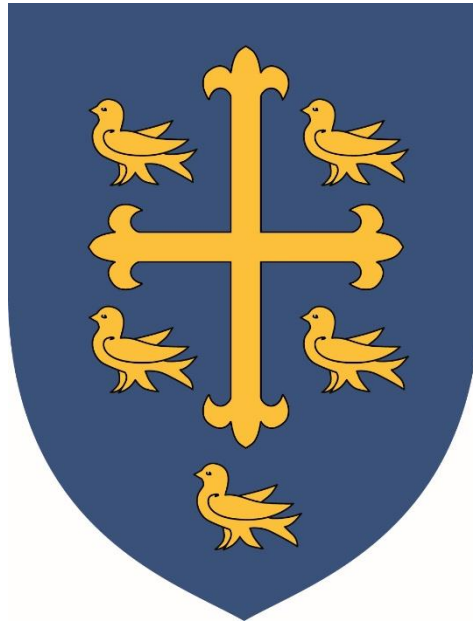


St. Edward's Catholic Primary School



Behaviour and Discipline Policy 2025/26

'Jesus is at the heart of all that we do'

At St. Edward's, we are committed to safeguarding and promoting the welfare of the children and adults in our school, and we have the same expectation of our staff and volunteers.

Policy agreed/Signed by: _____
(Mr K Connolly – Chair of Governors)

Date: _____

Agreed on: September 2025

Review date: September 2026

BACKGROUND TO OUR BEHAVIOUR POLICY

Our behaviour and discipline policy is based on the Christian principle of love and respect for each other. This policy is also linked to our Anti-Bullying Policy.

Catholic Social Teaching

Our behaviour policy reflects the values of the Catholic social teachings. By embracing diversity, fostering creativity, and promoting social and spiritual development, we aspire to nurture well-rounded individuals who appreciate the power of forgiveness, compassion and empathy, the importance of conflict resolution and reflection on our own behaviour and attitude in shaping a harmonious and compassionate society.

"Love one another as I have loved you."

John 15 v 12

The mission statement and the aims of St Edward's state firmly the belief of the school community:

"Jesus is at the heart of all that we do."

We recognise that a behaviour and discipline system can only be successful if it is based around the promotion of positive behaviours. As a Catholic School, it is paramount that we focus on the Gospel Virtues – particularly those of truthfulness and compassion. The strategies that we implement therefore focus on forgiveness, understanding and empathy.

All staff will encourage high standards of behaviour in children - not only in school - but also in their lives generally. As a staff, we are aware that well-planned work, good classroom organisation and a stimulating curriculum play a major part in promoting positive classroom behaviour. We expect all of the children to make positive learning choices to enable all of the children at St. Edward's access to a broad and balanced curriculum that is planned and executed to meet their needs.

Behaviour Management Approach

Our school uses a TIAAS (Trauma Informed Attachment Aware School) approach to behaviour. We recognise that children's experiences shape how they respond to situations and we aim to support them with understanding, empathy and consistency. This approach focuses on building strong, trusting relationships, promoting emotional regulation and creating a safe and nurturing environment where all children can learn, grown and thrive.

School – Parent Collaboration

Parents play a crucial role in the school's system of discipline, and we ensure they are informed of any concerns as they arise. We offer all parents the opportunity **to support us in our aims** so that children can be prepared for the future and the requirements needed to succeed. We assure parents that all behaviour incidents are dealt with fairly and investigated thoroughly by our staff. However, we will not share any actions taken about

another child other than your own. We have an open-door policy and will always welcome parents who wish to discuss any concerns, however we do expect staff and parents to support each other in a relationship built on trust to ensure that children are enabled to reach their full potential. If any incidents are brought to parent's attention by other sources, we ask that parents approach us immediately to enable us to clarify any issues and misunderstandings. Parents sign the Home School Agreement when their child begins school and parents are reminded about our mission, aims and approach to the Behaviour Policy in the newsletter and the initial 'Meet the new teacher' workshops in September.

STRATEGIES FOR ENCOURAGING POSITIVE BEHAVIOUR

As staff, we set our pupils an example of mutual caring and co-operation. As a Catholic school, we promote our Christian values and attitudes through our religious programmes and through the example we give as a staff. St Edward's school encourages all children to follow the **School Rules**:

We will:

- Be honest and tell the truth.
- Treat others as we would like to be treated ourselves.
- Listen to all staff and follow instructions immediately.
- Show good manners to all staff at all times.
- Walk around school quietly and calmly.
- Take care of our school as if it were our home.
- Show respect for other people's belongings.
- Complete all of our tasks the best we can.

Staff will:

- Set expectations by prompting good behaviour and marginalising poor behaviour.
- Staff are responsible for promoting good behaviour from all pupils in school regardless of whether a child is/is not in their class. Staff will give greens to pupils as and when they notice positive behaviours and ensure the pupil knows why it has been awarded.
- Deal with specific individuals - as opposed to groups.
- Criticise the behaviour - not the individual.
- Be fair and consistent.
- Communicate – (and acknowledge as members of staff) positive behaviour in each other's class.
- Ask children to praise one another and sharing good news about others.
- Use of humour - to turn correction into something positive.
- Spend a little time reflecting on each day – just before final prayers - thinking how we have made the day happy - for all those who came in contact with us.

Promoting Positive Behaviour

- Sincere and timely verbal praise.
- Recognition of achievements both in and out of school (for example: star of the week, stars outside of school, good work display board).

- Children are asked to praise one another and are encouraged to acknowledge the efforts of their peers.
- Trackit Lights to promote positive behaviours and staff are consistent vocabulary to ensure children know why they have been awarded green track its.

Supporting Children with Behaviour

- Identified children are offered a soft start to ensure that any worries or concerns they have are addressed in a small group each morning and adjustments to the day can be preempted.
- We are a *My Happy Mind* school and we have been developing the “Happy Breathing” strategy as a calming technique and have been exploring the different parts of the brain so that we can have a better understanding of our feelings and emotions.
- Bean bags placed around school where children can go to help them regulate or to have a brain break. We also have a sensory area with equipment for regulation and opportunities for Sensory Circuits to be offered.
- Lunch time supervisors to support pupils social interaction at lunchtime.
- Use of interventions to support the social and emotional well being of children.
- Individualised behaviour plans and Millie Reward Charts for children who need further support.

SCHOOL REWARD SYSTEMS

1. Trackit Lights (see appendix) – to record accumulated individual house points. These will be awarded to children for good work and behaviour.
2. Classes and children with the most house points earned each week and so far in the year are announced and displayed in Praise Assembly.
3. At the end of every half-term the house with the most house points will receive an extra reward (e.g. extra breaktime, own clothes day etc.).
4. Certificate of achievement awarded to one child from each class at the weekly Praise assembly (Star of the Week) which is then followed by a special tea with a member of SLT.
5. Handwriting certificates, Pen Licences and Writer of the Week certificates, Mathematician of the Week and Timestable Rockstars Certificates.
6. Individual awards/class awards by individual teachers/ staff.
7. One pupil selected as pupil of the term- special tea with Mrs Kennett and a certificate *
8. Lunchtime Supervisors awarding good behaviour with lunchtime tokens.
9. In addition to this, all children who individually receive:
 - 100 house points - are awarded with a bronze certificate.
 - 200 house points - are awarded with a silver certificate.
 - 300 house points – are awarded with a gold certificate.
 - 500 house points - are awarded with a platinum certificate.
 - 1000 house points – are awarded with a double platinum certificate.
10. Children displaying our Catholic Virtues will be recognised weekly with an award during Gospel Assembly.

PUPIL RESPONSIBILITIES

We encourage children to take on additional responsibilities in school. Class Teachers are to assign roles to the children in class including Eco-Councillors. Additionally, children from each class are elected as School Councillors. Children in certain year groups will also have the opportunity to train as Liturgy Leaders and Playleaders. In Year 6, children are also given the opportunity to be School Ambassadors during assemblies and open mornings. Pupils in older year groups will also be assigned a 'buddy' or a 'Faith Friend' from younger year groups to act as a mentor for.

UNACCEPTABLE ANTI-SOCIAL BEHAVIOUR

Not abiding by school rules (The Safeguarding Policy September 2024).

For continual unacceptable behaviour or in cases of serious verbal or physical violence the child may be excluded from class (in house exclusion) or receive a fixed term suspension from school. As a very last resort, this could take the form of a permanent exclusion.

CHILD ON CHILD ABUSE

We will not tolerate instances of *child-on-child* abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up". We will recognise that "child on child abuse" can occur between and across different age ranges. We will follow both national and local guidance and policies to support any **children** subject to *child-on-child* abuse, including sexting (also known as youth produced sexual imagery) and gang violence. We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.

MOVING ON

- **In class, children will progress through the Trackit Light system – orange, yellow, red.**
 - ORANGE- This is an opportunity for a pupil to correct their behaviour. This acts as a warning.
 - YELLOW- Time will be spent with a member of staff at the nearest opportunity to discuss what has happened? What should have happened and/ or been done followed by how are we going to fix this?
 - RED- An incident report on the Trackit Light system is filled out, parents are informed and an appropriate and meaningful act will be requested. e.g. time to be spent writing an apology note.

These steps will be put in place at the earliest opportunity, however where investigation is needed these can be delayed.

- The member of staff who has witnessed the poor behaviour is responsible for making sure the incident form is completed and class teacher is informed to ensure appropriate steps are taken.
- Incident forms must be completed on the same day as the incident.
- In the case of serious misbehaviour, which puts the safety and well being of others at risk, the school will inform parents **immediately** to meet the Class Teacher and Year Group Lead, Assistant Head Teacher, Deputy Head Teacher or Head Teacher.

- Some children may require an Individual Behaviour Plan or report card with specific consequences and rewards extra to those for the rest of the class. Trackit Lights will form a recording tool in these instances.
- Meetings regarding IBPs (Individual Behaviour Plans) will involve Parents, Class Teacher, SENDCO and in some circumstances, a member of the Senior Leadership Team.
- A suspension will be considered (internal or for a set time or permanent exclusion).
- A pupil's behaviour will firstly be addressed by the adult who has witnessed the behaviour, e.g. Class Teacher, Lunchtime Supervisor.

Reflection

At each stage in the Trackit Light process, children will be given the opportunity to reflect on and improve their behaviour using the Behaviour Reflection sheets.

Break times

Pupils who are not following the school rules during break times are dealt with by the teacher/staff member on duty. Actions will be put in place as outlined as above.

Lunchtimes

HLTAs, TAs and Lunchtime Supervisors are on duty at lunchtimes. Lunchtime staff will follow the behaviour policy in the same way as the rest of the school staff. More serious incidents must be referred to the Class Teacher and / or Senior Leader immediately.

'Reds'/Incident Forms

'Reds' are given to children who do not follow the school rules or exhibit poor behaviour during the school day. Once a Red is issued, the child will receive a 'moving on' action. This is at the discretion of the class teacher and will be recorded on an incident form on the Trackit Light system. Parents will also be informed at the end of the day and asked to discuss the behaviour at home.

Immediate Reds:

- Intentional violence towards staff /pupils/animals
- Damage of school property
- Use of prejudice and discriminatory behaviour and language towards others
- Walking out of class without permission
- Bullying behaviour including Cyber Bullying (sanction may only be issued following thorough investigation)

Parents will be informed if their child has received a red.

THREE reds = parents/ child invited in for a meeting with the class teacher to discuss behaviour concerns and to produce a behaviour plan together and the child will be put on report. This is reviewed after 3-4 weeks as a minimum. Behaviour will continue to be monitored and liaison with parent/s will be regular.

If the child receives a further **THREE** more reds, the class teacher will inform the Key Stage Lead (AHT)). The Key Stage Lead will meet with the class teacher/parents/ child and warn them that a further three 'reds' will result in a meeting with a member of the Senior Leadership Team and a possible exclusion for the child from school.

3- Class Teacher/ parents/ pupil

**6- Key Stage Lead (AHT)/ Class Teacher/parents/ pupil/
9- Senior Leadership Team / Class Teacher/parents/ pupil**

Each new term, the cycle begins again. Every child will go back to having no Reds/Incident Forms (previous incidents will remain logged on the school system). Any incidents of bullying, homophobic, Prevent issues or racist behaviour will be recorded on My Concern and will be dealt with immediately by a senior member of staff.

SCHOOL EXPECTATIONS OF PUPILS

1. Always wear school uniform - be neat and tidy in appearance.
 - i. Shoes must be worn in school- no trainers (apart from break times and these must be changed before returning to class).
 - ii. Shirts/blouses **must** be tucked in.
 - iii. Nail varnish/ fake tan/ tattoos/ make – up are not permitted.
2. No running or shouting in class - or anywhere inside the school buildings.
Keep to your left as you move through the corridors.
Long hair should always be tied back (including on non-uniform days). No extremely modern hairstyles are permitted.
3. Jewellery – no earrings are permitted to be worn for health and safety reasons and only a simple watch is permitted for educational purposes.
4. Cloakrooms must be kept tidy - with bags and coats placed on the appropriate hooks.
5. Children are expected to keep the school environment clean and tidy. Litter must be placed in the bins provided.
6. In the playground, children should STOP IN SILENCE when the whistle is blown and classes will be called to line up.
7. Manners- Children are expected to always address a person politely by his/her name.
- Stand back for adults.- Say good morning/good afternoon to visitors and make them feel 'welcome.' - Hold door open for others
8. Pupils should not bring in personal items e.g. mobile phones, iPods, toys, fit bits or any other Smart devices etc. Year 6 children who use mobile phones because they walk home by themselves MUST hand these in at the school office on arrival and collect them at the end of the school day.
9. Children will remove hats when they enter the school building. Coats will be removed when eating.

Please note that all of the above (except 1i, 1ii) applies to non-uniform days.

APPENDIX 1 School Rules

We will:

- Be honest and tell the truth.
- Treat others as we would like to be treated ourselves.
- Listen to all staff and follow instructions immediately.
- Show good manners to all staff at all times.
- Walk around school quietly and calmly.
- Take care of our school as if it were your home.

- Show respect for other people's belongings.
- Complete all our tasks the best we can.

APPENDIX 2

House Points at St Edward's

1. Four Houses:

House	Special Day	Colour	Member of staff responsible for the House
St Matthew	21 st September	Yellow	Miss Avery
St Mark	25 th April	Red	Mrs Bailey
St John	27 th December	Blue	Mrs McConvery
St Luke	18 th October	Green	Miss O'Brien

1. Two Year Six pupils will be selected as Heads of House each term.
2. A member of the Staff Team will be responsible for a House.
 - i. Displays in front office.
 - ii. Planned events/ activities for the House members throughout the year.
 - iii. Each member of staff will be allocated a House to belong to.
3. Pupils will be grouped in their Houses for Sports Day and other school events.
4. On the Saint's feast day, pupils will be allowed to wear an item of clothing matched to the colour of their house.
5. Pupils will be awarded house points throughout the week for good behaviour and work. House points are linked to the Trackit Light system and are collated weekly for each house. Accumulative house points are collated for each child.
6. At the weekly Praise Assembly, the winning house will be congratulated.

APPENDIX 3

Reds/Incident Forms

- 3 Reds = Class Teacher/ parents to meet and produce a behaviour plan.
- 3 more Reds = Key Stage Lead (AHT) meets parents/class teacher
- 3 more Reds = A member Senior Leadership Team meets parents/Class Teacher

New term= begin cycle again

Trackit Lights

This is an electronic system for recording behaviour across the school. It provides teachers with a tool to record positive behaviours immediately and reward children with house points. The children are given a 'green' for good behaviour and the system keeps a tally of the house points that have been awarded. It is designed to support staff to focus on

promoting positive behaviours rather than being a system for just recording off task behaviour.

Children will be given a first verbal warning if they are not adhering to class/school rules. If they continue to make the wrong choices, they will be moved to 'orange' on the system and the reason for this will be recorded. Once again, if the behaviour persists, the child will be moved onto 'yellow' and finally 'red'. If a child displays a more serious behaviour, they may be put onto a red immediately without moving through the stages. An incident form will be completed by an adult if a child is given a 'red' and parents will be informed.