



Edisford Primary School

*Confidence. Persistence. Getting Along. Organisation. Resilience.*

### Behaviour Policy

This Behaviour Policy incorporates:

- Behaviour around school
- Attitudes to learning
- Anti-Bullying

At Edisford we believe that all pupils in the school have the 'right' to:

- feel safe;
- be respected;
- to learn;

In having these 'rights' all pupils also have a responsibility to protect the rights of others.

#### **Our Behaviour Policy: Empowerment Through Responsibility**

Our behaviour policy is built on the principle of empowering children to take ownership of their actions and decisions. Rather than relying on control, we focus on fostering cooperation and encouraging self-reflection.

Key elements of our policy include:

- **Co-operation over Control:** we believe in building positive relationships and working together to create a respectful, supportive environment for everyone.
- **Clear, Thoughtful Procedures:** instead of responding impulsively, we have established clear, consistent procedures that guide children in understanding the impact of their behaviour.
- **Defined Consequences:** children are provided with clear, predetermined consequences for their actions, which are always fair and understood in advance.
- **Time for Reflection:** before a consequence is implemented, children are given time to reflect on their behaviour and consider how they can make better choices moving forward.

By promoting these principles, we aim to create an atmosphere of trust, accountability, and personal growth, helping each child to develop a deeper understanding of their actions and their impact on others.

To support this approach all staff receive training about:

- appropriate behaviour within our society and school;
- children's rights and responsibilities;
- tactical strategies for managing behaviour;
- identifying primary and secondary behaviour types;
- suitable consequences;
- reporting procedures;
- repair and rebuild relationships.

The school operates reward systems based on developing successful characteristics to work (getting along with others, resilience, organisation, persistence, confidence). These take the form of our Flairs (KS1) and Endeavour Awards (KS2) badge schemes, plus children's individual points that lead to all pupils progressing through a series of rewards that are age-appropriate for each key stage.

In addition, we have a weekly assembly which covers and rewards specifically identified behaviours for that week.

Ambassadors, who are elected by their peers on a termly basis, are role models and present weekly goals for manners, tidying and achievement as well as presenting our Thought for the Day (collective worship). To represent the role they hold, they wear emerald green Edisford sweatshirts for the term of their office.

### **Monitoring**

Incidents of a more serious nature are recorded separately and kept by the SLT. Reports used by governors for self-evaluation purposes.

### **Low-level disruption.**

Consistent low-level disruption involves:

- \* regular calling out,
- \* making noises,
- \* getting out of their place without good reason,
- \* generally distracting children from their work, or the teacher from teaching and not working to their potential,
- \* talking when they should be listening.

These may require, for example, missing a playtime to visit the Reflection Room or another age-appropriate sanction.

### Empowerment System

1. Fresh Start Each Lesson: Every child begins each lesson with a clean slate. Teachers build strong relationships with their children over time, establishing trust and understanding. Behaviour is viewed as an integral part of our curriculum, and we see every opportunity as a chance to learn and grow.
2. Immediate Action for Disruption: If a child is disruptive, we address the behaviour promptly to ensure every child has the right to learn, feel safe, and be respected. We use a calm, factual approach to make the child aware of their actions. For example, "You are talking while I'm speaking."
3. Ongoing Disruption: If disruptive behaviour continues, the teacher will again describe the behaviour ("You're still talking while I'm speaking") and present a clear choice of consequence, such as: "If the disruption continues, you will spend your breaktime in the Reflection Room." Teachers remain calm, assertive, and give children the space to make their choice.
4. Positive Feedback for Positive Choices: When children choose the right course of action, they are praised and encouraged. If they choose to continue the disruptive behaviour, the consequence of missing breaktime in the Reflection Room is implemented.

### Philosophy Behind the System

- Opportunity to Choose: Every child is given the opportunity to make the right choice.
- Warmth and Forgiveness: We maintain a compassionate and forgiving approach throughout, recognizing that learning from mistakes is part of the process.
- Consistency in Action: We take immediate action to prevent the spread of disruptive behaviour, ensuring a safe and respectful environment for all.
- Calm, Orderly, and Empowering: Our system is designed to be calm, orderly, and assertive, fostering personal growth and responsibility.

We recognise that some children will need more time. Some may need more opportunities to fully understand and engage with the system. And when we see that a child is struggling, we'll adapt—tailoring our approach to meet their individual needs. If a pattern of disruptive behaviour arises in a class, we'll adjust our model, ensuring we continue to support all children in learning and growing.

## The Reflection Room

If a child misses playtime due to low-level disruptive behaviour, they will spend time in the Reflection Room with a member of staff. During this time, the teacher will guide the child through a reflective conversation to help them understand the reasons for their behaviour. The teacher will also provide age-appropriate tasks to ensure the child makes the most of their time and engages in productive reflection and learning.

## **Higher Levels of Disruption**

This category includes persistent low-level disruption as well as more serious negative behaviours, such as (but not limited to) swearing, stealing, spitting, damage to property, or aggressive actions towards others—whether online or offline. It also covers instances where a child refuses to cooperate or follow simple instructions.

Consequences for High-Level Disruption:

- Working in Isolation: The child may be asked to work away from the group to minimise further disruption and help them reflect on their actions.
- Loss of Rewards or Treats: The child may lose access to rewards or treats as a consequence of their behaviour.

In more serious cases, we will consider the following:

- After-School Detention: This will always be accompanied by 48 hours' notice to parents.
- Temporary Exclusion: Ranging from 1 to 5 days, depending on the severity of the incident.
- Permanent Exclusion: Only in the most extreme cases, after all other avenues have been explored, and where the incident is serious enough to warrant this action.

## Philosophy Behind the System

- Zero Tolerance for High-Level Disruption: We believe in creating a safe, respectful environment for all children, where disruptive behaviour is not tolerated.
- Acting Quickly to Prevent Escalation: We respond promptly to high-level disruption to prevent it from spreading and impacting others' ability to learn and feel safe.
- Fair, Firm, and Consistent: Our approach is both fair and firm. We hold children accountable for their actions while ensuring they understand the consequences of their choices.

## **Edisford Behaviour Curriculum**

From September 2025, we will introduce a new Edisford Behaviour Curriculum. This will include a set of principles for walking around school, listening and speaking. We will keep parents up-to-date with modifications to our behaviour curriculum.

## **Special Educational Needs and Vulnerable pupils.**

Some pupils face a greater challenge to manage their own behaviour. It is not unusual therefore to adapt this policy in order to help each child function well within the school setting.

## **Pastoral Support.**

This may be offered informally through discussion or as part of a plan of action (Personal Behaviour Plan). Sometimes it forms part of a wider care strategy including an Educational Health Care Plan (EHCP). In these cases, we would aim to identify triggers for behaviour and decide how these could be avoided. These are generally carried out with the parents/guardians as well as the pupil. For some EHCPs we may seek outside advice from experts to inform our work.

## **Recording Behaviour and Identifying Patterns**

The SLT will analyse behaviour patterns on a termly basis and identify where changes are needed to ensure the smooth-running of lessons, lunch and playtimes.

**Updated July 2025.**

**Review date July 2026.**