

## St Edward's C of E Primary School Pupil Behaviour Policy

### Rationale

At St Edward's CE Primary, we want to promote an environment for learning where all children feel safe and secure and can develop a love and enthusiasm for learning. Our school values, based on Christian principles are integral to creating this environment: These values are:



Children need to feel able to contribute to all lessons and feel their contributions are valued and built on. Children also need to know that everyone makes mistakes and when mistakes are made they need to use them as a platform for learning. In order to prepare children for responsibility and independence children need to know that good behaviour is rewarded, enabling them to build high self-esteem. This brings about a caring, respectful environment where children can succeed. It is also important for children to learn that there are also consequences for inappropriate behaviour.

All school staff administer rewards and consequences, together with children having the freedom to acknowledge good behaviour amongst their peers.

### Attitudes to learning

We aim to encourage children to

- Engage in learning both actively and respectfully
- Follow instructions the first time
- Settle quickly and quietly to work
- High expectations to be seen and aspired to

### Rewards in school

- Verbal praise
- Stickers or certificates given to take home
- Various reward systems in individual classrooms depending on group and teacher
- Certificates and celebration of positive behaviour and use of positive role models in school assemblies
- Head Teacher's gold stickers given for exceptional work or behaviour
- **Any other rewards given to children must be agreed with the Head teacher**

## Sanctions

If a child displays inappropriate low level behaviour s/he will receive a verbal warning, reminding the child of the appropriate behaviour. If the child repeats the behaviour again the adult says '***This is your final warning***' and again reminds the child of the appropriate way to behave. If the child does repeat the behaviour a consequence will be given by the class teacher. This may include working in a different class or outside the Head teacher's office for a short time or sitting in the hall for 5 minutes at break time. **Each day is a new day** so warnings from previous days do not carry over.

If a child displays behaviour that is extremely unacceptable e.g. physically/verbally hurting another child deliberately, there will be an immediate consequence with no warnings. They will be sent straight to the head teacher/deputy head teacher and parents/carers might be notified.

## Playtimes

If a child displays inappropriate behaviour outside s/he will receive a verbal warning, if the child repeats the behaviour again the adult will say '***This is your final warning***'. If the child does repeat they will be asked to stand with the adult on duty for 2 minutes. Serious behaviour issues will be dealt with by senior staff.

## Lunch times

Dining supervisors use stickers and pompoms to reward children sitting well and talking quietly in the dining room. If a child displays inappropriate behaviour in the dining hall or outside they will spend two minutes reflecting on this standing by the adult involved. If there is a serious incident, then this will be dealt with by senior staff.

## Extreme cases of behaviour

For a minority of children, the rewards and consequences of both classroom and playground may not be appropriate. If a child's behaviour is considered extreme and puts others or themselves at risk, then that child may be excluded from school with immediate effect. These incidents will be recorded by the Head Teacher.

A discussion will take place between parent/carer and Head Teacher/Deputy Head Teacher as to whether that child will return the following day or have further time out of school. If the child persists with that behaviour, then the LA exclusion policy may be followed.

## Preventing and tackling bullying and peer on peer abuse

### **Bullying (Please also refer to the school anti-bullying policy)**

***'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'*** (DfE 2017)

At St Edward's School we are aware of the possibility of bullying both within the school, or outside of school. Staff are vigilant in identifying behaviours that could lead to this and appropriate strategies are put in place so that any potential bullying behaviour is stopped before it becomes serious. There is no single solution to bullying. When incidents of bullying or abuse do occur, staff deal with these quickly and effectively, working with parents/carers and the children involved, responding to each case individually. Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support. Records and subsequent actions are kept and monitored and reported to Governors.

Children have regular opportunities to learn about behaviour; they are encouraged to talk about others' and their own behaviour, whether good or bad, and understand what bullying in its real sense means as opposed to others simply being unkind. Tolerance, respect and an understanding of different views, and cultures are part of our school's SMSC curriculum. Cyber bullying is also part of our on-going e-safety curriculum.

### **Peer on peer/child on child abuse**

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse) and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. Staff will follow the guidance in the KCSIE document which outlines the importance of challenging inappropriate behaviours between peers. See sections 46-50 [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1021914/KCSIE\\_2021\\_September\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf)

Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as "banter", "just having a laugh" or "part of growing up". This abuse could, for example include:

sexual violence and sexual harassment, "upskirting", initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and non-consensual sharing of indecent images, causing someone to engage in sexual activity without consent and physical violence (eg hitting, kicking, shaking, biting, hair pulling, etc). This may be experienced by both boys and girls, however, girls are more likely to be the victims and boys perpetrators. All peer on peer incidents are recorded, investigated and dealt with by the DSLs.

Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and a thorough investigation conducted by the DSL. A written risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Parents or carers of the children involved will be informed as soon as it is appropriate to do so. Support plans will be written and help offered, by different adults in school (to avoid a possible conflict of interest), to the alleged victim, the child or young person accused and any other children involved. A referral to any relevant outside agency will be made eg Police or Social Care.

Children will be encouraged to report to a trusted adult in school all incidents of peer on peer abuse wherever it may have happened and will be taught about alternative ways of doing this both in school and elsewhere eg via a "worry box". They will always be taken seriously and never given the impression that they are creating a problem by reporting their concern or made to feel ashamed.

The following steps will be taken to minimise the risk of peer on peer abuse:

- Staff training to ensure an understanding of what it is and how to recognise signs
- Promotion of a supportive environment by teaching about acceptable and unacceptable behaviours (including online) in both assemblies and the wider curriculum eg RSE/PSHE
- Clear procedures put in place to govern the use of mobile phones in school
- Appropriate staff supervision of pupils and identifying locations around the school site that are less visible and may present more risk to pupils