



Saint Edmund's Catholic Primary School
'Together we learn and grow through worship and celebration'

Behaviour Policy

Committee responsible for policy	Community
Statutory/Non-statutory	STATUTORY
Frequency of Review	Free to determine – every 3/4 years or earlier if required
Date of last review Approved by Staff/ SLT/ Committee /FGB	January 2022
Date of next review	January 2025
Purpose of policy	To understand the behaviour rules within the school – consequences and rewards
Consultation	Staff
Links to other policies	All other subject policies Anti-bullying Online Safety Policy

Aims and expectations

It is a primary aim of our school that every member of our community feels valued and respected, and that each person is treated fairly and well - our values are built on mutual trust and respect for all.

The school behaviour policy is designed to support all members of the school to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure as is the right of every member of our school community.

The school has a number of rules, of which the primary aim is a means of promoting good relationships, so that everyone can work together with the common purpose of learning and growing together. This policy supports the aim that we work together in an effective and considerate way.

Children learn best when they are clear about what is expected of them and when they are consistently encouraged to reach agreed expectations. Clear guidelines, reinforcement of positive aspects of children's behaviour and the children's own sense of self-worth all contribute to their willingness and ability to behave in an appropriate manner.

All adults, parents and members of the school staff have a responsibility towards the emotional and social development of all pupils.

Children are expected to work and play in a manner that is sensible, caring and thoughtful. To support this, we have school rules which provide clear guidelines for children's behaviour and which ensure consistency across the school

SCHOOL RULES as expressed within the children's school journals

Children are expected to:-

- Come to school willing and ready to do their best.
- Show care and respect for others through honesty and a willingness to co-operate.
- Display good manners and politeness.
- Treat the environment and the property of others with care.
- Listen to and respond to instructions.
- Move around the classroom and school safely

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour in order to develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We recognise that all children are individual and may need personalised plans dependent on their needs, age and stage of development.

Expectations

As a Catholic school, we encourage all members of the community to take responsibility for their own behaviour and live out our school mission statement. We are considerate, caring and tolerant of each other and our differences, just as Jesus taught us.

Expectations of Adults- teaching and non-teaching

- To provide a positive role model.
- To have high expectations of themselves and the children.
- To share school rules/expectations with the children
- To emphasise and reward positive behaviour.
- To inform and involve parents of all aspects of this policy.

Expectations of Pupils

- To understand that they are a valued part of the community.
- To understand and know what is acceptable behaviour.
- To be responsible for behaving in an appropriate manner.

Rewards and Celebrating Success

We reinforce good behaviour and celebrate success in a variety of ways:

- By using verbal praise- both discrete praise and public praise, individually or to groups or classes;
- By non-verbal acknowledgement and encouragement eg. thumbs up, smile etc
- By giving positive feedback and written praise;
- By rewards, eg house points; head teacher awards for outstanding effort or acts of kindness in school; stickers
- Giving positive feedback to parents/carers

- Special stickers awarded by the SMSA's
- Allowing children to share work with the rest of the class, other classes or teachers
- Showing work to another class, teacher, Deputy Head or Headteacher
- Displays of children's work
- Sharing achievements in assemblies
- Giving pupils additional responsibilities

We acknowledge the children's efforts and achievements both in and out of school eg. Key Stage Assemblies, Star of the Week, Attendance Certificates, Good Manners Certificates

We aim to ensure that:

- Rewards act as positive incentives for the pupils which are based on an agreed criterion which is applied fairly
- Once issued rewards cannot be taken away
- They are available to groups as well as individuals
- They are used to motivate children

Staff are trained to know that changes of behaviour can be the result of abuse. Staff will explore this avenue if children's behaviour suddenly deteriorates. If this is the case, staff will follow the School's Safeguarding Policy.

CONSEQUENCES

Children will receive appropriate consequences where their behaviour is deemed to be unsafe or unexpected. Staff will make decisions based on each individual situation. All consequences are applied with the dignity of the child in mind.

Version as expressed in School Journals – shortened version

Where behaviour is inappropriate / rules have been broken, the following actions may be taken: -

- Children will receive a verbal warning.
- Children may receive
 - time out
 - a reflection sheet – appendix 1
 - a letter for poor behaviour - appendix 2
 - a letter for poor language – appendix 3
 - a detention or miss time from their play - time in minutes to match their age
 - detentions may also be given for incomplete homework
- A phone call may also be made for bad language, racist comments, rudeness, causing a deliberate physical hurt eg biting, persistent bad behaviour.
- Children who behave inappropriately may NOT be allowed to represent the school
- All racist and bullying comments are reported to the L.A. and Governing Body as a matter of course and kept on record.

Peer on Peer Abuse

The school recognises that children sometimes display harmful behaviours towards themselves and/or their peers and that such incidents or allegations must be referred on for appropriate support and intervention.

Such abuse is unacceptable and will not be tolerated. To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its

forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions.

Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”. All staff receive regular training to be aware that peer-on-peer abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further. LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children. The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers to an adult within school that they are comfortable to talk to. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to the LA Single Point of Access – SPA and the police will be called.

Actions to support staff to manage behaviours actions may include:

- Discussion with and counselling of pupil/s involved
- Reminder of class rules and school expectations
- Lunchtime or playtime detention of an appropriate amount of time - age of child in minutes
- Written /verbal contact with parent/carer
- Circle Time and Social stories
- Personal contracts/behaviour charts
- Referral/ consultation with Phase Lead/Inclusion Manager/DH/HT

Phase Lead/ Inclusion Lead/ Deputy head teacher action may include:

- Support/ counselling to pupil
- Support/counselling to class teacher
- Review risk assessment
- Interview/meeting with parents/carers with additional, follow-up meetings

- Referral to Inclusion lead re engagement of additional multi-agency support eg CAMHS, Speech & Lang; Behaviour Therapist; EWO if appropriate
- Advice on Individual Behaviour Management Plan if appropriate
- Referral to services/support available through the local offer
- Staff training

Head Teacher action may include:

- Extra-ordinary parental meeting
- Fixed term exclusion
- Governing Body Notification
- Permanent exclusion
- Governing Body Notification and Ratification
- School transfer
- Co-ordination of governors disciplinary /final warning panel

If staff or pupils are felt to be in danger or there is a serious risk to property, police may be called.

Actions listed below are inappropriate and unacceptable and should NOT be used:

- Physical reprimand or punishments
- Standing a pupil unsupervised outside a classroom or in a corridor or in isolation for long periods
- Detention after school
- Whole class punishment should be avoided unless EVERY pupil has behaved unacceptably otherwise innocent and well-behaved pupils can become de-motivated.
- Inappropriate use of curriculum as a punishment (extra maths) or exclusion of a pupil from a curriculum activity [missing art or PE] unless on the grounds of health and safety
- Issuing statements that you as a teacher are not able to carry out

Please refer to the school Anti-Bullying Policy for practice and support.

Restraint

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. If physical restraint is used, staff should record it on the restraint form (appendix 4). All forms should be given to the Designated Safeguarding Lead who will store them in a locked cupboard in his classroom. If restraint has been used, parents will be notified.

The role of the head teacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. Poor behaviour is reported using the school's online system to enable SLT to monitor incidences and act to support children and staff as appropriate.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the children's school journals, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences for unacceptable behaviours, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher or thereafter school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. The complaints policy can be found on the school website.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

Fixed-term and permanent exclusions

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Recording / Monitoring of behaviour incidents and of this Policy

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Misbehaviours are reported using the school online system. SMSAs and staff on play duty may make a written record which is then transferred to the online system by class teachers.

SLT monitor incidences regularly but a class teacher will speak to SLT if they are concerned that behaviours are not changing/improving. SLT/Inclusion Lead/DH/HT work with children and staff to promote positive behaviours.

For more serious incidents of behaviour, staff and pupils may be expected to provide a more detailed statement of events for reporting and clarity. Completion of LA Accident forms may also be needed.

The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.



BEHAVIOUR/REFLECTION SHEET

Name: _____ Class: _____

What happened? _____

Reflection with Parent/Carer

How do you feel:

SAD	LONELY	FRUSTRATED	CONFUSED	ANGRY	WORRIED	HURT	OTHER	SORRY

Who do you think has been affected by what you have done?

What could you do to put things right? (maybe letter of apology, verbal apology?)
Do you understand what the other person feels?

On this occasion, will your parent/carer be contacted?

 YES

 NO

Pupil Signature: _____ Date: _____

Adult Signature: _____ Date: _____

PLEASE RETURN TO THE CLASS TEACHER ON THE NEXT SCHOOL DAY



Appendix 2

St. Edmund's Catholic Primary School
Nelson Road
Whitton
TW2 7BB
Tel.0208 894 7898

*Head teacher: Mrs Carmel Moreland B.Ed. (Hons), M.A., NPQH
Deputy Head teacher: Mrs. Brenda Green*

Date:

Dear _____

Your child has been behaving inappropriately at school. We have discussed the matter and he/she has admitted to the following:

Please discuss this matter with your child at home. Thank you for your support.

Yours sincerely,

Please sign below and return to me so we know that this letter has been received:

Parent/Carer's Signature: _____



Appendix 3

St. Edmund's Catholic Primary School
Nelson Road
Whitton
TW2 7BB
Tel.0208 894 7898

Head teacher: Mrs Carmel Moreland B.Ed. (Hons), M.A., NPQH
Deputy Head teacher: Mrs. Brenda Green B.A. (Hons), PGCE

Date:

Dear _____

Your child has been using inappropriate language at school. We have discussed the matter and he/she has admitted to the following:

Please discuss this matter with your child at home. Thank you for your support.

Yours sincerely,

Please sign below and return to me so we know that this letter has been received:

Parent/Carer's Signature: _____

St Edmund's catholic Primary School Record of Positive Handling or Restraint	
Date of Incident:	Time of Incident:
Child's Name:	Year Group:
Members of Staff involved:	
Adult witnesses to restraint:	
Pupil Witnesses to restraint:	
Outline of event leading to restraint:	
Outline of incident of restraint:	
Outcome of Restraint:	
Description of any injuries sustained by the pupil and subsequent medical treatment:	
Date parent/carer informed:	
By whom:	
Outcome of pupil response (including pupil's thoughts and feelings):	
Outcome of parent/carers response:	
Signature of staff completing report:	Date:
Signature of Designated Safeguarding Lead/Headteacher:	Date:
Brief Description of any subsequent Inquiry/Complaint/Action:	

At St Edmund's Primary School, we consider the following behaviours as unacceptable:

Persistent Disruptive Behaviour:

- Includes challenging behaviour e.g. answering back, rudeness/disrespect, arguing with staff
- Deliberate refusal to co-operate with reasonable requests from staff
- Unruly behaviour that puts themselves, other children or adults at risk
- Swearing at people or public swearing
- Untruthfulness

Physical Assault:

- Includes fighting or encouraging others to fight
- Violence and aggressive behaviour towards other pupils/staff (wounding; hitting; kicking;punching)
- Deliberate scratching or biting
- Possession of, or use of an object, such as a knife, that could be used intentionally to harm someone else

Verbal Abuse and Threatening Behaviour:

- Includes threatened violence
- Homophobic abuse and harassment
- Any language or behaviour, which is meant to embarrass, harass, or upset other people (verbal intimidation)
- Unkind remarks and derogatory comments e.g. use of the word 'gay'
- Behaviour that causes offence
- Establishing gangs for the purpose of intimidating others

Racist Abuse:

- Includes taunting and harassment
- Bullying
- Graffiti
- Racist or derogatory statements
- Swearing that can be attributed to racist characteristics
- Wearing of any symbols that could cause offence to individuals and or groups, either by gender, sexuality, race, colour, culture, disability or religion.

Sexual Misconduct:

- Includes abuse, assault, harassment, lewd behaviour
- Bullying
- Graffiti/ mis-use of social media

Drug and Alcohol Related:

- Includes possession of illegal drugs, inappropriate use of prescribed drugs and drug dealing
- Smoking
- Misuse of drugs, solvents or alcohol

Damage:

- Includes damage to school or personal property belonging to any member of the school community
- Vandalism; Arson; Graffiti

Theft:

- Stealing, misuse or deliberately damaging school property
- Stealing, misuse or deliberately damaging someone else's property
- Selling and dealing in stolen property and extortion

Bullying:

- Bullying or teasing
- Includes persistent isolation
- Intimidation
- All forms of verbal, physical, cyber, homophobic, sexist and racist abuse
- Creating or spreading malicious 'gossip' about other children (and families or adults who work or volunteer in school) including the use of social media.

Peer on Peer Abuse:

- Sexual violence and sexual harassment
- 'Upskirting' without knowledge/permission
- Initiation/hazing type violence
- All forms of bullying
- Aggravated sexting
- Physical violence (e.g. hitting, kicking, shaking, biting, hair pulling, etc)