



THE EDWARD RICHARDSON PRIMARY SCHOOL

BEHAVIOUR POLICY

Date of last review	Summer 2025
Term next due for update	Summer 2026
Member of staff responsible for this update	Headteacher
Governor responsible for this update	Chair
Requirement	Statutory

1. Our Vision for Behaviour and Relationships

At The Edward Richardson Primary School, we believe that positive relationships and clear expectations form the foundation of a safe, happy, and successful school. Behaviour is not separate from learning - it is learning - and all children are supported to grow into respectful, responsible individuals through guidance, consistency, and care.

We aim to nurture pupils who:

- Understand the impact of their actions
- Make kind, respectful choices
- Take responsibility when things go wrong
- Contribute positively to their school and wider community

This reflects our whole-school vision: "*Love to learn and learn to love.*"

2. Our School Values

Our approach to behaviour is built around our seven core values, which shape everything we do. These values are not only taught but lived, modelled, and celebrated across the school:

- Respect
- Responsibility
- Resourcefulness
- Reflection
- Reasoning
- Risk-Taking
- Resilience

While all of these are essential in helping children grow into kind and capable people, we place particular emphasis on Respect and Responsibility, as these form the foundation of our school's expectations and behaviour culture.

3. A Whole-School Approach

Our size is our strength. As a small school, we benefit from strong, trusting relationships between staff, pupils, and families. Every adult knows the children well, and consistency across classrooms with our School Agreement supports a calm, secure environment where all pupils can thrive.

Our School Agreement:

- We show respect to everyone and everything around us.
- We understand the importance of always learning.
- We keep our school a safe and kind place to be.
- We take responsibility for our actions.
- We listen carefully to others.

4. Promoting Positive Behaviour

We actively notice and celebrate pupils who live out our school values. These behaviours are recognised through:

Legend of the Week: One child per class is celebrated in Friday's assembly for consistently demonstrating school values and a positive attitude.

Kindness Certificate: Awarded for thoughtful, caring actions that make a difference to others.

Team Points: Given for effort, kindness, teamwork and values-led behaviour. These contribute to the weekly totals for our four house teams: Air, Water, Fire, and Earth.

Visiting the Senior Teacher or Headteacher: Pupils are regularly sent to a member of the Senior Leadership Team (SLT) for positive reasons, such as exceptional work, acts of kindness, or being a role model. This reinforces the message that the Head's office is a place for encouragement and celebration, not just discipline.

5. Supporting Behaviour and Wellbeing

We understand that all behaviour is a form of communication. Children may sometimes struggle to regulate their emotions or behaviour, and we see this as a learning opportunity.

Our approach supports emotional development alongside behaviour, including:

- A dedicated ELSA/Family Support Worker, offering tailored emotional support.
- A clear, values-led structure that helps children reflect, restore, and improve.
- Staff who use calm, consistent language and seek to understand before reacting.
- Adaptations for pupils with SEND, where reasonable, to ensure fairness and access to learning.

6. Responding to Behaviour That Doesn't Meet Expectations

We use a clear, five-level approach that helps children understand the impact of their actions, what needs to change, and how to put things right. All children start each day with a 'fresh slate'.

Our levels are a guide, not a script: professional judgement is always used. Factors considered include:

- The child's age and stage of development
- Any underlying needs, including SEND
- The nature and frequency of the behaviour
- The context and impact on others

Level 1: Reminder

A calm, clear reminder of the expected behaviour and the school value it links to.

Level 2: Warning

A direct warning, making expectations explicit and giving the child a chance to change their behaviour.

Level 3: Reflection and Missed Time

Time out from the activity (either within or just outside the room), followed by adult-led reflection. The child will miss 5 minutes of the next available break, but this does not carry over to the next day.

Level 4: Senior Teacher Involvement

If the behaviour continues or is more serious, the child will be referred to the Senior Teacher. They may miss a full break time or up to 15 minutes of the lunchtime session. A restorative conversation or check-in with parents may follow.

Level 5: Headteacher Involvement

For significant, repeated, or unsafe behaviour, the child will be sent to the Headteacher. This may involve:

- A restorative discussion
- A support plan or reasonable consequence
- Communication with parents/carers
- In rare cases, temporary removal from class or internal exclusion

Level 5 incidents are recorded on the pupil's record (CPOMS).

Positive referrals to the Headteacher are just as important. Pupils may also visit the Head for praise, celebration, or recognition - reinforcing that the Headteacher's door is open for all the right reasons.

In rare cases where a child continues to regularly reach Level 5 and behaviour does not improve, a more formal and personalised approach will be put in place. This may include:

- A Behaviour Support Plan or Pastoral Support Plan (PSP), agreed with parents and reviewed regularly.
- Involvement from external agencies such as behaviour support services, educational psychologists, or health professionals.
- Increased emotional support or interventions from our ELSA/Family Support Worker.
- Internal exclusion (working in a different space under supervision) for serious or repeated incidents.
- In very serious cases, we may consider suspension (fixed-term exclusion), following DfE guidance and local authority procedures.

We will always aim to work closely with parents and the child to bring about lasting improvement. Exclusion is only ever used as a last resort, when all other options have been explored.

7. Behaviour Examples and Level Guidance

The following table provides examples of behaviour and typical response levels. It is not an exhaustive list and should never replace professional judgement. Every child is different, and fairness comes from understanding, not identical responses.

Type of Behaviour	Possible Level (EYFS/KS1)	Possible Level (KS2)	Notes
Not following instructions	Level 1 or 2	Level 1 or 2	Consider context and frequency
Calling out / interrupting	Level 1	Level 1 or 2	Gentle reminders should come first
Name-calling	Level 2 or 3	Level 3 or 4	Consider intent and emotional impact
Pushing / hitting	Level 1 or 2 (EYFS, first time)	Level 4 or 5	Escalate if repeated or serious
Damaging property	Level 2 or 3	Level 3, 4 or 5	May include restorative action
Swearing	Level 2 or 3	Level 3, 4 or 5	Intent matters - accidental vs directed
Defiance / refusal	Level 2 or 3	Level 3 or 4	Give processing time and clear choices
Racist or discriminatory language	Level 4 or 5	Level 5	Always reported to SLT and logged
Repeated low-level disruption	Level 3	Level 3 or 4	Track patterns; consider support needs
Unsafe behaviour (eg: running from school)	Level 4 or 5	Level 5	Safety comes first; inform parents immediately

8. Partnership with Parents

Behaviour is most effectively supported when school and home work together. We will always let parents know if we have ongoing concerns, and we welcome parents sharing any circumstances at home that may affect behaviour in school. Together, we aim to help children grow, repair relationships, and move forward positively.

We understand that, as parents, your first instinct is to support and protect your child: it's completely natural. At the same time, behaviour and relationships in school can sometimes be complex, and children may not always give the full picture - not out of untruthfulness, but because they're still learning how to express themselves clearly and make sense of social situations. That's where we come in as professionals: to provide context, guide children with fairness and consistency, and support them in taking responsibility.

When parents and school staff are able to approach behaviour together, with openness, honesty and trust, it has a powerful impact on how children feel supported, understood, and ultimately how they learn to make positive choices.

Written Statement of Behaviour Principles

The Governing body believes that good behaviour is fundamental to effective learning, positive relationships, and the wellbeing of all members of the school community. These principles are intended to guide the Headteacher in determining and implementing the school's Behaviour Policy.

The Governing Board affirms that:

Behaviour is inseparable from learning and relationships. A calm, safe, and respectful environment enables all pupils to thrive academically, socially, and emotionally.

All pupils have the right to be treated with dignity, fairness, and respect. Expectations of behaviour should be clear, consistent, and rooted in the school's values, particularly Respect and Responsibility.

Positive behaviour should be actively promoted, noticed, and celebrated. Recognition and encouragement are central to developing pupils' self-regulation, confidence, and sense of belonging.

When behaviour does not meet expectations, responses should be proportionate, restorative, and educational rather than purely punitive. Pupils should be supported to understand the impact of their actions and helped to put things right.

Professional judgement is essential. Behaviour management must take account of a pupil's age, stage of development, individual needs, and any underlying factors, including SEND, trauma, or emotional wellbeing.

Reasonable adjustments must be made to ensure that behaviour expectations and responses are fair and inclusive for all pupils, particularly those with additional needs or vulnerabilities.

The use of sanctions, including suspension or exclusion, should be a last resort. Such measures must always be lawful, reasonable, and proportionate, and used only when other strategies have been exhausted or where safety is at risk.

Strong partnerships with parents and carers are vital. Behaviour is best supported when school and home work together with openness, trust, and shared understanding.

These principles reflect the school's vision, "Love to learn and learn to love," and underpin the Behaviour Policy in practice.