



St Edward's Catholic First School

# **POSITIVE BEHAVIOUR POLICY**

Positive Behaviour Policy  
FGB Approval  
Cycle review: Annual  
Ratified: October 2025  
Review: September 2026

## ST EDWARD'S CATHOLIC FIRST SCHOOL

St Edward's Catholic First School strives to provide a broad, balanced, and relevant Catholic education in which we recognise, through mutual respect, and our mission statement that *We See Jesus in Everything We Do*.

### 1. STATEMENT OF INTENT

At St. Edward's Catholic First School, we aim to provide an accepting, affirming and just environment for our children. As part of this environment, we need to provide a Positive Behaviour Policy that will ensure that the dignity and worth of each member of our community is respected.

Our guiding principles are:

- **Forgiveness and Reconciliation** - as a Catholic community we believe above all that we should love one another as God has loved us, and we promote forgiveness and reconciliation.
- **The right to feel safe at all times** - all young people and staff have the right to feel safe at all times whilst in school.
- **High standards of behaviour** – we believe that high standards of behaviour lie at the heart of a successful school.
- **Inclusivity and Equality** - we believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form.

### 2. POLICY AIM

Our St. Edward's Catholic First School Positive Behaviour Policy intends to develop a whole school approach to student behaviour. It will assist in the development of a school climate that expresses what is important about discipline. The policy aims to encourage positive management of student behaviour. This policy needs to read in conjunction with our Home School Agreement – Appendix 1.

We aim:

- To value each other and develop mutual respect,
- To encourage a calm, purposeful and happy atmosphere within the school that supports learning
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.

- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise more awareness about appropriate behaviour.
- To build a community where all feel valued, safe, and secure.

### **3. KEY RESPONSIBILITIES**

The children's responsibilities are to:

- Work hard, be kind
- Follow school's Five Golden Rules – Appendix 1
- Be safe online
- Show respect to all adults and peers within the school community
- Speak like a Scholar – polite language at all times
- Not disrupt the learning of others
- Listen to others
- Be truthful and take responsibility
- Always wear full school uniform
- Bring full PE kit on the necessary day or wear correct PE Kit to school
- Take care of all school property and keep our school free from litter

Staff Responsibilities are to:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally.
- To use our Five Golden Rules clearly and consistently
- Help children understand that it is the behaviour that is unacceptable not the child.
- To be a good role model.
- To recognise that each child is an individual, and to be aware of their needs.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Welcome children, parents, and guardians with a warm greeting each day - setting the right tone for the rest of the day's events.
- Plan for collaborative work to allow decision-making skills to develop.
- Continually raise expectation in work, behaviour, and dress.
- Reward and praise good behaviour.

The Parents' Responsibilities Are:

- To treat all staff and governors, with respect
- To recognise that schools are a place where all children learn social skills
- To make children aware of appropriate behaviour in all situations.

- To discuss any incident with their class teacher and respect the teacher's recount of the event.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To follow school rules and expectations. (Home School Agreement – Appendix 1)
- Work in co-operation with St. Edward's Catholic First School in implementing this policy.
  - Inform St. Edward's First if there are factors at home that will influence a child's behaviour.
  - Inform staff if any bullying incidents arise.
  - Inform the class teacher of any general behaviour concerns.

### **Encouraging outstanding behaviour for learning in school:**

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school. As children within the framework of the school spend a lot of time within the classroom environment, it is essential that well organised and delivered lessons will seek to secure good standards of behaviour.

Bearing this in mind, teachers should aim to:

- know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are;
- plan and organise both the classroom and the lessons to keep pupils interested and minimise the opportunities for disruption. This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupil's abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere
- ensure that all resources are prepared in advance
- be flexible in order to take advantage of unexpected events rather than being thrown off balance by them i.e., visitor at the door in the middle of a lesson.
- have clear routines for transitions and for stopping the class (silent signal)
- have a visual timetable on the wall.
- continually observe or 'scan' the behaviour of the class.
- model the standards of courtesy that they expect from pupils.
- emphasise the positive, including praise for good behaviour as well as good work – Celebration Assembly.
- explain our five golden rules and outline why they are necessary.
- make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair,

consistent, and avoiding sarcasm and idle threats; make sparing and consistent use of punishments. This includes whole group punishments, which children will see as unfair. It also means avoiding punishments, which humiliate pupils by, for example, making them look ridiculous. This breeds resentment.

- analyse their own classroom management performance and learn from it - be aware of, and control their own behaviour, including stance and tone of voice.

Everyone in the school is responsible for the behaviour and discipline of its pupils and must ensure that continuity exists between all personnel within the establishment. Where continuity exists so does security.

All children in school need to know the rules of the school. Ownership will bring about satisfaction and will be seen to reflect fair play by the children and by their parents/carers.

In focusing on behaviour and discipline it is important that parental co-operation and support are there within the school. This supportive relationship will help create the right climate where all the children who attend this school must feel wanted and that they, as individuals, have a part to play at our school.

### **Creating the right climate practical strategies:**

Creating the right atmosphere in school arises from good inter-personal relationships. Parents, guardians, visitors, governors, teachers and children must treat each other with a level of mutual respect.

- Children should be greeted each morning by their class teacher.
- Movement from the playground to the school should be done in an orderly manner and at all times should be done quietly. Walking should be encouraged to avoid accidents and to bring a sense of calm to the start of the day, lessons should begin promptly
- As children leave the classroom to enter Collective Worship, to change rooms, to go out to play, they should line up quietly and leave the classroom with a sense of respect for others around them. The teacher and teaching assistants, should position themselves at the most suitable vantage point
- Play times and dinner times should be calm.
- At the end of the school day all children should be escorted safely (by their parents) and in a calm manner off the premises, ending the day with the right tone.
- The Senior Leadership Team should actively model these behaviours and monitor the impact to ensure that all these procedures are operative.

### **Practical strategies to support and reinforce outstanding behaviour:**

- Look for things to praise. So often, a child with overt behavioural problems only

gains attention by being disruptive. By making a positive effort to find something to reinforce, we can develop the child's repertoire of acceptable behaviour. It is often the case that the child who is disruptive demands a disproportionate amount of adult time. By making the adult time positive, the child can feel better about themselves and so too can the adult. Time previously used for managing disruptive behaviour can then be redistributed amongst all the children.

- Stay calm and listen objectively to both sides of any argument and do not jump to any conclusions. Listening and understanding avoids the pressure of jumping to wrong conclusions. This does not mean that the child is always right either but that increased opportunities for understanding each other are valuable.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise). Exchange an unacceptable behaviour for a more acceptable activity thus encouraging positive behaviour e.g. instead of telling a child off for wandering around, praise him for going to get something for another child or walking instead of running.
- Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without the child being shown up; there is then no need for the child to confront the adult to save face with friends.
- Establish a number of favourite activities that can be used as reinforcers when work is finished as well as to calm someone down after an outburst. These could be books, an activity, or the security of tightly structured work, and should always be particular to the child. It is sometimes better - both for the child and for other children - if the child with problems is given permission to get on quietly with something else and then brought back into the group rather than being confronted when they are not ready.
- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

### **Special Mentions Book**

The school operates a 'Special Mentions Book'. The children's achievements and good behaviour are rewarded with an entry in the book. This is celebrated with the whole school during assemblies.

### **Celebration Assembly**

We will celebrate the achievements of the children in a Celebration Assembly for all on Fridays. With the teachers explaining why they have chosen the children, giving very positive messages to the school community.

## **Records of Behaviour – incident logs**

A record of all behaviour incidents is kept by the staff on CPOMS. It is used by SLT to look for patterns, to make sure one particular group isn't more affected by the positive behaviour policy than other groups and ensure that all incidents are followed up.

## **Misbehaviour**

Our system of offering clear guidance – this can sometimes be a warning, and using praise/and or when necessary, reprimands or sanctions – is highly successful. If for any reason a pupil opts to ignore this, we would use sanctions. This may be the use of a thinking table/chair for reflection, removing break time, removing a child from their classroom or learning environment as an opportunity to reflect and improve etc.

If behaviour is such that it threatens the safety of others, is causing a serious disruption to school life, is a serious case of disobedience to a responsible adult in school or has been continuing over an extended period with no sign of improvement, a formal internal isolation, suspension or permanent exclusion may be applied.

Warnings, guidance and advice are usually acted upon by pupils immediately. However, occasionally it is not and the decision is then at the discretion of the Headteacher whether or not to take action. Our focus to 'treat minor incidents as though they are significant and prevent more serious incidents from arising' is at the core of our approach and reflects a desire to ultimately eliminate any form of negative behaviour. In some cases, parents and children will be warned in advance that formal suspension or permanent exclusion from school could be a possibility for them. We know that formal suspension or permanent exclusion from school may cause inconvenience for parents, but we do not see this as a measure designed to punish parents. The purpose is to bring home to the child the serious nature of the misbehaviour, and to remind the child concerned and all the other children that some kinds of behaviour are unacceptable.

Suspended pupils are given learning to do at home. Permanently excluded pupils are given learning for the first 5 days.

## **Anti-Bullying Approach**

The school does not tolerate bullying of any kind. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. This also includes

outside of school hours, for example, use of social media technology: 'cyber-bullying'.

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil.

If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The 'STOP' messages are taught to children: **Several Times On Purpose** and **Start Telling Other People**.

The school holds Anti-Bullying Week in November with the BLUE (Be Loving and Understanding to Everyone) message at the heart of the week.

### **How we deal with incidents of misbehaviour**

There are set procedures for dealing with misbehaviour. Any of these can be used as appropriate i.e. levels may be skipped depending on the misbehaviour.

#### **Level 1**

- Appropriate ignoring
- Positive verbal warnings
- Reasoning
- Moving the child within the classroom

#### **Level 2**

- Verbal warnings and stating consequences
- Thinking Table/Chair for reflection
- Restricting/loss of playtimes
- Moving the child to another classroom

- Involving parents informally once an appointment has been made

### **Level 3**

- Meeting with parents
- Timely meetings with parents to discuss behaviour
- Pastoral Support Plan for concerning behaviour and at risk of an exclusion
- Withdrawal from classroom (internal isolation) as a last resort for safety of the child, other pupils, and staff
- Working with outside agencies

### **Level 4**

- Suspension

### **Level 5**

- Permanent Exclusion

### **Educational outings**

On educational outings pupils are expected to act as ambassadors, bringing credit to themselves, their families and the school. For health and safety reasons, children are not allowed inside the buildings at any time without supervision. The school takes an extremely serious view of behaviour such as defiance or rudeness or non-compliance.

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the Headteacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises.

### **The role of Governors**

The Governing Board has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues.

### **Use of reasonable force**

All members of staff are aware of the regulations regarding the use of force by

teachers, as set out in the DfE document 'Use of Reasonable Force' (published July 2013). Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **Searching, screening and confiscation**

The DfE has published searching, screening and confiscation: advice for schools July 2023 which the school will refer to if a pupil, or group of pupils, are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are prohibited. Mobile phones are banned for being used on school premises. The school is not required to inform parents before a search takes place and does not need to seek consent.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm
- disrupt teaching
- break school rules
- commit an offence
- cause personal injury
- damage property

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

### **Allegations**

Pupils that are found to have made malicious allegations against pupils or staff are likely to have breached school behaviour policies. The school will therefore consider

whether to apply an appropriate sanction, which could include fixed or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

### **Suspensions and permanent exclusions**

We do not wish to suspend or permanently exclude any child from school, but sometimes this may be necessary. The school will refer to the DfE's Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement September 2023 in any decision to suspend or permanently exclude a child from school.

It is not possible to produce an exhaustive list of offences that warrant a suspension or permanent exclusion. However, we can be clear that any threatening behaviour, persistent bullying or harassment of pupils or staff, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing, physical assault and persistent refusal to follow the school rules and expectations will result in an exclusion.

Only the Headteacher has the power to suspend or exclude a child from school. The Headteacher may suspend a child for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently.

If the Headteacher suspends or permanently excludes a child s/he informs the parents immediately, giving reasons for the suspension or permanent exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Board. Suspensions of up to 15 days for a term cannot be overturned. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority and the Governing Board about any suspensions and permanent exclusion.

The Governing Board itself cannot either suspend or exclude a child or extend the suspension period made by the Headteacher.

The Governing Board has a disciplinary committee which considers any suspensions or permanent exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider suspension or permanent exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the Governors' Appeals Panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

### **Drug and alcohol-related incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision a member of staff. Misuse of illegal substances at school by a child could result in permanent exclusion and reported to the police and social care.

### **Equalities Act 2010**

St. Edward's Catholic First School takes seriously the responsibility to promote, monitor and review all aspects of school life to ensure we are meeting our duties in respect of the Equalities Act 2010. The school does not discriminate against pupils of 'protected characteristic' status which includes: gender, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy. Therefore, we may make reasonable adjustments to ensure their learning and social experiences at St. Edward's First are as positive and inclusive as possible.

While we always strive to be fair and transparent, the school recognises that our response to inappropriate behaviour from some children, for example those with an Educational Health Care Plan, may need to be differentiated.

### **Safeguarding**

Children are regularly encouraged to report incidents of behaviour which breaks school rules or does not meet the Catholic ethos of St. Edward's Catholic First School Staff are also encouraged to discuss unusual changes in behaviour with the Designated Safeguarding Lead Person as this could be a symptom of an underlying issue. Staff understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.

### **Monitoring and review**

- The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a records concerning incidents of misbehaviour on CPOMS.
- The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the Governing Board to monitor the rate of suspensions

and exclusions, and to ensure that the school policy is administered fairly and consistently.

- The Governing Board will seek to ensure that the school abides by the Equalities Act 2010.
- The Headteacher reviews this policy annually. The Headteacher may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.