of equipment, furniture and surroundings
- Always walk quietly and sensibly around school
- Always come to school on time and in the correct school uniform
- Promote the good reputation of the school in the community, bearing in mind that the code of conduct applies to and from school and on all activities that take place off site.
- Adhere to anti-bullying procedures and report all incidents of bullying to a staff member.

Parents are expected to:

- Be fully informed about the school's Catholic ethos, Core Values and the Positive Behaviour policy;
- Always come to school on time and in the correct school uniform
- Feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the school's Core Values;
- Be confident that their child is developing personally, socially, morally and academically;
- Keep the school informed of any significant events that may affect their child in school;
- Support the school in developing appropriate behaviour;
- Remain vigilant regarding the use of Social Media and Communication Technology.
- Contact the class teacher if they have concerns. If that concern remains, they should contact SLT/ Head of School and then the Executive Headteacher

CONSISTENCY IN PRACTICE

Consistent language; consistent response: Referring to the agreement made between staff and children, simple and clear expectations reflected in all conversations about behaviour - Ready, Respectful, Safe

Consistent follow up: Ensuring 'certainty' at the classroom and senior management level. Not passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour. Verbal praise, phone calls/texts home for above and beyond.

Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

Consistent, simple rules/agreements/expectations referring to promoting appropriate behaviour that are accessible to all through icons, symbols and visual cues and interesting and creative signage.

Consistent respect from adults: Even in the face of disrespectful children!

Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children.

Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at the school office.

Consistent environment: Display the quality of a good Catholic primary school, consistent visual messages and echoes of core values, positive images of children.

REWARDS AND SANCTIONS

We believe that positive reinforcement of appropriate behaviour is the best way to encourage good standards of behaviour. As our children progress through the school they should begin to acquire a set of Christian moral values, on which their own behaviour is based, such as honesty, sincerity, personal discipline, kindness, consideration and responsibility, to be tolerant to others, respecting their feelings, views and property.

- Verbal praise and positive comments and smiling at learners: praise and positive comments will be given readily, making specific comments on good behaviour using the 'values language'.
- Every fortnight the class teacher will identify positive attitudes to learning, and these will be celebrated in our 'time to shine' assemblies.
- Learners who have done some great learning will be sent to another member of staff or the Head of school for rewards and praise.

House points will be used to reward general good behaviour, in the classroom and around school. These can be given verbally or through written feedback by any member of staff. House points will be counted fortnightly and announced in Friday's assembly. The weekly results will be totalled and at the end of the year, one house will be crowned winners. **Children can be given house points by any member of staff in school.**

“Love one another as I have loved you.” John 16

OUR SCHOOL RULES:



GOING FOR GOLD

OUR THREE GOLDEN RULES

<p>1. Love God, ourselves and each other.</p> <ul style="list-style-type: none"> • We always listen when an adult is talking. • We are polite and show good manners to everyone. • We respect difference and know we are all equal. • We look after our equipment and share it. • We look after our environment. 	<p>2. Live life in response to God's teachings.</p> <ul style="list-style-type: none"> • We follow instructions first time, every time. • We stand up to bullying of any kind. • We walk sensibly around our school. • We know who to go to for help and support. • We stay safe online and outside of school. • We support one another all of the time. 	<p>3. Learn to achieve our best in everything we do in School.</p> <ul style="list-style-type: none"> • We arrive at school on time, every time. • We try our best in all aspects of learning. • We wear our uniform with pride. • We make sure we have the right equipment for school and learning. • We take part fully in lessons and show resilience.
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RESPONSE TO INAPPROPRIATE BEHAVIOUR

On occasions, where a learner finds it difficult to follow our Core Values and positive attitudes and behaviour expectations, adults will:

- seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrong doing;
- establish the facts and be non-judgemental;

- remember that quiet, personal, explicit conversations are essential as opposed to general criticism of whole groups;
- provide learners with the opportunity to make amends – repair and restore.

Where necessary, individual learners may need to have personalised behaviour plan, which would be set up in conjunction with the class teacher, phase leader or other Senior Leader. This will be communicated to parents in the form of a face-to-face meeting.

Remember - It is the behaviour which is unacceptable – not the child. Consider the deed not the perceived reputation of the child.

	Steps	Actions
1	Reminder	Minimal acknowledgement of behaviour, eye contact, facial expression, reminder of the Core Values delivered privately, wherever possible. Repeat reminders, if reasonable adjustments are necessary. (Take the initiative to keep things at this stage if needed.)
2	Warning	A verbal caution delivered privately, wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue – Reflection on what would Jesus do?
3	Last Chance	<p>Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so, and refer to previous examples of good behaviour. Use the 30 second intervention comments:</p> <p><i>I noticed that you are...(having trouble getting started/struggling to get going/struggling with playing kindly).</i></p> <p><i>The expected behaviour you have not shown is...(be kind and loving/be the best you can be/be respectful to everyone and everything).</i></p> <p><i>You have chosen to (move to another seat/catch up with your work later).</i></p> <p><i>Do you remember last week when you...(got that positive note/did that fantastic learning).</i></p> <p><i>That is the behaviour I need to see today... You need to...</i></p>
		<p><i>I expect...(to see your table tidy in 2 minutes) I know you will...</i></p> <p><i>Thank you for...(give them take up time)</i></p>
4	Calm Time	Calm Time will be a short time in a buddy class, in a thinking space or at the side of the playground. It is a few minutes for the learner to calm down, breathe, look at the situation from a different perspective and compose themselves – it should be short.

5	Repair	<p>This might be a quick chat at break time in the classroom/playground (walk and talk) or a more formal meeting – using restorative language.</p> <p>What happened? What were you thinking and feeling? Which Core Value were you not showing? Who has been affected – how did it make them feel? How can you make it right? How can you make sure this doesn't happen again?</p> <p>Depending on the behaviour displayed and whether the behaviour is repeated, this step may involve SLT – for time out they should be sent to a SLT member. The repair may involve 'Community Pay Back', or an imposition (rather than exclusion).</p>
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The member of staff who has dealt with the situation records incidents electronically. This enables staff to monitor behaviour closely and address patterns that may arise. These will be monitored regularly in SLT meetings.

When each incident will be recorded the following 6 questions will be used:

- What happened?
- What were you thinking and feeling?
- Which Core Value were you not showing?
- Who has been affected – how did it make them feel?
- How can you make it right?
- How can you make sure this doesn't happen again?

***Remember each child has a clean state after each lesson.**

COMMUNITY PAY BACK

These are additional responsibilities that will be carried out in the learner's own time, e.g. break or lunchtime – assisting an adult with a club, tidying an area, helping in the lunch hall, sharpening pencils, putting the playground toys away or litter picking. The staff member will remind the learner of the reasons why they are carrying this out, before and after the Community Pay Back. This will be communicated to parents by the adult issuing the sanction, by letter and will be followed up with a review meeting, where undertakings will be discussed, reparation made and clean sheets created. A mentor may be allocated to support the learner; this could be any member of staff with whom they can build a positive relationship.

IMPOSITION

If a child needs to catch up on learning missed - this is sent home with a short note attached and must be completed that evening and signed by the parents/carers. The parents/carers can see that there are expectations that are not being met, and the learner can see that there are consequences for not completing work.

The aforementioned rewards, behaviour expectations and sanctions will be enough for the majority of children. However, should it be necessary, the following sanctions will be applied:

EXCLUSIONS:

Internal Exclusion

An internal exclusion at St Edward's means that a child will complete their set work outside of the classroom that they usually work within. This could be the SLT office or another appropriate area. Only the Executive Headteacher or Head of school can internally exclude. The parents/carers would be informed by a member of SLT sending a letter home. The incident would be logged onto Bromcom.

Fixed Term Exclusion

- If an incident is deemed serious enough to involve fixed term exclusion, the Executive Headteacher or Head of school will endeavour to contact the parents on the day of the incident.
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.
- Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked.
- Parents must meet with the Executive Head Teacher or Head of school on the day that the child returns to school to ensure such events don't reoccur.
- Procedures to appeal against a decision are also clearly outlined in the letter. St Edward's School follows guidelines set out in the Department for Education's document (2012) 'Exclusion from Maintained Schools

HOW A SITUATION IS DEALT WITH

If a dispute happens, we will deal with this with:

Care: it should be widely accepted and applied that all children have the right to a hearing, to tell their 'truth', regardless of their mistakes or misdemeanours as hearing 'learner voice' is fundamental.

Consistency: all staff must accept responsibility for maintaining good behaviour throughout the school, and must model the types of behaviour encouraged by the school policy.

Focus on repairing harm, rather than punishment

Using restorative questioning/debrief:

- What happened?
- What were you feeling/thinking at the time?
- What do you think/feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and others?
- Which Core Value/Behaviour Expectation has not been followed?
- What has been the hardest thing for you?

- What do you think needs to happen to make things right?

These questions are always neutral and non-judgemental; they are about a child's behaviour and its effect on others. It should also be noted that for some children, these questions will need to be asked when they are calmer and therefore not necessarily at the time of the dispute. It should be noted that 'Why' questions should not be used. It is the responsibility of the adult initially dealing with the incident to organise who will be carrying out the restorative questioning/debrief.

Peer on Peer Abuse

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate. If the allegation indicates that a potential criminal offence has taken place, the police will become involved.

Parents, of both the student/s being complained about and the alleged victim/s, should be informed and kept updated on the progress of the referral. The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome using MyConcern.

If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned

Nurture / Well-Being Groups

In our school team we have staff who support children who have difficulty in controlling their emotions. The children who are the intended focus are those who need support for a range of emotions. Anyone involved with a child may highlight concerns for a child's emotional development.

It is usual and expected that prior to the identified need for referral for a child's behaviour, the class teacher will have been keeping the child's parents informed about the child's behaviour.

Prior to the referral of a child for behaviour management, the class teacher must speak to parents and ensure they agree to their child taking part in the nurture group.

The children meet individually or in small groups, with peers of a similar age. Activities are designed to allow each child to share their feelings and to learn how to manage their emotions. The aim is that the children will be able to recognise the early signs of emotions such as anger and through greater understanding, that they may be more able to then employ strategies to manage him or herself to be calm. Children in these groups will also always have named staff as mentors that they can access easily, who will talk to them daily and they feel they can approach if they wish for support.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and provide, equal opportunities for all our pupils. We aim to take into account cultural background, gender, special needs, and gifted and talented children, both in our teaching attitudes and in the sanctions we use with our pupils.

CONFISCATION OF INAPPROPRIATE ITEMS

What the law allows:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property, as a punishment, and protects them from liability for damage to (or loss of) any confiscated items.
2. Power to search without consent for 'prohibited items' including:
 - Knives
 - Alcohol
 - Stolen items
 - Any article that has been or is likely to be used to commit an offence, cause injury or damage of property.

Classroom Intervention – Low Level Class

teacher/TA carries out appropriate sanctions

Year Group Partner Intervention

EYFS, Y1

– Y2 Y3

– Y4

Y5 – Y6

This should not be to address behaviour it should be a up to a maximum of 10 minute time out so the child can calm down.

Assistant Headteacher Intervention

Mrs Conway– EYFS, Year 1, Year 2 and Year 6

Mr Phillips – Year 3, Year 4 and Year 5

Stage 1 BEHAVIOUR PLAN- class teacher leads (parent meeting to take place)

Mentor Intervention

Seek support from SENDCO

Stage 2 BEHAVIOUR PLAN -Phase leader & class teacher SENDCO if appropriate (SLT to be informed by phase leader)

THIS IS STILL CLASS TEACHER RESPONSIBILITY TO ESTABLISH WHAT HAS HAPPENED IN INCIDENTS

SLT Intervention and External Agencies

Stage 3 BEHAVIOUR PLAN- pupils at risk of exclusion

All above and SLT

Circumstances where child may be excluded from school/breakfast club/lessons etc.

Category and Typical Behaviour		Typical sanction	Person responsible
1	(First offence) - Inappropriate language - Aggressive behaviour - Low level but persistent classroom disruption	- Social Action and Community Pay Back - Complete behaviour reflection proforma - Speak to parents upon collection or phone call - Behaviour incident to be recorded electronically. One Off Situations	- CLASS TEACHER
2	Repeat	- Missing a play time - Write a letter of apology/rules for activity - Complete behaviour reflection proforma - Speak to parents upon collection or phone call - Behaviour incident to be recorded electronically. 3x or more each ½ term	PHASE LEADER
3	Continued problematic behaviour Risk of Exclusion	- As above 1. Meeting with phase leader and class teacher to be held with parents 2. Internal half day exclusion 3. Internal full day exclusion 4. External Exclusion - Behaviour incident to be recorded electronically.	PHASE LEADER SLT

*** Children can be escalated to a stage 3 if it is deemed to be a behaviour that harms others**

GENERAL PROCEDURES Lining up

- ✦ Hand bell is rung
- ✦ Children stop then move immediately to their designated lining up spots, in register order.
- ✦ Staff to meet the classes at their spot promptly and ensure lines are quiet before entering the school

Moving around the school

- ✦ No groups should move around the school unaccompanied by a teacher.
- ✦ All children should enter and leave all rooms in an orderly fashion.
- ✦ Teachers will supervise cloakrooms at transitional periods throughout the day.
- ✦ Everyone should walk at all times and keep to the left.
- ✦ Courtesy should be shown at all times.
- ✦ All teachers should greet children from all year groups, with uniform or behaviour reminders given where appropriate.

In the Classroom

- ✦ Teachers should discuss the school rules. The school rules are:



OUR THREE GOLDEN RULES

1. Love God, ourselves and each other.

- We always listen when an adult is talking.
- We are polite and show good manners to everyone.
- We respect difference and know we are all equal.
- We look after our equipment and share it.
- We look after our environment.

2. Live life in response to God's teachings.

- We follow instructions first time, every time.
- We stand up to bullying of any kind.
- We walk sensibly around our school.
- We know who to go to for help and support.
- We stay safe online and outside of school.
- We support one another all of the time.

3. Learn to achieve our best in everything we do in School.

- We arrive at school on time, every time.
- We try our best in all aspects of learning.
- We wear our uniform with pride.
- We make sure we have the right equipment for school and learning.
- We take part fully in lessons and show resilience.

Routines should be in place for

- ✦ Positively entering and leaving the classroom.
- ✦ Getting out and clearing away materials.
- ✦ Accessing the cloakroom.
- ✦ Getting the attention of the class.

- ✦ Wet play.

During Lunchtimes

- ✦ Encourage positive behaviour by engaging children in games and supporting cooperative and collaborative play.
- ✦ Build relationships with children by getting to know children's names.
- ✦ If a child **tells**, listen to them.
- ✦ Do not threaten disciplinary action straightaway.
- ✦ Hear both/all sides before taking action.
- ✦ Ensure that all children have a chance to speak and put their point of view.
- ✦ Decide on the course of action, using the *right choices* behaviour system and language

In the Hall

- ✦ Children line up and enter and leave in silence, with hands joined, accompanied by their teacher.
- ✦ Uniform should be checked before going into the hall.
- ✦ 'Assembly order' lines are good practice and ensure that children who are likely to chat are not sitting together.
- ✦ During assembly, children should sit in silence unless asked to participate.
- ✦ If all teachers are not present, they should return before the end of the assembly and provide a reason for non-attendance.

On educational visits

- ✦ Children should wear school uniform in so far as it is appropriate.
- ✦ Lining up should be in register order.
- ✦ Routines used in the classroom should be used when on trips or visits.

COMMUNITY PAY BACK

DATE

ADDRESS

Dear

I am writing to inform you that **CHILD'S NAME** was struggling to follow the Core Values today because _____and, as a result, completed some Community Pay Back. The Community Pay Back task they chose was ...

I would be grateful if you could talk to **CHILD'S NAME** to discuss our Core Values and strategies that they can use to make sure they are following them.

If you would like to discuss the matter further, please could you contact **CHILD'S NAME** class-teacher, who would be happy to help you.

Yours sincerely

IMPOSITION

DATE

ADDRESS

Dear

I am writing to inform you that **CHILD'S NAME** has not completed their learning today in the time given. Please find attached your child's unfinished learning.

I would be grateful if you could talk to your child to discuss our Core Values and strategies that they can use to make sure they are following them. Please can they complete this at home and return to school tomorrow, signed by yourself so that they are at the same stage as the rest of their peers.

If you would like to discuss the matter further, please contact me. Yours

sincerely

My child has completed their outstanding learning.

Date

INTERNAL EXCLUSION

DATE

ADDRESS

Dear Parents,

We are writing to inform you of an incident that took place during lunchtime today involving your child, **Child's name**. The incident in question involved excessive physical behaviour directed towards two pupils.

Following a thorough investigation, which included gathering testimonies from those who witnessed the incident, it has been determined that **child's name** was responsible for the behaviour. As outlined in our school's behaviour policy, such conduct is taken extremely seriously and could warrant a fixed term exclusion.

However, after careful consideration, the decision has been made to issue an internal isolation for the morning sessions tomorrow, inclusive of breaktime and lunchtime. During this time, **Childs name** will be expected to complete his classwork under supervision, without interaction with other students.

Please be aware that any recurrence of this kind of behaviour will result in a fixed term exclusion.

We appreciate your support in reinforcing the importance of respectful and safe

Yours sincerely

