



ST. EDWARD'S CATHOLIC PRIMARY SCHOOL

BEHAVIOUR & DISCIPLINE POLICY

Updated Spring Term 2022

**Through God's Grace
We Grow And Learn**

St. Edward's is committed to safeguarding and promoting the well being of all our children and expects our staff and volunteers to share this commitment.

Introduction

This policy covers the behaviour and discipline of pupils at the school.

It is a primary aim of St. Edward's School that every member of the school community feels valued and respected, and that each person is treated fairly and equitably. We are a caring Christian community, whose ethos is built on the Gospel values of mutual trust and respect for all. We aim to promote the development of people of good character so teach Character Education through the virtues. This is reflected in the school's mission statement and aims. The school behaviour policy is therefore designed to support all members of the school in living and working together in a Christian and positive way.

The school does not tolerate bullying of any kind. In accordance with our Anti-bullying Policy, where an act of bullying, prejudice or intimidation is discovered immediate action will be taken to stop any further occurrences of such behaviour. We operate a zero tolerance approach to any kind of bullying including peer-on-peer abuse. (See Anti-bullying Policy for more detail).

The school operates a system of positive discipline, as we believe that this will develop an ethos of kindness and co-operation. We wish to reward and promote good behaviour, rather than merely deter anti-social behaviour.

The school acknowledges that children are growing and changing quickly, learning what is appropriate behaviour, socially and in the classroom. We appreciate that they will make mistakes and that we have a responsibility to give them the confidence to "get it right" next time. However, the school has to employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

Teachers, Teaching Assistants and other paid staff have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances. This behaviour may be witnessed by a staff member or reported to the school by someone else (see appendix).

This policy ensures compliance with all legislation around: searching pupils, disciplining beyond the school gate, and use of reasonable force.

Definition

Discipline is the way in which the school establishes acceptable behaviour. It is one of the elements which make up the school ethos, helping to establish its unique character and atmosphere.

Aims and Objectives

- To promote an environment where everyone feels happy, safe, valued and respected, with the continual regard for the individuality of each other.
- To encourage good behaviour and encourage virtues in pupils; behaviour which is rooted in the Gospel values of "love thy neighbour" and "treat others as you want to be treated."
- To address unacceptable behaviour rooted in reconciliation.
- To promote good relationships, so that people can work together in an effective and considerate way with the common purpose of helping all to develop to their full potential.
- To have tolerance, understanding and respect for the rights, views and property of others.
- To treat everyone with courtesy and consideration.
- To develop a responsible attitude towards work and roles in society.
- To praise and encourage each other.
- To be fair and consistent towards each other.
- To ensure the school is a calm, peaceful place, where people can live and work together in a supportive way.
- To employ each sanction appropriately to each individual situation (see appendix for examples).

School Rules:

The Role and Responsibility of Pupils

- To listen to each other and to adults and patiently allow others to finish speaking.
- To listen, without talking in prayers and assembly.
- To speak politely to everyone, never shouting or swearing.
- To look after each other, including reporting injury and bullying.
- To refrain from hurting other people physically or emotionally; refrain from bullying.
- To respect others' and school resources (taking care of and not stealing or borrowing without asking) and keep things tidy.
- To work hard in class.
- To take pride in their classroom, school, and own appearance, including tucking in shirts and wearing school uniform appropriately.
- To move quietly around school without running.
- To do as adults ask them to do, the first time they are asked.
- To refrain from bringing banned or prohibited items into school (see appendix for examples). At times a banned item may be brought in for 'Show and Tell' purposes (but never a prohibited item).
- To refrain from bringing sweets or chocolate bars into school, except if they wish to on their birthdays.
- To set and agree to the class rules at the start of each school year.

The Role and Responsibility of Parents/Legal Guardians

- To work collaboratively with school so that children receive consistent messages about how to behave at home and at school.
- To read and support the application of the school rules in the behaviour policy.
- To support their child's learning, and co-operate with the school.
- To inform school about any concerns they have regarding their child's welfare or behaviour.
- To be honest about their child's behaviour outside of school and to have an open-mind about behaviour they may have taken part in at school.
- To support the school's use reasonable sanctions to punish a child.
- To contact the class teacher initially if there is any concern about the way that their child has been treated. If the concern remains, they should contact the headteacher and finally the school governors, if necessary. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

- To attend any meetings requested by the school and any multi-agency assessments/meetings in order to fully support the improvement of their child's behaviour.

The Role and Responsibility of Teachers

- It is the responsibility of the class teacher to ensure that the school and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time.
- Teachers need to work collaboratively with parents and other staff so that children receive consistent messages about how to behave at home and at school.
- The teachers in our school will have high expectations of the children in terms of behaviour, and they will strive to ensure that all children work to the best of their ability.
- The teachers will treat each child fairly and enforce the classroom code consistently. They will have a responsibility to refer to school procedures and discuss issues under the staff meeting standing item in order to maintain consistency across school .
- The teacher will ensure children are not sanctioned more than once for the same incident.
- The teacher will treat all children with respect and understanding.
- If a child misbehaves repeatedly in class, the teacher will keep a record of all such incidents. In the first instance, the teacher will deal with incidents him/herself in the normal manner. However, if misbehaviour continues, the teacher will seek advice and help from the headteacher.
- If a child misbehaves in a serious way, or repeatedly acts in a way that disrupts or upsets others, including effecting their education or the education of others, the teacher will inform the headteacher who will deal with and record the problem.
- The teacher will liaise with the headteacher and/or SENDCo (Special Educational Needs and Disability Co-ordinator) who will liaise with external agencies as necessary, to support and guide the progress of each child.
- The teacher will report to parents about the progress of each child in their class, in line with school policy.
- The teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Where behaviour problems persist the teacher will inform the headteacher.
- The teacher will seek to build a supportive dialogue between the home and the school, and inform parents immediately of any concerns about their child's behaviour.
- Where sanctions are necessary the teacher will adapt their sanctions appropriately to the age, special needs and disabilities of an individual child.
- The teacher on duty will record incidents that occur at break and lunch times, and record when children have lost part or all of a break as a sanction.
- The teacher will support pupils to set the class rules each year and display these for all to see.
- The school may contact the child's parents to seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child. A home-school contact book or card will be used for long term monitoring of behaviour.
- The teacher will determine when it is necessary for a child to follow an Individual Behaviour Plan, where they will be given targets in order to help them improve their behaviour.
- If a child's behaviour endangers the safety of others, the teacher will stop the activity and prevent the child from taking part for the rest of the session.

The Role and Responsibility of the Headteacher

- It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy at governor's meetings.
- The headteacher will work collaboratively with parents and other staff so that children receive consistent messages about how to behave at home and at school.
- It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The headteacher will support the staff by implementing the policy and by setting the standards of behaviour.

- The headteacher will keep records of all reported physical and other serious incidents of misbehaviour.
- The headteacher will be responsible for giving lunch time or fixed-term exclusions to individual children for serious acts of misbehaviour or for repeated behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. (See Exclusion Policy for more detail).
- The headteacher will keep a record of any pupil who is excluded at lunch time, for a fixed-term, or who is permanently excluded.
- The headteacher will organise a multi-agency assessment for a child who displays continuous poor or disruptive behaviour.
- The Headteacher and all staff authorised by the headteacher (all teachers and teaching assistants) have the power and authority to search pupils or their possessions, without consent, where they suspect the pupil has either a 'prohibited item' or an item 'banned' under the school rules. (All School staff have the power to search pupils with their consent for any item). No adult will search a pupil on their own; they will always search in the presence of a second staff member, safeguarding both the pupil and the adult searching.
- The headteacher (or the acting headteacher) has the power to exclude a pupil from school for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a child permanently.
- The Headteacher may convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this, when other sanctions have not worked, or for repeated or serious misbehaviour/bullying.
- Permanent exclusion will always be the sanction applied when a child makes a malicious, false accusation against a member of staff (see Exclusion Policy).
- The headteacher will notify the police and/or anti-social behaviour co-ordinator of the local authority about the behaviour/action taken against a pupil if necessary for any behaviour outside of the school. All behaviour that poses a serious threat to a member of the public will be reported to the police.

The Role and Responsibility of Governors

- The governing body has the responsibility of setting out behaviour principles, which inform the standards of discipline and behaviour, and of reviewing their effectiveness.
- The governing body must monitor the effectiveness of the policy.
- The headteacher has the day-to-day authority to implement the school behaviour policy but governors may give advice to the headteacher about particular disciplinary issues.

Use of reasonable force:

- All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves, injuring others or damaging property, and to maintain good order and discipline in the classroom.
- Before using any physical intervention, staff will shout in a loud voice for the child/children to "stop" whatever they are doing. Only when a child then fails to stop their behaviour will staff apply the physical force necessary to stop the behaviour.
- It is for the staff member to use their professional judgement to determine what is 'reasonable force' for a given situation. This cannot be pre-determined as each situation/context is different, and it cannot be defined by others, who were not present, after the event.
- Staff can be assured that they will have the full backing of the headteacher and governors where they have applied reasonable force. These powers have been legally given to them by the government and so staff can exercise what they judge to be reasonable force without fear of disciplinary action.
- School staff can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Allegations of abuse against staff:

- All allegations of abuse will be taken seriously including allegations that an individual has misused their power to discipline and will be fully investigated in line with school policy.
- Allegations will be dealt with quickly, in a fair and consistent way that provides both support for the child and for the person who is the subject of the allegation.
- Staff members accused of misconduct will not be automatically suspended, and every effort will be made to maintain confidentiality while an investigation is taking place.
- Any pupil who is found to have made a malicious, false accusation against a member of staff will be permanently excluded from school.

Monitoring and Review

- The headteacher will monitor the effectiveness of this policy on a regular basis, reporting to governors at each full governing body meeting, and if necessary make recommendations for future improvements. Behaviour is a standing agenda item at all full governing body meetings.
- It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the policy is administered fairly and consistently.
- Behaviour is reviewed regularly by staff and is a standing agenda item at weekly staff meetings.
- This policy will be reviewed every three years or earlier at the request of either the headteacher or the governing body.

Appendix to BEHAVIOUR & DISCIPLINE POLICY

Items that may be searched for:

Banned items are:

- mobile phones,
- I-pads,
- trading cards,
- toys,
- electronic personal possessions
- SMART watches

Prohibited items are:

- Knives and weapons of any kind.
- Alcohol.
- Illegal drugs.
- Tobacco, cigarettes and cigarette papers.
- Stolen items.
- Fireworks.
- Pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.

Searching pupils may involve: searching their bags, trays and other property, searching their pockets, asking them to remove coats, jumpers and cardigans, but will not involve removing any other clothing.

Rewards

These are examples of how the school reward good behaviour:

- We congratulate children.
- We run a school system of team points with the winning team receiving a reward at the end of the week
- Teachers may also run their own system of rewards for behaviour, effort and attainment.
- Teachers encourage quieter children to gain confidence by noticing and rewarding contributions in class.
- Children are sent to the headteacher for special recognition, praise and stickers.
- Teachers may have supplies of stickers, stamps and certificates that they may award to children and which will communicate to parents that the child has achieved something special.
- Children are not given sweets or eatable treats to eat during the school day but may be given them for winning the star jars/team points at the end of the day, to bring home.
- Class teachers who wish to target one area of a child's behaviour for improvement, may wish to use timetable cards/star charts which allow a sticker or comment to be written session by session.
- Success may be kept completely private or shared and celebrated as appropriate.
- Children have the opportunity to show examples of their best work in Celebration Assembly, and one child from each class wins the Head's Award each week, which may be for good behaviour.

Sanctions

All paid staff with responsibility for pupils can impose any reasonable sanction in response to poor behaviour. It is our aim to work together in order to apply sanctions in a fair and consistent manner across the school.

These are examples of sanctions:

- Children will not be labelled or referred to in negative ways. They will not be told they are, for example, bad or naughty, stupid or lazy. It is rather their behaviour, which will be criticised or described as inappropriate.
- Children may lose team points for inappropriate behaviour.
- The class warning board system will be used for ongoing classroom behaviour.

- Children are not pushed, pulled, or hit by members of staff, either in punishment or in an affectionate, playful way.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- Children are expected to put their hands up if they wish to contribute an answer. They are not encouraged to contribute continually to the exclusion of quieter members of the class. They will be reminded of school and classroom rules.
- Children may be sent to work in another classroom or to a "time out" place where they have time to reflect on their behaviour. They may be sent to the headteacher.
- If a child is disruptive in class, the teacher reprimands him/her. The child may be isolated from the rest of the class until he/she calms down and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. Care will be taken to talk with and explain to, all children involved in any incident.
- Privileges may be removed for a set period of time, including the loss of part or whole of a playtime.
- Children may be given work, unfinished due to poor behaviour, to finish at home or at break times.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, perhaps in their own time.
- Lines are not given, as they do not make children think about their behaviour. Children may be asked to produce a piece of writing which directly relates to the inappropriate behaviour, such as "Why rules are important," "Why we must listen in class" etc.
- Children will be asked to make an apology verbally or in writing to the person they have upset. They may be required to have a written apology countersigned by parents before bringing it back to school.
- Children may have property confiscated or retained or in some cases where prohibited items are brought in, they may be disposed of.
- Detention either within school time or after school may be used.

Disciplining beyond the school gate

These are examples of when this is appropriate:

when a child is:

- Taking part in any school-organised or school related activity
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

When behaviour, whether or not the conditions above apply :

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil (e.g. bullying including cyber-bullying) or member of the public
- Could adversely affect the reputation of the school.

While school staff have the right to discipline beyond the school gate, this does not mean that they are obligated to do so; school staff will make a decision as to whether to discipline depending on the individual context and circumstances.