

Behaviour



Approved by:	Governing Body
Last reviewed on:	July 2025
Next review due by:	July 2026

Vision and Values

We believe that **every child has the right to feel safe, valued, and respected**, and that positive relationships form the foundation of effective behaviour management.

King Edwin Primary School is committed to creating a safe environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our core values are:

- Respect
- Happiness
- Growth

Aims

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values respect, kindness, care, good humour and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Our Rules

These are simple, positively framed, and consistently applied:

- Be Ready
- Be Respectful
- Be Safe

Behaviour Expectations

Adults Will:

- Meet and greet every child daily
- Use calm and consistent language
- Follow up, follow through
- Use non-verbal cues and de-escalation techniques where appropriate
- Build positive relationships

Children Are Expected To:

- Follow the school rules
- Use kind words and actions
- Take responsibility for their choices
- Try their best and show resilience

The role of Parents

We believe we must work in partnership with parents/carers on all aspects of a pupil's education including their behaviour. We expect and actively encourage parents to engage with school staff regarding their child's behaviour and support the implementation of our behaviour policy.

Recognition and Rewards

At King Edwin Primary we aim to foster intrinsic motivation. Fostering intrinsic motivation means helping children to understand why good behavior matters - not just rewarding them for it. The goal is to build self-regulation, empathy, and responsibility, rather than relying solely on external rewards or prizes. We do, however, recognise the value of small rewards such as stickers and certificates and will use these appropriately to celebrate noted examples of excellent behaviour.

Recognition strategies include:

- Verbal praise
- Phone calls home
- Emails home
- Classroom roles and privileges
- Recognition in the weekly celebration assembly
- Crew points
- Whole class reward system
- Certificate of recognition from peers
- Postcards, stickers or certificates

Responses to misbehaviour

We use a **clear, staged** and **consistent** response to incidents of misbehaviour. Children are regularly made aware of the school rules and expectations (see Appendix 2) and the consequences of not following these. The school rules are displayed in each classroom and in other areas of the school. Examples of unacceptable behaviour can be found in **Appendix 1**.

Staged Response: Classroom

Step 1: REDIRECTION (First verbal reminder)

Gentle encouragement, a 'nudge' in the right direction.

Step 2: REMINDER (Second verbal reminder)

A reminder of the expectations of **Ready, Respectful, Safe**.

Step 3: CAUTION (Final verbal reminder)

A clear verbal caution, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

Step 4: TIME OUT (Consequence)

Give the learner a chance to reflect away from others within the classroom. This will be for 10 minutes. Speak to the learner privately and give them a final opportunity to engage.

Step 5: INTERNAL REFERRAL (Consequence)

At this point, the learner will be referred internally to another room in the school for the remainder of the lesson. The child will spend 10 mins during break or lunchtime completing a behaviour reflection. If the incident takes place after lunchtime, the child will be removed from class for 10 mins to complete the reflection.

All internal referrals must be recorded straight onto CPOMS or on a behaviour form which will be uploaded to CPOMS. Parents/carers will be informed the same day, either by phone or in person.

Step 6: REPARATION (Restorative conversation)

A restorative conversation (See Appendix 3) should take place as soon as possible after the event and when the child is ready to engage. If the learner does not engage before the next lesson or the reconciliation is unsuccessful, the teacher should call on support from a member of the SLT who will support the reparation process.

Staged Response: Yard/Hall

Step 1: REDIRECTION (First verbal reminder)

Gentle encouragement, a 'nudge' in the right direction.

Step 2: REMINDER (Second verbal reminder)

A reminder of the expectations of **Ready, Respectful, Safe**.

Step 3: CAUTION (Final verbal reminder)

A clear verbal caution, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

Step 4: TIME OUT (Consequence)

Give the learner a chance to reflect away from others on the yard/in the hall. This will be for 10 minutes. On the yard, this will be with an adult. In the hall, this will be in a safe space. Speak to the learner privately and give them a final opportunity to engage.

Step 5: INTERNAL REFERRAL (Consequence)

At this point, the learner will be referred to a room or a space in the school for the remainder of the break/lunchtime where the child will complete a behaviour reflection. All internal referrals must be recorded straight onto CPOMS or on a behaviour form which will be uploaded to CPOMS. Parents/carers will be informed the same day, either by phone or in person.

Step 6: REPARATION (Restorative conversation)

A restorative conversation (See Appendix 3) should take place as soon as possible after the event and when the child is ready to engage. If the learner does not engage before the next lesson or the reconciliation is unsuccessful, the teacher should call on support from a member of the SLT who will support the reparation process.

Escalation of Behaviour

Some behaviours will result in immediate referral to a member of the Senior Leadership team. (See Appendix 1). After 3 referrals within the space of a half term, a behaviour plan will be agreed and put in place. This will require a daily log of behaviour for 2 weeks, with a clear focus on positive behaviours. This requires parental involvement and support e.g. parents will sign at the end of each day. Parents will be expected to talk with their child about the behaviour. Should the plan not result in an improvement in behaviour, a fixed term exclusion will be considered.

The Use of Reasonable Force/Physical Intervention

Schools have a legal duty of care for all their pupils. Where a pupil is creating a situation where they are threatening the wellbeing of other pupils, reasonable force may be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the pupil is not responding to a verbal request, help should be sought before intervening. Any incidents where physical intervention has taken place will be logged on CPOMs.

School trips

School trips provide valuable learning experiences outside the classroom. The same standards of behaviour that are expected in school are also expected from all pupils whilst on a school visit. This is to ensure safety, learning, and enjoyment for everyone involved. The staged response above will apply whilst on a trip. Should the behaviour be of a serious or dangerous nature, parents may be required to collect their child from the trip location.

Fixed Term Exclusions

In cases of persistent poor behaviour, a fixed term exclusion may be used.

The following behaviours will lead to an instant fixed term exclusion:

- Bringing prohibited items into school including knives, weapons, alcohol, drugs, fireworks or any other item with the intent to cause offence or harm to a person or property.
- Severe harm or injury to another child.
- Attacking a member of staff or other adult in school.
- Throwing items such as chairs, with the intent to damage property or harm another person.
- Repeated and continued refusal to comply with adult direction.
- Attempts to start a fire.
- Smoking or vaping on the school site.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Endangerment of staff and pupils.

We will also use the '[When to Call The Police](#)' document and the [Northumberland Offensive Weapon and Knife Carrying Protocol](#) to support decision making.

Parents will be contacted to immediately remove the child from school if appropriate. There will be a meeting with parents and class teacher (SENCO if necessary) to discuss the way forward upon return.

Provision for children with additional needs

We recognise that some children need **additional support** to meet behaviour expectations. Members of staff will consider whether any challenging behaviours are or are not related to the child's special educational needs

or disabilities. If they are wholly or in part related to SEND, the same expectations apply regarding appropriate and safe behaviours in school but a SEND Support Plan will be written or updated to show what reasonable adjustments and additional support will be given to the child to help them improve and learn. In some instances, it may be appropriate for behaviour sanctions given during afternoon sessions to be issued on the same day to prevent anxiety or uncertainty.

Behaviour outside of school premises

Students at the school must agree to represent the school in a positive manner. The guidance laid out in the Student Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform. Staff can discipline students for inappropriate behaviour outside of the school premises, including conduct online, when the student is:

- Wearing a school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Review

This policy will be reviewed annually or sooner where necessary.

Appendix 1:

Please find below a table that outlines some examples of low-level behaviours and behaviours that may warrant an immediate escalation to SLT.

Low level behaviour	Behaviours that may warrant immediate escalation can be defined as:
• Talking in the classroom/assembly when the child should be listening to the teacher • Persistent turning around and distracting others • Rocking on chair • Persistent tapping or banging of items to distract others • Wandering around the classroom unnecessarily • Persistently not on task • Running not walking around the school building • Mis-using equipment • Refusing to complete work • Rudeness/answering back to adults • Refusal to follow instructions • Name calling/teasing • Making noises to intentionally disrupt others • Lying • Defacing of work or books (own or others) • Spitting • Purposefully making the environment untidy • Destructive play • Purposeful disruption amongst peers	• Any form of bullying, including online • Purposely hurting another person (hitting, nipping, kicking, slapping) • Fighting • Play fighting • Vandalism/purposeful damaging of equipment or the school building • Offensive gestures • Theft • Racist, sexist, homophobic or discriminatory behaviour and/or language • Possession of any prohibited items • Swearing • Leaving or attempting to leave the school site • Intentionally using a mobile phone on the school site. • Intimidating, threatening or physical behaviour towards a member of staff or volunteer.

Appendix 2:

School expectations

Assembly At King Edwin Primary School we... • Walk into the hall quietly. • Sit sensibly in our lines, leaving enough space around us. • Listen carefully to the assembly. • Share answers and ideas by putting our hands up. • Join in singing opportunities. • Exit quietly and sensibly.	Classroom At King Edwin Primary School we... • Make sure ALL equipment is ready for each lesson (pencils sharpened, whiteboards on desks, pens working). • Keep our desks clean and tidy. • Pick up our things from the floor. • Sit properly at our desks and safely on our chairs. • Raise our hands to answer or ask a question. • Listen carefully to adults and follow instructions. • Stay in our seats unless we ask or are told to move. • Actively take part in lessons. • Look after all equipment and ensure things are put away in the correct places. • Move safely and sensibly around the classroom.
Cloakrooms At King Edwin Primary School we... • Hang our coats up. • Hang our bags up or put them in the boxes. • Keep the sinks clean. • Always flush the toilet. • Keep the floors clear by picking things up, even if they don't belong to us.	Corridors At King Edwin Primary School we... • Face the way we are walking. • Walk in single file. • Keep our hands free from our pockets. • Walk on the left side of the corridor. • Walk quietly. • Let adults pass. • Open doors for other people. • Say hello to adults as we pass. • Avoid touching walls, windows and displays as we walk.
Dining Room At King Edwin Primary School we... • Collect our food and carry it carefully to a table. • Sit correctly on the benches. • Pick up our food and wrappers off the floor. • Don't talk or eat with our mouths open. • Talk quietly.	Playground At King Edwin Primary School we... • Collect our things sensibly. • Walk onto the yard or field. • Play together nicely. • Listen to the adults. • Respect the sports leaders. • Ring the bell/whistle twice. • Stop at the first bell, voices off, face the adult.

• Clear our plates, cups and rubbish and put things on the trolley. • Walk sensibly around the hall. • Do not take any food out of the hall.	• Walk to the line quietly at the second bell. • Put the equipment away. • Walk into school.
General school At King Edwin Primary School we... • Make eye contact and say hello or good morning/afternoon when meeting adults. • Hold doors for adults and/or let adults pass. • Walk, don't run, around the building. • Walk on the left side of the corridor where possible. • Talk quietly, we don't shout. • Always say please and thank you. • Knock on a door before entering. • Keep the school tidy by picking things up from the floor.	Presentation of Work At King Edwin Primary School we... • Take care with our work and use our best handwriting and presentation at all times. • Do not draw on the front cover or labels of our books. • Make sure we have clean hands and a tidy desk before starting our work. • Use learning grids for every lesson with the correct date, 'I can', success criteria and further challenge on them. • Only use sheets that are neatly trimmed to fit on the page and we stick them straight so they don't hang out of the sides of our book. • Use a sharp pencil. • Start at the margin and write on the lines, leaving sensible finger spaces. • Always draw lines carefully using a ruler. • Use worksheets to help us where needed. • Write 1-digit per box when using squared paper. • Correct any mistakes by carefully rubbing out or by using a neat, single line. • Edit and correct our work with a green pen. Our teachers will use a pink pen. • Complete learning grids after every lesson with ticks. Our teachers will use ticks and highlighting. No other marks are on our grids. • Know what the marking in our books means and we act on it to improve our work.

Appendix 3:

Restorative conversation script for individual children

(This will be supported by the use of visual aids if appropriate for the child.)

1. Start with Connection

 Adult: “Hi [Name], I’m really glad we’ve got time to talk. You’re not in trouble – I just want to understand what happened.”

(This helps the child feel safe and know it’s not about punishment.)

2. What Happened?

 Adult: “Can you tell me what happened?”

 Child: *[Child shares their view.]*

 Adult: “And then what happened?”

 Adult: “I want to make sure I understand it the way you saw it.”

(Let the child speak without interrupting. Stay calm and listen.)

3. How Were You Feeling?

 Adult: “How were you feeling at the time?”

 Adult: “What were you thinking when it happened?”

(You can offer a feelings chart if needed to help younger children identify emotions.)

4. Who Was Affected?

 Adult: “Who else do you think was affected?”

 Adult: “How do you think they might have felt?”

(Encourage empathy and understanding of others’ perspectives.)

5. Moving Forward

 Adult: “What do you think we could do to make things better?”

 Adult: “Is there something you could do or say to help fix it?”

(Guide them to suggest an appropriate action—apology, kind act, or other reparation.)

6. Reassure and Reset

 Adult: “Thank you for talking this through with me. I know you can make good choices.”

 Adult: “Next time, what could you do differently?”

 Adult: “Let’s go back together and have a fresh start.”

 Adult: *(Offer praise for engaging in the conversation kindly.)*

Restorative conversation script for whole class

(This will be supported by the use of visual aids if appropriate for the children.)

1. Start with Connection

 Adult: *"Today we're going to have a class discussion about something that's been happening in our classroom. We want to understand each other better and think of ways to help everyone feel safe, happy, and respected."*

2. What Happened?

 Adult: *"Some people have been feeling upset or frustrated because of things happening in class. What are some things that haven't been going well?"*

 Children: *[Children share their views.]*

3. How Were You Feeling?

 Adult: *"Let's go around and each share one word about how you're feeling about what has happened."*

 Children: *[Children share their views.]*
Use a feeling chart if this would be helpful.

4. Who Was Affected?

 Adult: *"When things go wrong in our class, who do you think gets hurt or feels left out?"*
"How do you think that makes them feel?"

 Children: *[Children share their views.]*
(Encourage empathy and understanding of others' perspectives.)

5. Moving Forward

 Adult: *"What do we want our class to feel like?"*
"What could we all do to help things go better?"
"What can we do if problems happen again?"

 Children: *[Children share their views.]*
(Guide them to suggest an appropriate action—apology, kind act, or other reparation.)

6. Reassure and Reset

 Adult: *"Thank you for being brave and respectful today. Let's each share one thing we will try to do to help our class be kind and safe."*

 Children: *[Children share their views.]*