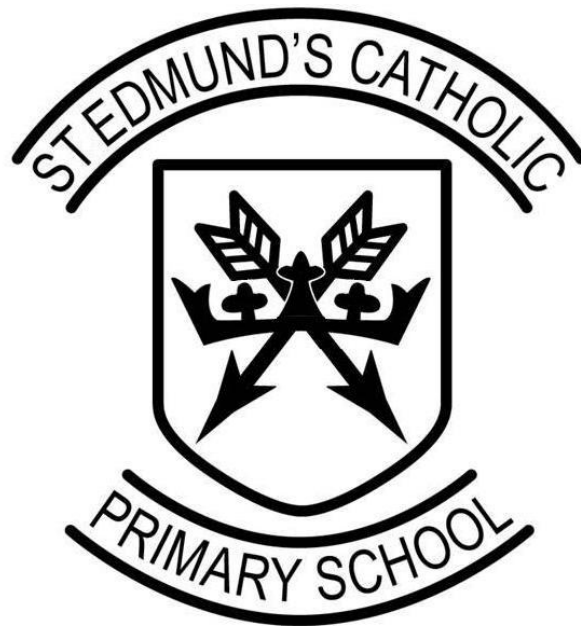


**St Edmund's Catholic Primary School**

# **BEHAVIOUR POLICY**

## **(including Anti-Bullying)**



<b>Status of Policy</b>	<b>Date</b>
Policy Revised:	September 2023
Date For Review:	September 2024

## **‘Learn, Love and Live with the Lord’**

### **School aims**

With God’s help we aim to ...

- ❖ promote Gospel values and the teachings of the Catholic Church as an integral part of our mission, providing a comprehensive religious education which expresses the life of faith through worship, liturgy and prayer
- ❖ ensure a Catholic ethos which will be experienced by all who enter the school and which will allow God’s light to shine out of each child
- ❖ create an exciting and vibrant curriculum where high standards are achieved through high quality teaching, learning and assessment
- ❖ provide a warm emotional environment where learning is enjoyed by all, and in which all children are treated as special, individual and important
- ❖ provide a safe and healthy learning environment where behaviour is excellent, developing in children a respect for themselves and each other within a loving Catholic community
- ❖ be at the heart of the parish, an active part of the local community and of the universal Church
- ❖ sustain improvement through high quality leadership and governance
- ❖ recruit and retain high quality staff and use our time, effort and resources in the most efficient way to meet these aims

## 1) INTRODUCTION

The St Edmund's School Behaviour policy is based on the Governing Body's statement of behaviour principles.

This policy is to be available on the school website and publicised in writing to parents once a year.

At St Edmund's Catholic Primary School we believe that teachers have the right to teach and children have the right to learn in a classroom, and wider school environment, free from disruptive behaviour.

High expectations are reflected in a positive atmosphere in which self-esteem and mutual respect can flourish. We feel that to create a positive learning environment, limits of acceptable and unacceptable behaviour must be defined for the benefit of the children and all who visit the school.

Ultimately the desire is for self-discipline - children choose to be responsible for their own behaviour.

At St Edmund's we aim to encourage the development of children who are

- Enabled to make choices as to the most appropriate behaviour response
- Confident and positive in their outlook
- Respectful of the environment and other people's property
- Responsible for their own behaviour
- Courteous and respectful to their peers and adults
- Self-disciplined
- Tolerant, kind and honest
- Co-operative with peers and adults

### **How do we educate the children to have self discipline and behave appropriately?**

- We link the use of rules, rewards and sanctions with a desire to live life by Gospel Values.
- We provide opportunities to develop their self esteem and the self control needed to choose sensible behaviour
- We make boundaries of appropriate behaviour clear in order to ensure that the standard of behaviour of pupils is acceptable.
- We ensure all staff have high expectations.
- We help pupils, staff and parents have a sense of direction and feeling of involvement in maintaining positive school ethos setting clear expectations and boundaries for all
- Mutual trust and respect are promoted between children, teachers, parents and other visitors and stakeholders.
- Specific lessons in RSHE,(PSHE), RE and e-safety cover behaviour -'Life to the Full'
- Assemblies and Liturgy reinforce this
- School Council involvement and Parent Forum involvement in setting policies
- The children are encourage to use Kelso's choices – see Appendix 3
- We issue Green cards at playtimes for good behaviour

- Golden Rules are displayed and referred to
- Children earn house points and awards related to these

Positive recognition is the most important element and will ensure fairness and equality for all children.

We believe that behaviour management is a joint responsibility between the child, school and home. The standard of behaviour expected of all pupils is to be included in the school's home-school agreement.

## **2) RULES**

### **What are the rules?**

- Golden rules
- Class rules
- Playground rules
- General school rules

### **Who agrees the rules?**

- Staff at Key Stage Meetings
- Pupils via the School council
- Parents via the Parents forum
- Governors
- Children

### **The 12 Golden Rules:**

- Love God
- Show respect
- Put others first
- Let everyone learn
- Work hard
- Share ideas
- Challenge yourself
- Think things through
- Forgive each other
- Tell the truth
- Be gentle and kind
- Stay safe

### **Creating class rules:**

Teachers will:

- Plan a specific lesson to teach the students the classroom discipline plan.
- Explain to students why they need rules.

- Negotiate the rules.
- Explain how they will positively recognise students who follow the rules.
- Explain why they have consequences.
- Teach the consequences.
- Review the rules throughout the year as needed.
- Display the class rules in the classroom.
- Send a copy of the class rules home to parents.

### **Playground rules**

- Safe use of playground equipment
- Children must inform the duty member of staff on the playground of where they are going and only use the correct toilets
- Stand still when whistle goes
- The fenced off garden is out of bounds without an adult's permission
- See Appendix 5 for Yellow and Red card guidelines

### **General School Rules (in addition to the Golden Rules)**

*Not an exhaustive list – but a flavour of the rules which keep our school running smoothly*

- Uniform should be complete and smart at all times
- Assembly – enter, listen and leave quietly and respectfully
- Staying safe in school - Always walk inside, use equipment safely, ensure property is kept tidy and safe, no standing or climbing on chairs or tables.
- No child is to leave the school premises during the day without an adult accompanying them, having signed the child out from the office
- Treat school, other people's and own equipment with respect and care
- Behaviour on school trips – follow risk assessment instructions, particularly regarding behaviour and staying safe
- Personal items of high value or with high sentimental value should not be brought into school. If this is unavoidable, these should be kept securely in the school office or locked in a teacher's draw/cupboard.
- Toys should only be brought in when specifically requested or for show and tell
- School work and homework should be completed to the best of a child's ability at all times.
- No bullying at all, including cyber bullying
- Good table manners at lunch time
- Pupils should not leave their classrooms without the permission of the supervising adult
- Playground rules – see Appendix 5
- Children should put all of their rubbish in bins, particularly at snack time
- Children should not enter the Art or DT cupboards at any time owing to the nature of the stock stored there
- Children should follow all Health and Safety instructions regarding working with tools and materials
- If a KS2 child is not collected at the end of the day, they should go to the office, tell a member of staff and wait.
- Children should only climb on PE equipment in a PE lesson under the instruction of the teacher
- Pupils should follow the school guidelines on IT and internet use
- In the event of a fire or fire drill, children should walk in silence to the fire assembly point

### **How do children know the rules?**

- Golden Rules on display around school
- Class rules in each class
- Playground rules around school and playground

### **What factors may adversely affect behaviour?**

- The quality of teaching including differentiation
- A Special Educational Need

### **What about behaviour outside school?**

A teacher may discipline a child for any misbehaviour when the child is:

- taking part in any school related or school organized activity, or
- travelling to or from school, or
- wearing school uniform, or
- in some way identifiable as a pupil of the school, or

In addition, a teacher may discipline a child for any misbehaviour, at any time, that

- could have repercussions for the orderly running of the school, or
- poses a threat to another pupil or member of the public, or
- could adversely affect the reputation of the school

*These rights are detailed in Department for Education guidelines July 2011*

### **How do parents know the rules?**

- This policy is available on the school website
- This policy is shared via the parent's forum

### **How should adults react to poor behaviour?**

- Adults should model the behaviour expected of the children
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing
- Make it clear that if a child has chosen to break a rule there will be a consequence
- Adults should not speak to the whole class without silence and attention
- Adults should stay calm and not shout
- Adults should not belittle or use sarcasm.
- Focus on behaviour being a problem not the child
- Give the child the opportunity to consider: what they did, who that affected, what they should have done and what they would do next time

- Adults should know of SEN children with Target Plan relating to behaviour

### 3) POSITIVE RECOGNITION AND REWARDS

#### What are the rewards?

- Positive recognition and praise (catch them being good)
- Being available to listen to what the child says and take their problems and feelings seriously
- Showing the children respect, seeing each one as a complete person
- House points
- Golden time
- Class reward
- Star of the day
- Star of the week
- Headteacher award and celebration assemblies
- Stickers
- Green cards
- Positive marking on work and verbal feedback

### 4) CONSEQUENCES

All sanctions must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

#### What happens when the rules are broken?

##### Classroom sanctions:

- Irritations (e.g. wandering about, calling out, interrupting teacher when talking to whole class, interrupting other pupils, ignoring minor instructions, talking with other pupils, silly noises, pushing in line, failure to work) are dealt with by eye contact, frowns, proximity, reminders, change of seating etc. After several repetitions within a certain time period a warning is given.
- Warnings
  - 5 warning system with sanctions
  - Each class has a warning recording sheet each week.
  - Sheets handed in to HT at end of the week for monitoring
- Teacher must, where possible, praise two people before giving a warning.
  - **First warning** – explain that the child needs to choose to behave. Recorded on sheet.
  - **Second warning** – last to go out to play / lunch / home
  - **Third warning** – home school task (see Appendix 6) to complete and be signed by parents. Child sent to senior teacher for 15 minutes. Reported to Headteacher.

- **Fourth warning** – to Headteacher (home school task sheet annotated). Detention next day's lunchtime. (reasonable time will be allowed for the pupil to eat, drink and use the toilet)
- **Fifth warning** – HT contacts home
- Home school task to be returned to HT the next day. HT to monitor all "3 warnings"
- Severe behaviour – child immediately receives a 3rd warning even if they have not yet received a warning that day and is sent directly to the Headteacher. This includes physical abuse against another pupil or adult, swearing, bullying, fighting, vandalism, stealing, leaving school premises. Any child who has been the victim of such severe behaviour will be contacted as soon as possible by the class teacher or member of the Senior Leadership Team.
- Extreme or persistent bad behaviour may result in fixed term or permanent exclusion. Any form of physical abuse against an adult will result in exclusion. Permanent exclusion will only be a solution after following a programme of pastoral care. As a last resort for persistent misdemeanours the parents will be requested to come to school and we may have to ask for the parent to remove the child at any time
- Consistent problems – Headteacher to liaise with HSLW and contact parents.

#### **What incidents warrant a warning?**

- Repeated irritations (see above)
- Not responding to teacher's requests to work.
- General refusal to do anything.
- Accidental damage through carelessness.
- Challenges to authority
- Annoying other children.
- Deliberate discrimination against other children.
- Deliberately creating a disturbance.
- Harming someone.
- Damaging school/pupil's property.
- Leaving class without permission.

#### **Playground sanctions**

- Yellow and red cards are given out for incidents as detailed in Appendix 5.
- Midday supervisors report behaviour to leadership team
- Receiving a red card means a child will be sent to the Headteacher and result in no more play for that child during that break. This may be carried over to the next break if the incident occurs at the end of a break.

Records of red cards, classroom warnings and bullying incidents are kept.

#### **Exclusions**

A decision to exclude, either internally, for a fixed-period (referred to as a suspension) or permanently will only be considered when alternative options have been explored. We will make every effort to meet the

needs of all pupils and ensure a range of strategies have been used to address inappropriate behaviour. However, we recognise that in some serious situations, exclusion may be necessary.

A serious offence could by itself justify a pupil's exclusion e.g.

- Violence towards an adult or pupil
- Any form of peer-on-peer abuse
- Sustained bullying
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance

If the Headteacher is considering exclusion, he/she will follow the most recent Exclusion Guidance:

[Exclusion from maintained schools, academies and pupil referral units in England \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Exclusion_Guidance.pdf)

Internal exclusion is when a pupil is withdrawn from class for a limited period of time, supervised by a member of staff in another part of the school whilst completing school work. The length of the internal exclusion will be proportionate to the behaviour. Parents/carers will be informed when an internal exclusion is issued. The pupil will have access to movement breaks, toilet facilities, water and snacks/lunch.

Suspension is when a pupil is excluded from school and must remain at home for a fixed period of time. Suspension will only be used for serious breaches of the behaviour policy.

**Permanent exclusion is the most serious sanction a school can give. Permanent exclusion will always be a last resort and will only be used in response to a serious breach, or persistent breaches of the behaviour policy.**

#### **5) HOW DO WE ENSURE CONSISTENCY?**

- Clear guidelines
- Staff training and reinforcement
- Incidents and warnings recorded with information passed between staff
- Weekly monitoring by staff
- Monitoring by SLT and governors
- Easy to access behaviour guidelines
- Report card
- Timetable for break and lunch times
- Liaison with other agencies

#### **6) TAKING ACCOUNT OF INDIVIDUAL PUPIL NEEDS – THE EQUALITY ACT 2010, PUPILS WITH SEN AND OTHER INDIVIDUAL NEEDS**

In accordance with the school's legal duties under the Equality Act 2010 the school is responsible for modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping.

Some children may not respond to general classroom rules and sanctions and individual plans will be used to help support these children even further. These will be decided by the SENCO / HSLW / Class teacher / Headteacher in conjunction with the parent and child and could take the following forms:

**Report card:** A weekly timetable allows positive and negative feedback regarding behaviour on a lesson and is completed by the class teacher. This is signed daily by the Headteacher and then by the parent.

**Playground timetables:** if a child has difficulty behaving or coping with playground situations then a programme of activities may be created to provide interest and structure. The child is encouraged to play with a different child each lunchtime on a very strict programme of activities. The activities are of their choice. The timetable ensure that staff know where the children should be at a given period and the variety of activities keeps them occupied and interested and hopefully breaks the cycle of poor behaviour whilst also widening their circle of friends. Although this may appear to be a treat to start, after a two-week period the child tends to want to get back to playing with the other children.

The school takes outside advice for particular support with behaviour and this could be from various sources, such as Behaviour Support (who can provide a behaviour support assistant for a specific programme), Educational Psychologist, Freemantles Outreach service or Child and Adolescent Mental Health Service (CAHMs).

The school should consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the school's child protection policy.

## **7) PREVENTING AND TACKLING BULLYING**

### **What is bullying?**

A definition (www.education.gov.uk 2012) Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

The Headteacher, in conjunction with the HSLW, is responsible for co-ordinating anti-bullying issues.

### **How do we prevent bullying?**

- Model, praise and expect the school ethos of mutual respect in line with Gospel Values
- EPR/PSHE lessons on differences - openly discuss differences between people that could motivate bullying,
- Children encouraged to spot, challenge and report signs of teasing
- Information sent to parents
- Provide effective staff training on bullying
- Child Friendly Anti-Bullying Policy

### **How do we ensure children know how to respond to bullying?**

Make it easy for pupils to report bullying via

- HSLW
- RSE/PSHE lessons
- Assemblies
- Anti-bullying week resources
- School council meetings
- Information sent to parents

### **Dealing with a bullying incident:**

- Incidents which occur must be dealt with quickly.
- Bullying is against the school rules and will be subject to the sanctions listed above.
- The Headteacher must be informed of a bullying incident who will keep a record
- Peer support for the victim
- Intervention support for those who bully
- Follow the restorative approach (see Appendix 4)

It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

As previously mentioned Headteachers have specific statutory power to discipline pupils for poor behaviour outside of school premises. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the

actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed

## **Cyber bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. Children are taught what cyber-bullying is, how to respond to it and how to keep themselves safe throughout the school.

Under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If the Headteacher feels that an offence may have been committed they should seek assistance from the police.

## **Consequences**

A child who is found to have been bullying another child will be dealt with under the sanctions detailed in this policy including detention, calling in parents, withdrawal of privileges and ultimately fixed term or permanent exclusion.

## **Those affected by bullying**

Incidents of bullying, according to this definition, at this school are very uncommon (fewer than one per term) and are not related to prejudice (e.g. are not racist). The incidents we experience are mostly children being unkind to each other and the biggest problem we have is the phrase "intentional" as the affected child will generally have a different perception to that of the perpetrator of the incident.

The school feels that the needs of the child who feels bullied should be taken seriously. Regardless of intention, a child is suffering and this needs to be the main focus of the anti-bullying process. If a child is feeling bullied then the school needs to act quickly to support that child, even if there is little or no evidence to support the legal definition (i.e. that the incidents are persistent and intentional) or even no independent witnesses to the incidents.

Support for the affected child must not be delayed just because bullying cannot be proved.

The Headteacher, in conjunction with the Home School Link Worker and SENCo will:

- Identify those at risk of becoming victims of bullying
- Ensure there is a variety of different ways for children to appeal for help – as many different ways as is practical including electronic means for cyber-bullying incidents and staff available on the playground for teasing. This could be another parent or a trusted adult.
- Ensure a detailed chronology of incidents is recorded as far as possible. Those upsetting the affected child are interviewed to ascertain all the truths and opinions regarding the incidents. Other children may be interviewed about the incidents. Children's comments will be respected but

it must be remembered that children are often inclined to protect themselves from getting into trouble by either denying the event or telling a different version of the event which may or may not be true.

- Swift intervention with any children suspected or accused of being unkind. This will be a serious talk by the Headteacher regarding the need to be kind to others, that teasing and other bullying-type incidents will not be tolerated, and that the class will be kept an eye on in particular by all adults. There will be an explanation of the consequences of teasing behaviour. The affected child is not identified at this stage.
- ensure there are clear punishments enforced for persistent bullying behaviour, through the warning / card system which leads to parental involvement, possible SEN support and ultimately exclusion.
- create a support program for pupils who have experienced being bullied to include the parents with regard to coping with their feelings and repairing the damage to their child's self-esteem.
- create a clear policy detailing when parents are to be informed of a problem, how frequently they are kept informed and how.

### **Considerations**

- School staff will need to be sensitive when approaching parents of children accused of bullying, particularly where evidence is not strong. The Headteacher will decide at which stage perpetrators' parents are informed.
- Being a victim could be something which a child wishes to be in order to get attention.

### **Labels**

The school does not label children as 'bullies' just as we don't label children as 'naughty'. The words bully and bullying are very emotive and need to be used carefully by all parties.

## **8) SEARCHING AND CONFISCATION**

School staff can search a pupil for any item banned under the school rules, if the pupil agrees. The agreement can be verbal. If a member of staff suspects a pupil has a banned item in their school bag the teacher can search the bag without permission in the presence of a second adult.

In addition, with reasonable grounds for suspicion, members of staff have the right to search without consent for weapons, knives, alcohol, illegal drugs and stolen items (prohibited items). In this instance the search must be with the authority of the Headteacher, by a same sex member of staff with a second staff member as a witness (same sex again if possible).

Members of staff retain the right to confiscate, retain or dispose of a pupil's property as a punishment and staff are protected by law from liability for damage to, or loss of, any confiscated items. Confiscated items should be retained by the class teacher or head teacher on / in the teacher's desk or cupboard before being returned to the child's parent on request. Only outer clothing may be required to be removed and pockets to be searched.

Where stolen items are found, these must be delivered to the police unless there is a good reason not to do so in which case the stolen item must be returned to the owner. A good reason would include the item being of low value (e.g. pencil case). School staff may judge it appropriate to contact the police if the items are valuable or illegal.

The school is not required to inform parents before a search takes place or to seek consent. If alcohol, drugs or harmful items are found, parents will be informed.

Any complaints resulting from the use of search and confiscation should refer to the Responding to Parental Concerns Policy.

More legal detail is described in the separate guidance “Screening, searching and confiscation – guidance for school leaders, staff and governing bodies.”

## **9) POWER TO USE REASONABLE FORCE**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

‘Force’ is used to either control or restrain. ‘Reasonable’ means no more force than is needed. ‘Control’ means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact, such as leading a pupil by the arm out of a classroom. ‘Restraint’ means to hold back physically or to bring a pupil under control – usually to separate fighting children.

All members of staff have a legal power to use reasonable force.

The decision to physically intervene is down to professional judgement and always depends on individual circumstances.

Examples:

- Remove a disruptive child from a classroom where they have refused to leave
- Prevent a child disrupting a school event, trip or visit
- Prevent a child attacking an adult or other child
- Stop a fight
- Restrain a child at risk of harming themselves

Schools cannot use force as a punishment.

This school, as recommended, does not have a ‘no contact’ policy as this may prevent a member of staff taking action to prevent a pupil causing harm.

Reasonable adjustments may be made for disabled children and children with SEN.

Any incident where force has been used should be reported to the Headteacher. They will decide if the parent needs to be informed, based on:

- The level of risk presented at the time of the incident
- The degree of force used

- The effect on the pupil or member of staff
- The child's age

Any complaints resulting from the use of force or restraint should refer to the Responding to Parental Concerns Policy.

More detail is described in the separate guidance "Use of reasonable force – advice for school leaders, staff and governing bodies."

## **10. STAFF TRAINING**

The CPD coordinator, in conjunction with line managers and the SENCO, is to ensure that staff understand their role in implementing this policy. They should provide sufficient training, particularly with regard to SEN children and the prevention of bullying.

## **11) THE ROLE OF THE GOVERNING BODY**

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents and pupils.

The written statement is found in Appendix 1

## **12) THE ROLE OF PARENTS**

### **Expectation:**

- That parents set a good example to children at all times, showing them how to get along with all members of the school and the wider community
- Physical attacks and threatening behaviour, abusive or insulting language verbal or written, to staff, governors, parents and carers, children and other users of the school premises will not be tolerated and will result in withdrawal of permission to be on school premises
- Any parent who is asked to leave the school premises will have the right to appeal the decision by writing to the Chair of Governors

Please note that incidents of rudeness will be logged with the Chair of Governors.

### **Persons Causing Nuisance / Disturbance on School Premises Section 547 of the Education Act 1996**

School premises are private property and parents have been granted permission from the school to be on school premises. However, in case of abuse or threats to staff, pupils or other parents, school may ban parents from entering school.

It is also an offence under section 547 of the Education Act 1996 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police may be called to assist in removing the person concerned.

School is not responsible for organising arrangements for children in the above circumstances. Parents will need to provide alternative arrangements for bringing children into school.

#### **Guidelines:**

Types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community:

This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Inappropriate posting on Social Networking sites which could bring the school into disrepute or be deemed as bullying
- Speaking in an aggressive/threatening tone
- Physically intimidating , e.g. standing very close
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments including sexual innuendo

#### **Inappropriate use of Social Networking Sites:**

Social media websites are being used increasingly to fuel campaigns and complaints against schools, headteachers, school staff, and in some cases, other parents/pupils.

The Governing Body considers the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community.

Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer of a child/ren is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report content or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying.

Thankfully such incidents are extremely rare.

### **Unacceptable behaviour may result in the Police being informed.**

The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse.

Parents have the right of appeal by writing to the Chair of Governors, within ten days of their permission to enter the school premises being withdrawn.

### **Responsibilities:**

It is the responsibility of the Head teacher and Governors to monitor and annually review this Parental Behaviour Policy.

### **Procedure to address inappropriate behaviour by adults on the school site**

At St Edmunds we operate a 'zero tolerance' of the use of inappropriate behaviour anywhere on the school site.

*\*\*Inappropriate behaviour means disrespectful conduct towards people or property within the school site.*

### **Our Parental Behaviour Policy states:**

- That adults set a good example to children at all times, showing them how to get along with all members of the school and the wider community
- That no members of staff, parents or children are the victims of abusive behaviour or open to threats from other adults on the school premises.

All staff and governors agree that any adult found to be using inappropriate behaviour towards other adults or children should be dealt with using the following steps:

An adult approaches another child	The adult will be spoken to immediately and the issue investigated by a member of staff. This will be reported to the Headteacher and recorded. The adult will receive a warning letter.
A parent approaches another parent.	The parent should report this to a member of staff. The offending parent/s will be spoken to as soon as possible after the incident and reminded that we have a zero tolerance of inappropriate behaviour. A letter will be given to the parent/s. This warns a parent that if it recurs they could be banned from the school site under section 547 of the Education Act 1996.
A parent approaches a member of staff	This should be reported immediately to a member of the Senior Leadership Team. This will be investigated as soon as possible and the member of staff will be informed of the action taken. The parent/adult will be spoken to and given a warning letter. This warns a parent/s that if it recurs they could be banned from the school site under section 547 of the Education Act 1996.
Recurring inappropriate behaviour	If a parent/s continues to use inappropriate behaviour, they will be referred to the Policy for Parental Behaviour. This indicates how anti- social behaviour, when not corrected, can lead to interviews with the HT and Governors. This can then lead to a ban from the school site under section 547 of the Education Act 1996

**\*\*For 'parent' read for any adult who accompanies children onto the school site.**

Depending on the circumstances of the individual incident, these procedural steps may be amended at the discretion of the governing body.  
The school reserves the right to go straight to a bar where the circumstances are sufficiently serious in the schools view.

<b>13) MALICIOUS ALLEGATIONS AGAINST MEMBERS OF STAFF</b>
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If an allegation is determined to be unfounded or malicious, the local authority designated officer should refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, even if he or she was not a pupil.

More detail regarding allegation against member of staff can be found in the Staff Discipline Capability and Grievance Policy

## **Appendix 1**

### **The Governing Body statement of general principles**

The governing body will ensure that the behaviour policy promotes the School Aims by

- providing a caring community which reflects the love of God
- by promoting values such as respect, fairness and social inclusion
- by encouraging pupil's to take responsibility for their own behaviour and actively support this by providing a variety of approaches to enable this
- endorsing equality in all its forms, and a commitment to improving outcomes for all pupils
- being committed to eliminating all forms of discrimination, harassment and bullying
- promoting the welfare of pupils and good relations across the school community.
- ensuring that vulnerable pupils, including looked after children, children with SEN, physical or mental health needs, will receive behavioural support according to their need
- monitoring that the legal requirements underpin the behaviour policy.
- monitoring that the discretionary powers devolved to schools are adhered to in accordance with the school's behaviour policy
- monitoring the effectiveness of the behaviour policy.

The governing body will review the principles in accordance with the review schedule of this policy

## **Appendix 2**

### **Whole-School Procedures for Behaviour Crises Management**

- Each Classteacher to have a laminated red card\* with 'Please come to Year X' (number printed on it)
- Cards to be kept clearly on display and made available to Cover/Supply Teachers/MDS (for wet lunchtimes)
- In the event of a serious confrontation with a volatile child the class 'Red Card' will be utilised and help summoned from the HT, AHT or the Office Staff;
- In the event of a Pupil requiring 'Time Out', provision will be made either within the classroom or another resource area;
- The child will be escorted from the classroom by the summoned person and taken to the HT's office;
- In the event of the Pupil refusing to leave the classroom, the rest of the class will be removed to a safe place (i.e. another class/hall etc)
- Arrangements would be made to disperse the class or arrange alternative supervision, should this be necessary (to allow teacher time to regain composure/allow consultation with the Class Teacher);
- At earliest opportunity HT (or Teacher i/c) discusses situation with CT;
- HT (or Teacher i/c) discusses situation with Pupil;
- Parents contacted and informed as soon as possible;
- Pupil, Parents and Teacher discuss future actions

\*Individual red cards labelled ICT Suite, Library, Hall, SEN room will remain in each room/area.

At the field the teacher in charge will use a mobile phone to summon help

Each playground will have a red card available hung up at an accessible place (by SEN room in KS2 playground and by Y5 classroom in KS1 playground) labelled KS1 and KS2 playground.

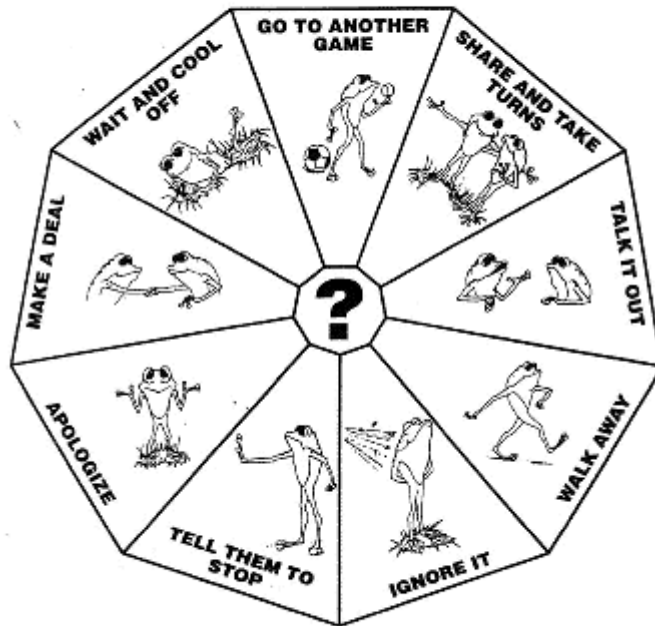
## Appendix 3

### Kelso's choices

Children are encouraged to solve their own small problems by using Kelso's Choices.

## **IT'S YOUR CHOICE!**

**DO YOU HAVE A SMALL PROBLEM?  
TRY 2 OF KELSO'S CHOICES:**



**IF YOU HAVE A BIG PROBLEM,  
TELL AN ADULT YOU TRUST.**

- Where necessary, teachers should provide opportunities for pupils to take 'Time Out' to reflect on the situation and allow a period of calm.
- Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

## Appendix 4

### **The Restorative Approach to Bullying**

Where bullying is reported or suspected, the teacher should initially use the Restorative ('No Blame') approach.

**Step 1: Interview the victim**

- Note the incident and talk to the victim about his/her feelings (Bullying incident form)
- Do not ask questions about the incident, but do ascertain who was involved, including non-participant spectators
- Ask the victim to write (a story or poem) or draw (a picture) about the effects of the bullying: how it makes him/her feel.

**Step 2: Convene a meeting with the people involved**

- Arrange to meet with the group of pupils who have been involved (6-8 only: victim not included)
- Include some bystanders or colluders who joined in but did not initiate any bullying
- Include one or two friends who were not involved

**Step 3: Explain the problem**

- Tell the children how the victim is feeling and use the poem, piece of writing or drawing to emphasise the victim's distress (if the victim is in agreement)
- Do NOT discuss the details of the specific incident
- Do NOT allocate blame to an individual or the group

**Step 4: Share the Responsibility**

- Do not attribute blame but say that the group can do something about it
- Ask for their help

**Step 5: Ask the group for their ideas**

- Ask each member of the group in turn to suggest a way in which the victim could be helped to feel happier
- Give positive responses (e.g. that's a very good idea ... that will help)
- Do NOT extract a promise of improved behaviour

**Step 6: Leave it to them**

- End the meeting by passing over the responsibility to the group to solve the problem
- Arrange to meet with them again, individually or as a group, a week later to see how things are going

**Step 7: Meet with them again**

- A week later discuss with the group, including the victim, how things have been going
- Continue to monitor the situation with weekly meetings and keep the children involved in the process
- Allow longer intervals between the meetings when confident that the situation has improved and is not likely to deteriorate
- If necessary, the playground clipboard will be use to monitor behaviour
- They might form a social skills group with the HSLW

**Step 8: Follow-up procedures**

- If the situation does not improve, report the process to the Assistant Head teacher who will decide with the Head teacher what further action should be taken
- If necessary, the playground clipboard will be use to monitor behaviour

**The following steps may be taken when dealing with continued incidents:**

Pupils who have been bullied will be further supported by

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- reassuring the pupil and offering continuous support
- restoring self-esteem and confidence
- continued involvement of parents in the process

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken as per the school's behaviour guidelines and can supersede any of the previous steps should the situation change or be deemed serious as to warrant such intervention:

- official warnings to cease offending
- exclusion from certain areas of school premises/ internal exclusion
- fixed-term exclusion
- permanent exclusion

## BULLYING INCIDENT FORM

Reported by..... Date .....

Victim's name ..... Year .....

Statement (written by Classteacher or other supervising adult)

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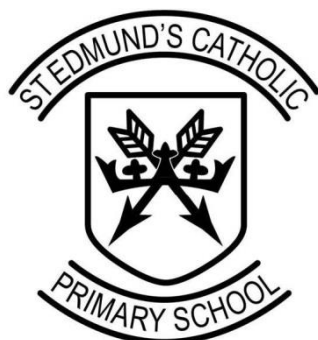
Evidence (if applicable)

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## Working hard at playtimes...



Earning a green card gets you 2 House Points

I may earn a green card if I am polite, helpful, treat others with kindness and look after our school

e.g.:

- Helping another child
- Holding doors open for others
- Looking after someone who is hurt
- Organising playground games fairly
- Using Kelso's choices
- Saying sorry/showing forgiveness
- Sharing games or equipment
- Lining up smartly
- Showing good manners
- Letting someone join in my game
- Putting litter in the bin
- Taking care of the nature areas around our school
- Tidying up playground equipment at the end of playtime

# Helping us to have better playtimes...



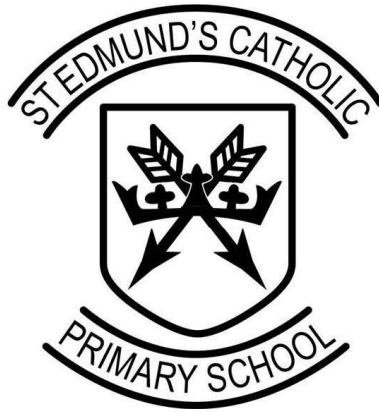
Earning a yellow card means 5 minutes time out  
This is a warning to change my behaviour

I will get a yellow card if I am not making good choices in my play or behaviour

e.g.:

Playing roughly or play fighting  
Not being safe on the play equipment  
Leaving the playground without permission  
Interrupt football when it's not my turn  
Not telling the truth  
Being unkind, rude or disrespectful  
Not lining up smartly/ pushing in line  
Spoiling a game  
Not behaving well in the lunch hall  
Pulling children by their clothes  
Climbing trees  
Hanging around inside  
Going into hedge when not allowed

# Helping us to have better playtimes...



Earning a red card means having to go inside for the rest of playtime

I will get a red card if something serious happens

e.g.:

Fighting

Deliberately hurting another child

Use bad language

Use a rude gesture

Biting another child

Use bullying behaviour

Am rude to an adult

Deliberately damage school property or someone else's belongings

Stealing

## Appendix 6 – Home Task Form

**This form is to be completed by, or with, a child who has received three warnings in a day. It is to be completed, signed and returned to the Headteacher on the next school day.**

Name (of child) ..... Date.....

Year .....

What happened?

.....

.....

.....

.....

Who was affected by my behaviour? (children and adults)

.....

.....

What could I have done better?

.....

.....

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.....

Signed (Child)..... Signed (Parent) .....

Comments (to be completed by parent):

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