



Behaviour Policy

Aim

The aim of this policy is to outline a positive and supportive approach to behaviour management for our pupils. At St Edward's Prep School and Nursery, we have high expectations for behaviour and the policy defines a clear framework to establish positive learning environments and a supportive pastoral curriculum. It also outlines a clear system for consequences and for dealing with negative behaviour that is contrary to the school's values and expectations, disrupting learning and the learning of others. The policy is for the whole school, including EYFS.

Pupils' Rights and Responsibilities:

- All community members, including parents, have the right to be safe and treated with mutual respect and the responsibility to ensure others feel the same.
- Pupils have the right to learn and achieve their potential and the responsibility to allow others to do the same.
- Pupils have the right to learn and play without threat or disruption, as good behaviour enhances the learning experience for all.
- No pupil has the right to disrupt others' learning.
- Pupils have the right to know that bullying is unacceptable and will be addressed.

Legislation and Guidance

This policy complies with the following:

- Guidance from the Department for Education (DfE)
- Behaviour in Schools: Advice for Headteachers and School Staff (February 2024)
- Keeping Children Safe in Education (2024)
- Equality Act 2010
- SEND Code of Practice (2015)
- Reasonable Force Guidance
- UNCRC Article 28: I have the right to an education

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Ethos

St Edward's Prep School and Nursery is an independent prep school that aims to provide a safe, happy environment in which children develop a love of learning and gain the confidence, character and the capability to fulfil their potential. A school in which pupils develop a passion for, and awareness of, the world that empowers them to take action and make it a better place for all.

Culture

As children journey through the school, they will build upon and develop four essential pillars:

1. Character and Attitude
2. Responsibility
3. Accountability
4. Contribution to the Community

These pillars serve as the foundational roots of our school's culture, nurturing growth and positive behaviour. Together, they help cultivate a supportive and thriving educational environment.

<p>We have a positive character and attitude</p> <p>Caring</p> <ul style="list-style-type: none"> • Empathy: Understand and share the feelings of others. • Compassion: Show kindness and concern for others. • Supportive: Offer help and encouragement to classmates. <p>Courteous</p> <ul style="list-style-type: none"> • Respect: Treat everyone with dignity and value their perspectives. • Integrity: Be honest, truthful and use good manners in interactions with others. • Acceptance: Embrace and appreciate differences in others. <p>Courageous</p> <ul style="list-style-type: none"> • Resilience: Bounce back from setbacks and keep trying. 	<p>We are responsible for our learning</p> <p>1. School Ready:</p> <ul style="list-style-type: none"> • We show the school characteristics and attitudes to learning to pupils, staff and community. • We wear a smart uniform and bring the correct resources. • We maintain a positive attitude. <p>2. Classroom Ready:</p> <ul style="list-style-type: none"> • We are ready to learn by being prepared and focused. • We actively participate in class activities and discussions. • We complete our learning on time and to the best of our ability. <p>3. Community Ready:</p> <ul style="list-style-type: none"> • We show respect to others and contribute positively to our school community. • We help and support our peers. • We take responsibility for our actions and their impact on others.
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<ul style="list-style-type: none"> • Bravery: Take on new challenges and face fears. • Perseverance: Keep going even when things are difficult. <p>Collaborative</p> <ul style="list-style-type: none"> • Cooperation: Work well with others towards a common goal. • Teamwork: Value and support the contributions of team members. • Connection: Build and maintain positive relationships with peers <p>Confident</p> <ul style="list-style-type: none"> • Independence: Take initiative and work well on your own. • Self-belief: Believe in your abilities and express your ideas. • Positivity: Approach learning with a positive and enthusiastic attitude. 	
<p>We take accountability for:</p> <ol style="list-style-type: none"> 1. Understanding that part of learning involves making mistakes and taking responsibility for them. 2. Listening and responding to consequences in a constructive manner and learning through PSHEE and the St Edward's broader curriculum. 	<p>We make a positive contribution to our school community and the wider world:</p> <ol style="list-style-type: none"> 1. Helping and supporting my peers. 2. Respecting and valuing the diversity of others. 3. Engaging positively in community service. 4. Demonstrating kindness and empathy in my interactions.

St Edward's Prep Pupil Profile



Principles and Approach of Behaviour Management

Our Behaviour Management Policy is guided by these principles:

Positive Learning Environments	Positive Relationships	Positive Language	Positive Personal Development	Positive Community Contribution
<ul style="list-style-type: none"> - Create a positive, fair and respectful environment. - Create a nurturing and positive atmosphere. - Ensure the classroom is productive to learning. 	<ul style="list-style-type: none"> - Build strong, trusting relationships with children to nurture their self-esteem and confidence. - Build on positive relationships with the 	<ul style="list-style-type: none"> - Always use respectful and positive language. - Phrase expectations positively. - Communicate with children in a quiet and calm manner. 	<ul style="list-style-type: none"> - Explicitly teach children about their feelings and appropriate social skills. - Discuss rules, expectations and consequences to support social 	<ul style="list-style-type: none"> - Plan appropriately for pupils, considering their individual needs. - Be aware of and address the specific needs of each pupil in planning.

	<p>parents of children in class.</p> <ul style="list-style-type: none"> - Model positive relationships for children to emulate. 		<p>pragmatic (skills/conduct).</p> <ul style="list-style-type: none"> - Provide opportunities for children to express and manage their emotions. 	<ul style="list-style-type: none"> - Continuously assess and adapt strategies to meet pupils' needs.
<p>If behaviour does disrupt learning or is not in line with the schools' pillars of ethos and culture, we will follow the following principles.</p> <p>In dealing with challenging behaviours as they occur, we will address them immediately and effectively. This is our approach:</p> <ul style="list-style-type: none"> - Respond promptly to the behaviour to ensure a safe and supportive environment. - Understand the root cause of the behaviour through active listening and assessment. - Implement appropriate consequences and restorative practices to promote learning and growth. - Provide guidance and support to help pupils make positive changes. - Communicate with parents to ensure a collaborative approach. 				

Reasonable Adjustments

In accordance with our SEND Policy, we provide support to SEND pupils and implement both general and targeted interventions. We offer support to all pupils in meeting behaviour standards, making reasonable adjustments for pupils with disabilities as required.

Disruption of teaching, learning or school routines by pupil behaviour is not tolerated. Proportionate actions are taken promptly to restore acceptable standards of behaviour. (Taken from Behaviour in Schools, Feb 2024 p.6).

Note: Any adjustment that overrides the principle that **"No pupil has the right to disrupt the learning of others"** will be deemed unreasonable. The specifics of this will be outlined in the behaviour ladders below.

Roles and Responsibilities

Shared staff responsibility:

- At St Edward's we take a clear and consistent approach to positive behaviour management, making boundaries of acceptable and unacceptable behaviours clear to pupils.
- At St Edward's we create a culture of mutual respect and treat children fairly, respectfully, equitably and with dignity.
- At St Edward's we are responsible for allowing time to nurture opportunities for pupils to reflect and improve on their behaviour choices through the school culture characteristics.
- At St Edward's we effectively manage and deal with poor behaviour choices occurring in school and, in some circumstances, outside of school.

- At St Edward's we ensure consequences are clear, appropriate, fair and relevant to the child.
- At St Edward's we promote and nurture positive behaviour management effectively to prevent misbehaviours.
- At St Edward's we ensure pupils are taught about bullying and discrimination and this will not be tolerated at all.
- At St Edward's we positively praise good behaviours consistently. Pupils will be rewarded for good behaviours for their Houses. All children belong to a House.
- At St Edward's we model positive behaviours, expectation language is phrased positively and staff talk to/deal with children in a quiet and calm manner.
- At St Edward's we understand behaviour is a form of communication.

Parental responsibility and external support:

We believe in the shared responsibility of staff, parents and pupils to nurture positive behaviours. Parents play a crucial role in supporting this mission by:

- Understanding and supporting the Behaviour Policy - Parents familiarise themselves with the rules and expectations outlined in the Behaviour Policy and actively support its implementation.
- Guiding their children - Helping their child/ren understand the rules and expectations of the Behaviour Policy, including what is deemed acceptable and unacceptable behaviour.
- Supporting personal growth - Encouraging their child/ren to develop independence, self-discipline and self-awareness.
- Engaging in open communication - Maintaining regular and open communication with teachers and school staff to stay informed about their child's progress and any behavioural concerns.
- Reinforcing school values- Reinforcing the school's values and expectations at home to ensure a consistent approach to behaviour management.
- Supporting consequences and interventions - Collaborating with the school in implementing and supporting consequences and interventions designed to address behavioural issues.
- Modelling positive behaviours - Demonstrating and modelling positive behaviours, such as respect, responsibility and empathy, for their children to emulate.
- Providing a supportive home environment - Creating a home environment that supports learning and positive behaviour, including establishing routines, providing appropriate supervision and encouraging constructive activities.

For significant behaviour concerns, the school will work closely with parents to strive for a positive outcome. This partnership includes:

- Regular meetings to discuss concerns and progress.
- Joint development of action plans to address and improve behaviours.
- Access to resources and support for parents to better manage and support their child's behaviour.



The school will seek advice and support from appropriate external agencies when necessary to provide comprehensive support for their child. This may involve:

- Collaborating with educational psychologists, therapists, counsellors and other specialists.
- Referring families to the local authorities' local offer and support networks.
- Ensuring a coordinated approach between school, home and external agencies to address and resolve behavioural issues effectively.

The House System and Class Dojo: EYFS to Year 6

The House system is a traditional feature of our school that divides pupils into smaller communities called Houses: St Andrew's, St Patrick's, St George's and St David's. Each House is more than just a group; they are fundamental to creating a sense of community, belonging and developing character within our pupils. The Houses promote teamwork and healthy competition through various academic, sporting and extracurricular activities. This system nurtures the school ethos and culture by encouraging positive behaviours.

Each child remains in their House throughout their time at the school. As pupils progress through the school, they care for younger children and look up to older ones, creating a supportive and interconnected community.

Pupils earn House Points for demonstrating the five characteristics. These points are tracked through 'Class Dojo,' which allows teachers to monitor and reward positive behaviours and attitudes. Parents can also engage with their child's progress by downloading the Class Dojo app, receiving notifications when House Points are awarded.

At the end of each term, the House with the highest points enjoys a special treat, funded by the school, as a reward for their efforts. The House that maintains the highest average points throughout the year is honoured with the House Shield. Additionally, pupils receive Pupil Profile certificates and badges, celebrating their commitment to embodying the values and characteristics we cherish at St Edward's.

This House system not only encourages healthy competition but also instils values of teamwork, responsibility and pride in personal and collective achievements, ensuring our pupils grow into well-rounded individuals.

Characteristics and Attitudes: EYFS to Year 6

At St Edward's, our goal is for pupils to move on and enter the world with a deep understanding of positive key behaviours and to exemplify key characteristics and attitudes in their everyday lives. To achieve this, our community has defined these qualities as the 'Pupil Profile Characteristics' and the 'Attitudes to Learning' that are embedded in achieving each characteristic.

Rewards and Consequences: EYFS to Year 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 Pupil Profile characteristic 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 and/or attitude they are displaying. Once a child moves there they will stay there until the end of the day. Children will not be moved off as a consequence.

Level Two – House Points and House Challenges:

A Level Two reward is for consistently demonstrating one or more positive 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 courtesy 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 Awards

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 Person, 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 as Speech Day prizes.

Pupil Reward Levels

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:</p> <ul style="list-style-type: none"> ✓ Teacher says, "Well done for showing..." ✓ A written comment in their book
LEVEL TWO REWARD	HOUSE POINTS
A Level Two reward is for consistently demonstrating a characteristic from the Pupil Profile at an expected level, or once at a high level.	<p>Examples:</p> <ul style="list-style-type: none"> ✓ House Points linked to the characteristic from the Pupil Profile
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 ✓ Star of the Week Award ✓ Man of the Match Award ✓ Sports Awards ✓ Award in Celebration Assembly
LEVEL FOUR REWARD	PUBLIC RECOGNITION
A Level Four reward is for a pupil that demonstrates five characteristics that exceeds the expectations of day-to-day life.	The end-of-term awards offer public and whole-school recognition for consistent demonstration of the school values through the term in different areas of school life.

Guide to Consequences

There are times when pupils push boundaries and exhibit poor behaviour. In such cases, it is important to address these behaviours appropriately, ensuring that all actions are fair and consistent.

At St Edward's, we follow a structured ladder system for managing expectations and poor behaviours. Detailed below are the steps and procedures that all children and staff adhere to, along with examples of behaviours. To ensure consistency, all staff follow a set script.

LEVEL 1 – Chance	VERBAL WARNING
This is for not demonstrating one or more of the Attitudes to Learning or characteristics 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"> • Rule reminder • The teacher warns you that your behaviour needs to improve
LEVEL 2 – Choice	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 choice is completed e.g. move to another seat to support behaviour.

LEVEL 3 – CONSEQUENCE	PASTORAL REFERRAL
<p>Persistent failure to respond to a Level 2 choice 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 and/or rough play in the playground.</p>	<ul style="list-style-type: none"> • A child takes a thinking slip and work to be completed and discusses it with another member of staff. • Deputy Head Pastoral or a member of SLT may be called to have an immediate discussion in certain circumstances to support and reinforce the teacher's message.
Level 4 – CONSEQUENCE	HEADTEACHER'S REFERRAL
<p>Persistent failure to respond to a Level 3 consequence in a lesson or series of lessons, or deliberately choosing not to show the correct Attitude to Learning or characteristics 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. Other examples include engaging in physical or violent assault causing injury or exhibiting persistent violent behaviour and involvement in sexualised behaviour or assault.</p>	

Further information can be found in the appendix for **behaviours around themes and characters pupils may not be showing**.

Level One

Verbal Warning: CHANCE

- A verbal warning is issued for the first instance of poor behaviour.
- The pupil is reminded they have a chance to "stop, think, and change."
- A private conversation reinforces expectations, with reference to the Attitude to Learning or Pupil Profile characteristic not displayed.

Chance to Improve: CHOICE

- If the behaviour is repeated or escalates, the pupil is given a chance to adjust and choose the right behaviour.
- The pupil is informed that failure to respond 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 the desired 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 used.

The teacher will give an appropriate and immediate consequence and 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. Pupils will be made aware that failure to respond to Level Two will lead to an escalation to Level Three.

Level Three – Pastoral Referral

If there is persistent failure to respond to Level One Choice and Level Two Chance, and the pupil shows no change, a final warning will be escalated to the Deputy Head Pastoral. Parents will be informed by the class teacher or the Deputy Head Pastoral if the incident is serious.

If a pupil deliberately breaks a Pupil Profile Characteristic at a higher level, the Deputy Head Pastoral will investigate. Examples of such behaviours include:

- 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.

The investigation will involve speaking to all involved and assessing the necessary actions. Possible consequences include:

- Loss of personal time (lunchtime or break time).
- Issuance of a weekly behavioural report card, often involving parental contact. If the pupil does not respond effectively to a weekly behaviour card, a longer monitoring book will be issued.
- The monitoring book will be overseen by a member of the Senior Leadership Team (SLT).

The incident will be recorded on CPOMs and monitored by the DSL and SLT on a weekly and half-termly basis. If the Deputy Head Pastoral is unavailable, the Headteacher, Deputy Head Academic or Head of Early Years will manage the referral.

Interventions

- Thinking Slips and restorative actions with a member of SLT.
- Positive behaviour card with one-week timeframe escalating to a book.
- Positive behaviour check-ins by a member of SLT.

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' monitoring on card maximum

** Four weeks' maximum no reoccurrence

*** **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.

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.

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 – Internal 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.

Level Five – External 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.

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 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.



Policy Reviewed:

Review:

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

Level 1 – 5 behaviours around themes and characters pupils are not showing.

Level	What this looks like (child)	Action taken by teachers	Restorative after the event
1	<ul style="list-style-type: none"> - Calling out in class - Off task - Incorrect resources - Out of seat - Rocking on seat, slouching - Struggling to listen - Lining up incorrectly and pushing into the line - Running indoors - In the wrong place 	<p>Use informal gestures such as eye contact or a hand signal to redirect attention.</p> <p>Provide a private verbal reminder about the desired behaviour, encouraging them to make the right choice.</p> <p>Choice given.</p>	<p>Pupil given the opportunity to reflect and adjust behaviour.</p> <p>Teacher to give positive praise if the desired behaviour is back on track /seen.</p>
2	<p>Persistent Level 1 and Level 2.</p> <p>Failure to respond to an earlier warning.</p> <p>Behaviour that could compromise health and safety at a low level.</p> <p>Low-level disruption can include:</p> <ul style="list-style-type: none"> - Talking or asking inappropriate questions to disrupt the class. - Complaining or muttering to disrupt and persistently distract others. 	<p>Move the child to a different seat to help them refocus.</p> <p>Choice:</p> <ul style="list-style-type: none"> - Ask the child to repeat the task or complete the work in their personal time (breaks) to reinforce expectations. - Email home. 	<p>Minimum email home to inform parents.</p> <p>Pupil given the opportunity to reflect and adjust behaviour.</p> <p>Teacher to give positive praise if the desired behaviour is back on track /seen.</p> <p>Reflect on action and choice given teacher and pupil.</p> <p>Teacher can use a behaviour target card to help children back on track.</p>
3	<p>Persistent Level 1 and 2. Escalated to level 3.</p> <ul style="list-style-type: none"> - Encouraging others to misbehave - Using obscene words verbally or written to offend to intentionally cause hurt - Insulting or name-calling, including using 	<p>Consequence:</p> <ul style="list-style-type: none"> - Pastoral referral to SLT - Ten mins indoors at breaktime to reflect on behaviour choices 	<ul style="list-style-type: none"> - Minimum email/phone if entering at this point - Phone home for a meeting to be arranged with parents - Parental meeting with SLT and teacher

	<p>racist and homophobic language</p> <ul style="list-style-type: none"> - Answering back or constantly questioning an adult's decision or request - Refusing to follow instructions - Hurting others (including during break times) - Petty theft - Damaging property or equipment - Threatening violence - Bullying - Disrupting others' learning - Throwing small objects to divert attention (not to cause harm) - Engaging in inappropriate physical contact, such as poking, pinching, flicking, or pulling hair (including break times) - Hiding own or others' work, resources and equipment - Interfering with others' property - Causing minor deliberate damage to own or others' property - Leaving the classroom without permission - Lying, especially among older pupils - Telling lies to get others into trouble 	<ul style="list-style-type: none"> - Complete missed work - Children write a letter to parents informing them of the inappropriate behaviour that they have been engaging in - Pupil makes time in their personal time to make amends - Write a letter of apology <p>Record on CPOMS</p>	<ul style="list-style-type: none"> - Weekly behaviour target card with a week to improve behaviour - Behaviour book
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4	<ul style="list-style-type: none"> - Physical or violent assault causing injury, or persistent violent behaviour - Sexualised behaviour or assault - Serious damage to property (e.g. vandalism) - Carrying a weapon with the intention to wound (e.g. knife) - Persistent bullying, including homophobic and racist threats and abuse - Serious acts of violence - Serious disruption - Bullying - If a child does not respond to positive interventions - If the behaviours repeat over a monitored period of time - If behaviour escalates in frequency and/or severity - If behaviour reaches the level outlined in the Level Four Headteacher's Referral 	<p>Consequence:</p> <p>Referral to the Headteacher.</p> <p>Meeting with parents and Headteacher with follow up letter home.</p>	<p>Behaviour plan with shorter time frames.</p> <p>Supervision for the child/pupil at break times.</p> <p>Regular parental communication.</p>
5	Persistent Level 4 behaviours	<p>Headteacher involvement</p> <p>Internal exclusion</p> <p>External exclusion</p>	Based on individual cases