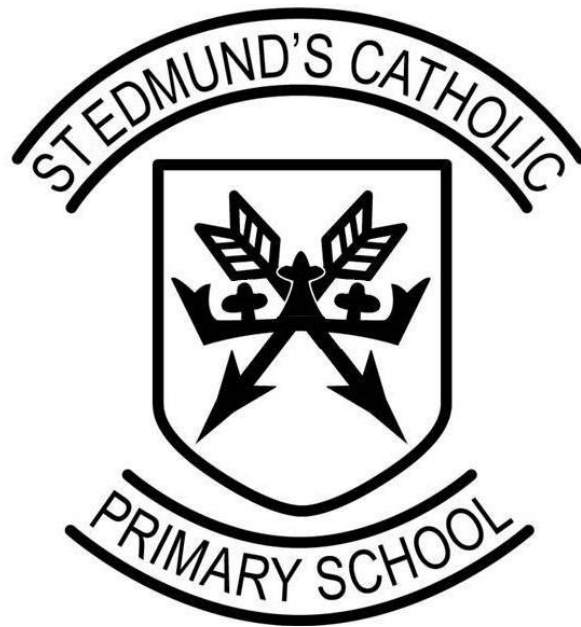


St Edmund's Catholic Primary School

BEHAVIOUR POLICY (including Anti-Bullying)



Status of Policy	Date
Policy Revised:	December 2023
Date For Review:	December 2024

'Learn, Love and Live with the Lord'

1) INTRODUCTION

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

At St Edmund's Catholic Primary School we believe that teachers have the right to teach and children have the right to learn well in the classroom, and wider school environment. Our approach is to employ a consistent and clear behaviour policy that promotes positive behaviour in lessons.

Additionally, research suggests that adults who know their pupils well can have a positive impact on classroom behaviour, understanding the factors that can influence a child's behaviour is essential whilst also encouraging open communication between staff, parents and the child. 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.

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.

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

- Empowered to make choices as to the most appropriate behaviour response
- Confident and positive
- Respectful of the environment and other people's property
- Responsible for their own behaviour
- Courteous and respectful to their peers and adults
- Tolerant, kind and honest

2) St Edmunds Code of Conduct

Our code of conduct:

At St Edmund's we uphold the gospel values and the teachings of Christ, we exemplify these through our school code of conduct: Be ready to learn, be respectful and be safe.

1. Be ready to learn

- Have all the equipment needed for the day.
- Have homework or reading completed to the best of your ability.
- Wear the correct uniform, in the correct way.
- Be calm and able to enter the classroom to learn.

2. Be respectful

- Speak politely to all teachers and adults.

- Speak appropriately to peers and other children.
- Use kind and respectful language.
- Be respectful of the learning space and equipment.

3. Be safe

- Use kind gestures, words and actions.
- Use equipment and furniture appropriately and safely.
- Ensure actions and words keep others safe both physically and emotionally.
- Do not use verbal or physical aggression towards others.

At St Edmunds we aim to teach these learning behaviours explicitly to children in order to enable them to self-regulate and employ coping strategies. Research suggests that when children improve their learning behaviours, this skill set can improve both their academic achievement and cognitive ability. We also recognise that some children will need a more tailored approach which may require reflection and adapting to the situation.

3) POSITIVE RECOGNITION

Positive rewards and recognition can have a positive impact on pupil behaviour and motivation. We believe in a culture of recognition and fostering a strong sense of community. We aim to always display visible kindness and consistency.

Rewards and recognition within St Edmunds

- Positive recognition and praise (catch them being good)
- House points
- Headteacher award and celebration assemblies
- Are there any other initiatives e.g. sporting ones or recognition certificates etc?

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 in response to failure to meet the St Edmunds code of conduct?

Classroom sanctions:

We follow a simple system in response to situations that arise that do not uphold the St Edmunds code of conduct.

- **Reminder:** Child reminded verbally of the 3 school expectations and the corrective choice that is required, privately.
- **Verbal warning:** Child continues this behaviour or the nature of it escalates, they are given a verbal warning. If their behaviour does not change a consequence will be imposed.
- **Sanction:** Missed time from play or lunch time and a chance to reflect and restore. Parents informed at the end of the day.
- **Head of Phase:** Any choices that escalate from this point or are persistent over time, the child spends their reflect and restore with the Head of Phase. Parents informed.

- **Headteacher:** Any further escalations the child is sent to the Headteacher and a parent meeting will be arranged to discuss next steps. Following this internal and/or external exclusion will be considered.

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Restore and reflect: We uphold the principles of restorative practice in our school in supporting pupils to reflect if things poor behaviour choices have been made.

These principles are outlined below:

- Relationships-** We ensure that these are fostered through all conversations from the outset. We ensure the child feels loved and connected to our school community.
- Responsibility-** We encourage and support children to become accountable in a safe, supportive way. We actively engage with children about taking responsibility for our actions towards others, ourselves and our environment.
- Respect-** We are respectful of others, their views, their possessions and their space. We respect and value the opinions of all in our communities. Our children are supported in valuing others contributions, opinions and right to feel safe. Children are expected to reflect on whether their actions have been respectful towards others.
- Repair-** All children are encouraged to repair relationships and remain included in all circumstances. This includes being given opportunities to 'right the wrong'.
- Reintegration-** All children are consistently encouraged and invited to return to be part of our school community, where they are represented and valued in all aspects of school life.

Stages 4 and 5 of the above principles take place during any reflect and restore time as outlined above. The child will be afforded an opportunity to reflect in a quiet space and self-regulate. A reflection form will be completed during this time. (See appendix)

- **Severe behaviour** – child immediately 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 poor 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.

What incidents warrant a warning?

- Not responding to teacher's requests to work.
- General refusal to do anything.
- Accidental damage through carelessness.
- Challenges to authority.
- Deliberate discrimination against other children.
- Harming someone.
- Damaging school/pupil's property.
- Leaving class without permission.

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 child-on-child 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://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/exclusion_guidance_maintained_schools_academies_and_pupil_referral_units_in_england.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 schoolwork. 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) TAKING ACCOUNT OF INDIVIDUAL PUPIL NEEDS – THE EQUALITY ACT 2010, PUPILS WITH SEND 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 a universal approach, and a more tailored approach is necessary. This will complement the school's behaviour policy however, and not lower expectations. 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 corrective feedback regarding behaviour in a lesson and is completed by the class teacher. This is signed daily by the Headteacher and then by the parent.

The school takes external 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.

6) 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."

7) 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 SEND.

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.”

8. STAFF TRAINING

The L&T lead, in conjunction with line managers and the SENCO, is to ensure that staff are best equipped to fulfil their role in implementing this policy. They should provide sufficient training, particularly with regard to SEND children and the prevention of bullying.

Guidance taken from EEF report, 'Improving behaviour in schools' 2021.

Appendix – Reflect and restore

This reflection is to be completed by, or with, a child who has received a sanction that day following a reminder and a verbal warning.

Name (of child) Date.....

Year

What happened?

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

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What could I have done differently?

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What will I try to remember for next time?

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