



Behaviour Policy

School Ethos:

St Edward's Prep School & Nursery is an independent school that aims to provide a safe, happy environment in which children develop a love of learning and gain the confidence, character and capability to fulfil their potential personally and academically. We are a school in which pupils develop a passion for, and awareness of, the world that empowers them to take responsibility and action to be better global citizens.

In order to deliver this overall aim, we will:

- Provide a safe and nurturing environment for all our pupils, staff, parents and visitors.
- Develop caring, courteous, courageous, confident and collaborative pupils, responsible for their own behaviours and who seek to help others and make a positive contribution to the world.
- Provide every pupil with the opportunity, the confidence and the support to achieve amazing things.
- Prepare children for life after St Edward's Prep.

Rationale:

The most powerful tool in managing behaviour is to create a safe, secure and fair environment where our pupils feel valued and choose to serve our school community by embodying the characteristics of our pupil profile and working together towards the aims of the school. Through common values and shared goals, we will form partnerships where pupils, staff and parents share common expectations and work together to achieve them. This policy has been developed to act as a clear set of guidelines for staff to ensure that positive behaviour is promoted, and negative behaviour challenged, and to ensure consistency across the school.

Aim of this policy is to:

- Ensure a **positive** approach to behaviour management is used across the school, recognising and celebrating effort and success and enabling all pupils to feel valued.
- Develop reflective pupils able to make the right choices.
- Provide a clear framework for how behaviour and how misbehaviour is managed.
- Provide a clear rewards and consequence system to promote success and provide clarity over serious sanctions, consequences and exclusions.
- Ensure our pupils take responsibility for their own actions and accept the consequences of their choices to be **"the best that they can be"**.

This behaviour and sanctions policy has been written according to the advice found within The Behaviour and Discipline in Schools DfE (2014) paper and the Education Act 2002.

Principles of behaviour management:

The school's behaviour management policy is guided by the following principles:

- Behaviour is a shared responsibility. All staff have the responsibility to promote positive behaviour through the Pupil Profile and apply a **consistent** approach, both in and outside of the classroom; and for pupils to observe the same in and out of school.
- Teachers have the power to discipline pupils for misbehaviour that occurs in school and in some circumstances outside of school.
- All members of our community have the right to be safe and treated with respect at school and have the responsibility to ensure others feel safe and respected.
- All pupils have the right to learn and achieve their potential and the responsibility to let others do the same.
- All pupils have the right to be listened to and treated fairly and sensitively.
- All pupils have the right to be able to learn and play without threat or disruption from others, as good behaviour enhances the learning experience for all.
- No pupil has the right to disrupt the learning of others.
- All pupils have the right to know that bullying is unacceptable and will be dealt with.
- Pupils are expected to develop self-discipline as this is fundamental to the personal and academic development of pupils.
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for a positive outcome.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.

Reasonable adjustments:

As part of our SEND policy (see SEND policy) reasonable adjustments for SEND children will be considered based on the pupil's individual area of need. As an inclusive school we teach the children to respect individuals. These adjustments may include:

- Contacting external agencies.
- Allowing more time for children to respond.
- Using visual support for children to understand and communicate their needs more effectively.
- Safe spaces provided.
- Other reasonable adjustments agreed by the SENDco.

Please note that an adjustment that overrides the principle '**No pupil has the right to disrupt the learning of others**' would be considered unreasonable. The definition of this will be outlined in the behaviour ladders below.

The Pupil Profile Characteristics and Attitudes to Learning:

The Pupil Profile provides the framework in which children learn to develop the common characteristics and attitudes that make our school so special.

EYFS:

In the Early Years, pupils are focused on the Early Learning Characteristics of Effective Learning. Pupils are encouraged to develop the following characteristics:

- Playing and Exploring
 - Finding out and exploring
 - Playing with what they know
 - Being willing to have a go
- Active Learning
 - Being involved and concentrating
 - Keeping on trying
 - Enjoying achieving what they set out to do
- Creating and Thinking Critically
 - Having their own ideas
 - Making links
 - Choosing ways to do things

To help promote these characteristics the EYFS department use the Woodland Explorers. These characteristics are:

- Talkative Toad
- Wordy Weasel
- Mathematical Mouse
- Sporty Squirrel
- Diving Duck
- Digital Dog
- Friendly Frog
- Creative Caterpillar
- Deciding Deer

- Curious Cat
- Resilient Rabbit
- Focused Fox
- Busy Bee

Years 1 – 6:

It is the intention of our community for pupils to leave St Edward's not only understanding what good behaviour is, but as pupils who value and exemplify certain characteristics and attitudes in their everyday lives. Therefore, our community has defined these as 'Pupil Profile Characteristics' and 'Attitudes to Learning'.

Pupil Profile Characteristics:

A St Edward's Pupil is:

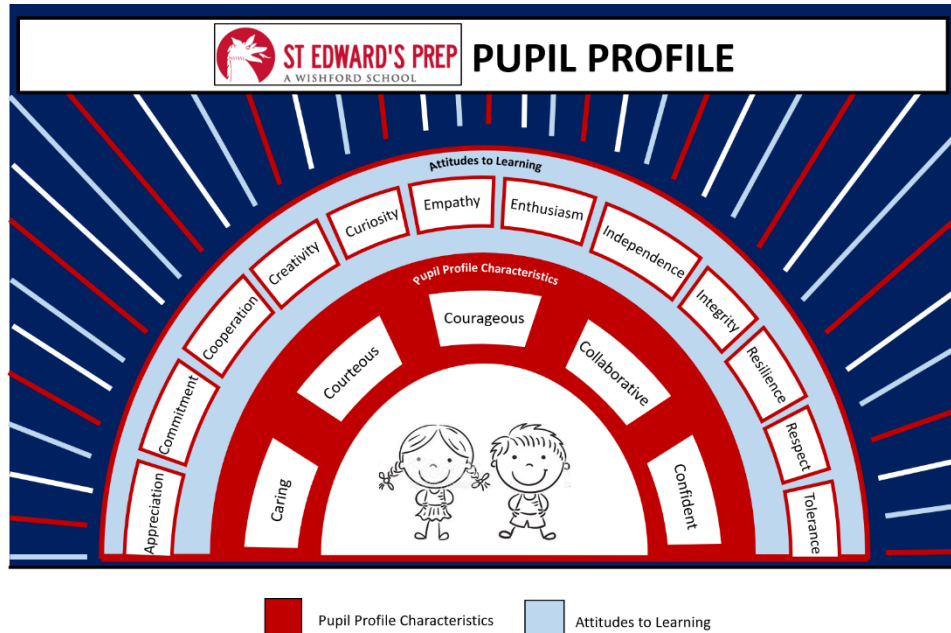
- Caring
- Courteous
- Courageous
- Collaborative
- Confident

Attitudes to Learning

St Edward's pupils should show feel, value and understand:

- Appreciation
- Commitment
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Resilience

- Respect
- Tolerance



The House System and Class Dojo Years 1-6:

When a child joins St Edward's, they are assigned to one of four Houses: St Andrew's, St Patrick's, St George's and St David's. Every child remains in their House group throughout their time at the school. The Houses compete against each other in a number of pursuits and sports and also via House points. Pupils will be rewarded House Points for showing, feeling and valuing the **Attitudes to Learning**. These House Points will be logged on an electronic system called 'Class Dojo'. Class Dojo is an electronic system which enables class teachers to monitor their pupils' attitudes to learning and for teachers to reward pupils for exemplifying these in lessons and at school. Parents can download an app which notifies them when their child has been awarded a House Point. Each term the winning House has a treat, financed by the school, as a "prize" and the overall average winner receives the House Shield at the end of the year. Pupil Profile certificates will be given.

Rewards and Consequences EYFS:

Teachers and support staff promote and reward positive behaviour at all times. Pupils are rewarded through encouragement, special responsibilities, stickers and praise from staff and their peers. Pupils are also presented with Woodland Explorer Awards in the weekly Celebration Assembly.

Making mistakes is part of the learning journey and if a child's behaviour is unacceptable, staff will explain why this is, acknowledge the feelings of all involved and work with the children to find a constructive solution. If a pupil continues to repeat the unacceptable behaviour they may be asked to sit out with an adult or miss part of an activity for a short period of time. Other strategies, such as visual stories, will also be used. The child will be encouraged to ask 'What can I do to make it better?' rather than simply offering an apology.

Unacceptable behaviour includes:

- Saying hurtful things
- Hurting people physically
- Being unsafe

This is not an exhaustive list and other behaviours not listed will be dealt with using the above strategies.

At St Edward's we believe that high-level sanctions outlined in the policy for Years 1-6 are rarely necessary for the EYFS department, as children are learning and will always be given a fair chance to learn appropriate, safe and respectful behaviour. However, if there is a case in which a child's behaviour becomes consistently unmanageable and the school is unable to meet the needs of the child, a meeting would be had with parents about the suitability of the provision we can offer. Only in circumstances in which the development or safety of the child or other children in the class is compromised would alternative provision be necessary.

Rewards and Consequences Years 1-6:

If pupils meet our expectations as a school, we will look to reward them as often as possible. Positive reinforcement for pupil behaviour is an essential part of our ethos. By combining positive recognition for appropriate attitudes and characteristics and consequences for poor behaviour, we will establish the parameters of the behaviour we want and don't want. The use of rewards is to reinforce our expectations, the Pupil Profile Characteristics and the Attitudes to Learning. This will be combined with teaching throughout the curriculum which enables pupils to understand and value these characteristics and attitudes. To enable staff, parents and pupils to understand when and what rewards the school offers and when and what consequences there might be, we have defined rewards and consequences as levels. These levels are communicated to the pupils through pupil-friendly reward and consequence ladders that are displayed in all classrooms. These are an outline, and examples included on the ladders are there to offer guidance and are not a definitive list.

Rewards:

Level One – Verbal / Written Praise:

Pupils seen demonstrating an Attitude to Learning or characteristic from the Pupil Profile will receive written or verbal praise. When offering written or verbal praise it will be specific and mention the exact attitude or characteristic the member of staff is positively reinforcing. The verbal praise will be backed up by the visual action of moving a child's name onto the characteristic or attitude they are displaying. Once a child moves there they will stay there until the end of the day. Children should not be moved off as a punishment.

Level Two – House Points and House Challenges:

A Level Two reward is for consistently demonstrating one or more Attitudes to Learning or characteristic from the Pupil Profile at an expected level, or once at a high level. House points are awarded to the individual. This includes manners in the dining hall. House points are highlighted to parents and feed into the whole-school system. House Challenges are used in the lunch hall for children to work towards a goal whilst they sit in their House. The best-behaved House may go up first for lunch, for example.

Level Three – Public Recognition:

A pupil will be acknowledged publicly for demonstrating an Attitude to Learning or characteristic from the Pupil Profile. This public recognition will be given in our Friday Celebration Assembly, which parents are welcome to attend and where pupils can receive the following:

- Headteacher's Award – linked to an Attitude to Learning or characteristic from the Pupil Profile
- Star of the Week Award
- Man of the Match Award
- Other Award

Level Four – End-of-term Awards:

The end-of-term awards offer public and whole-school recognition for consistent demonstration of the school values throughout the term in different areas of school life. The following can be achieved at the end-of-term assembly:

- High House Point Earners (badges and certificates)
- Pupil Profile Awards
- Sports Colours
- House of the Term Award
- Head Boy, House Captains and other responsibility rewards

Level Five – End-of-Year Awards:

These awards are for pupils who have demonstrated the Attitudes to Learning or characteristics from the Pupil Profile consistently across their time at school or in that academic year. Awards are given for academic, pastoral, artistic, sporting and leadership prowess demonstrated and are the highest awards. These can be presented in the following ways:

- Speech Day prizes
- Wishford Leadership Award

Pupil Reward Ladder:

LEVEL THREE REWARD	PUBLIC RECOGNITION
A Level Three reward is for a pupil that demonstrates an Attitude to Learning or characteristic from the Pupil Profile that exceeds the expectations of day-to-day life.	<p>Examples of rewards:</p> <ul style="list-style-type: none"> ✓ Headteacher's Award ✓ Pre-Prep Star of the Week Award ✓ Man of the Match Award ✓ Swimmer of the Week Award ✓ Sitting at the Head's Table ✓ Award in Celebration Assembly
LEVEL TWO REWARD	HOUSE POINTS
A Level Two reward is for consistently demonstrating an Attitude to Learning or characteristic from the Pupil Profile at an expected level, or once at a high level.	<p>Examples of rewards:</p> <ul style="list-style-type: none"> ✓ House Points linked to the Attitude to Learning
LEVEL ONE REWARD	VERBAL/WRITTEN PRAISE
A Level One reward is for pupils that demonstrate an Attitude to Learning or characteristic from the Pupil Profile. They will receive verbal praise and their name will be displayed on the Pupil Profile display.	<p>Examples of rewards:</p> <ul style="list-style-type: none"> ✓ Teacher says, "Well done for showing..." ✓ A written comment in their book

Guide to Consequences:

St Edward's operates a positive behaviour management system, however there are times where pupils overstep the mark and need to understand that their misbehaviour has consequences. This should always be done in an impersonal way, referring to the Attitude or Pupil Profile Characteristic not displayed, and not by degrading or labelling the child. Fear should not be used as a deterrent; teachers should always seek to provide the opportunity for a child to reflect and learn about their mistake through Thinking Slips. For example, low-level disruption is not showing respect for others, and this is not the attitude we expect and does not show the characteristic of a caring pupil.

Level One – Verbal Warning:

A verbal warning will be issued to the pupil for the first poor behaviour choice. The child will be reminded they have a 'chance' to 'stop, think and change'. The child will be privately spoken to and a gentle reminder of expectations will be given. Teachers will refer to the Attitude to Learning or Pupil Profile characteristic not displayed. If the pupil repeats the behaviour, or disrupts further, they will be given a **choice** to adjust and choose the right behaviour and they will be made aware that failure to respond to this will lead to a consequence (Level Two).

Level Two – Teacher Record:

A Level Two consequence will be given by the teacher if a pupil fails to respond to their choice or if a pupil deliberately does not show an Attitude to Learning or Pupil Profile Characteristics. Examples include, failure to respond to an earlier warning, behaviour that could compromise Health and Safety at a low level, inappropriate language etc. The teacher will give an appropriate and immediate consequence. The teacher may record this on CPOMs or give a Thinking Slip to record the action.

Thinking Slips are used to give children the **chance** to reflect on their attitude and character but are not the only form of consequence. Other examples could include: loss of personal time with the respective teacher to discuss their behaviour, writing an apology note to a friend, etc. Parents can be informed of a Level Two Consequence which will be at the discretion of the pupil's form teacher. If necessary, pupils will be made aware that failure to respond to Level Two will lead to a consequence of Level Three.

Level Three – Pastoral Referral:

If the relevant teacher believes there has been persistent failure to respond to Level One chance and Level Two change has not been shown by the pupil, a final warning is escalated to the Deputy Head (Pastoral). They will decide if parents should be informed. Parents will be informed by the class teacher or Deputy Head (Pastoral) if the incident is more serious.

Additionally, if there is a deliberate breaking of an Attitude to Learning or Pupil Profile Characteristic at a higher level, for example: not responding to a member of staff's behaviour management, defiance, swearing, misuse or damage of resources or equipment, rough play resulting in injury, minor physical conflict, bullying, spitting at another etc. the Deputy Head (Pastoral) will investigate the incident by speaking to all involved and assess what action needs to take place. This could be a consequence at lunchtime or break time, a behavioural report card and most likely would involve parental contact to inform them of the incident. The incident will be recorded on CPOMs and monitored by the DSL and SLT on a half-termly basis. If the Deputy Head (Pastoral) is not available the Headteacher, Deputy Head (Academic) or Head of Early Years will manage the referral.

When to Escalate to Level Four:

- If the child/pupil does not respond to positive interventions*
- If the behaviours repeat over a monitored period of time**
- If behaviour escalates in frequency and/ or severity
- The behaviour is at a level outlined in the Level Four Headteacher's referral

* Two weeks' maximum

** Six weeks' maximum

*** **No repeat incident:** if the child involved in the incident demonstrates no repetition of the behaviours in the period defined at the Headteacher's referral, the intervention will be deemed to be effective and the child will return to normal monitoring. The purpose of this is to strike a balance

between maintaining a safe and disciplined environment within the school whilst respecting the rights of all children involved.

Interventions:

- Thinking Slips and restorative actions with a member of SLT
- Positive behaviour card with two-week timeframe
- Positive behaviour check-ins by a member of SLT

Level Four – Headteacher Referral:

The pupil and their parents are asked to attend a meeting with the Headteacher in which the behaviour and consequences are discussed. This may or may not be attended by other relevant members of staff. A formal warning could be given with the explanation that any further behaviour of this type is likely to see the pupil temporarily or permanently excluded. Pupils will be referred to the Headteacher for behaviour including: failure to respond to a Pastoral Referral, serious fighting, acts of violence, maliciously spitting at another, gross defiance, small-scale vandalism, serious bullying, behaviour that compromises Health and Safety at a high level. If a Headteacher's referral is deemed serious enough it could be escalated to the next level. The incident will be recorded on CPOMs and monitored by the DSL and SLT on a half-termly basis.

When to Escalate to Level Five:

- If Level Four interventions are unsuccessful* and negative behaviour outlined at Level Four continues
- If behaviour escalates in frequency and/ or severity
- If new Level Three and Four behaviours emerge that demonstrate a negative pattern of behaviour continuing
- The behaviour is at a level outlined in the Level Five Internal/External Exclusion

*Interventions will be deemed unsuccessful if the child/pupil does not show an improvement in behaviours outlined within the timeframe communicated to the parents within the Headteacher's meeting with parents for a sustained period of time. At this time immediate improvement will be expected within one week and sustained for a number of weeks after.

Level 4 Interventions:

- Behaviour plan with shorter time frames
- Supervision for the child/pupil at break times
- Regular parental communication

Level Five – Internal Exclusion:

As an escalation from a Headteacher's Referral or if a pupil displays the following behaviour: serious vandalism, serious fighting, persistent bullying, persistent verbal abuse of staff, inappropriate sexual behaviour, serious physical violence towards a member of staff, misbehaviour that compromises Health and Safety at a high level, theft of school or another's property.

When to Escalate to Level Five – External Exclusion:

- If Level Five interventions are unsuccessful* and serious negative behaviours persist outlined within Level Five Internal Exclusion
- If behaviour escalates in frequency and/ or severity
- Supervised for break times
- If new Level Four and Five behaviours emerge that demonstrate serious negative patterns of behaviour continuing
- The behaviour is at a level outlined in the Level Five External Exclusion

*Interventions will be deemed unsuccessful if the child/pupil does not show an improvement in behaviours outlined within the timeframe communicated to the parents within the Headteacher's meeting with parents. At this time immediate improvement will be expected within one week.

Level Five – External Exclusion Short:

If the child/pupil repeats the following serious behaviours outlined in Level Five Internal Exclusion: serious vandalism, serious fighting, persistent bullying, persistent verbal abuse of staff, inappropriate sexual behaviour, serious physical violence towards a member of staff, misbehaviour that compromises Health and Safety at a high level, theft of school or another's property. The length of the external exclusion is at the discretion of the Headteacher, depending upon the offence or regularity.

Level Five Interventions:

- Internal exclusion for no more than a week with SLT or an appropriate member of staff to undertake class work away from other pupils
- Regular parental communication
- De-escalation measures of a positive behaviour card with shorter time frames will be introduced for the child/pupil to demonstrate positive behaviours

When to Escalate to Level Six – Long-Term/Permanent Exclusion:

- If Level Five interventions are unsuccessful* and serious negative behaviours persist outlined within Level 5 External Exclusion

- If behaviour escalates in frequency and/ or severity
- If new Level Five behaviours emerge that demonstrate serious negative patterns of behaviour continuing

*Interventions will be deemed unsuccessful if the child/pupil does not show an improvement in behaviours outlined within the timeframe communicated to the parents within the Headteacher's meeting with parents. At this time immediate improvement will be expected within one week.

Level Five Interventions:

- External exclusion for no more than a week at home
- Regular parental communication
- Regular positive check-ins by SLT members
- Upon return, de-escalation measures using positive behaviour card with shorter timeframes will be introduced for the child/pupil to demonstrate positive behaviours

Level Six – Permanent or Long-Term Exclusion (more than a week):

On the rare occasions where there are serious difficulties with a pupil's behaviour, where it is felt inappropriate for the pupil to remain in school for the safety of themselves or others, then exclusion will be considered.

Exclusion of a pupil may take place if:

- In the opinion of the Headteacher, several sanctions have been applied with no significant effect
- Continued poor attitude or behaviour is causing danger to themselves or others
- The poor attitude or behaviour is disrupting other pupils' opportunities to learn
- The actions of the child are considered criminal e.g. stealing, criminal damage, serious assault

Temporary or permanent exclusion will be a sanction only given by the school in circumstances where no other sanction is appropriate.

There will be a full discussion with the pupil and with the parents about the incident after a complete investigation has taken place. Exclusion will be for as short a time as possible. If parents do not agree with the decision to exclude, which would only be taken after consultation with parents, they may appeal to the Proprietor. It should be noted that in the contract parents sign when their children are admitted to St. Edward's, there is a clause giving the Headteacher and Senior Leadership Team the right to exclude in extreme circumstances.

All incidents will be recorded onto CPOMs and monitored by the DSL and SLT on a half-termly basis.

No repeat incident: if the child involved in the incident demonstrates no repetition of the behaviours in question for six weeks, then the case will be closed after six weeks without parent notification. The purpose of this is to strike a balance between maintaining a safe and disciplined environment within the school whilst respecting the privacy and development of the child.

The decision to close a case will be based on the following criteria:

- The child's successful completion of any restorative measures
- A reasonable timeframe during which no repeat incident occurred
- Feedback from school staff

Pupil Consequence:

LEVEL THREE CONSEQUENCE	PASTORAL REFERRAL
Persistent failure to respond to a Level Two consequence in a lesson or series of lessons or deliberately choosing not to show the correct Attitude to Learning or characteristic from the Pupil Profile at a higher level. This could include behaviour such as swearing in front of a member of staff, misuse or damage of equipment or rough play in the playground.	<ul style="list-style-type: none"> • A child takes a Thinking Slip and completes and discusses it with another member of staff. • Deputy Head (Pastoral) or Headteacher may be called to have an immediate discussion in certain circumstances to support and reinforce the teacher's message.
LEVEL TWO CONSEQUENCE	TEACHER RECORD
This is for consistently or deliberately not showing an Attitude to Learning or characteristic from the Pupil Profile. Examples include, failure to respond to an earlier warning, behaviour that compromises the Health and Safety of others at a low level, inappropriate language etc.	<ul style="list-style-type: none"> • The teacher records the event and a relevant consequence is completed.
LEVEL ONE CONSEQUENCE	VERBAL WARNING
This is for not demonstrating one or more of the Attitudes to Learning or characteristic from the Pupil Profile. This could include behaviour such as not following instructions, low-level rudeness or disrupting others in a lesson.	<ul style="list-style-type: none"> • The teacher warns you that your behaviour needs to improve.

The Role of the Parent:

- To promote school values at home
- To encourage respect, acceptance and connection



- To support the school in applying this policy
- To report concerns to the school

The Role of School Staff:

- To challenge poor behaviour in all forms
- To promote and celebrate respect, acceptance and connection
- To actively support the school by applying this policy
- To assist SLT in investigations and monitoring of incidents
- To record incidents appropriately using CPOMS

The Role of the Pupils:

- To follow the school's values and rules
- To show the Five C's and Attitudes to Learning at all times in school
- To be accepting, respectful, and connected to the school community
- To report concerns immediately to an adult at school
- To follow the Behaviour Policy and make sensible choices

Policy Reviewed: September 2023

Review: September 2024

A COPY OF THIS POLICY IS AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE