



Behaviour & Discipline Policy

Our Lady and St Edward's Mission Statement

We are inspired by the teachings of Jesus Christ who is at the heart of all that we do.

Working in unity with our families, parish and community, we encourage and support the children to grow in faith and reach their full potential in a happy, caring and loving environment.

Aims

- To develop a behaviour policy supported and followed by the whole community, parents, teachers, children and governors, based on the School's Mission Statement.
- To recognise that all members of our school community have rights and responsibilities, with regard to behaviour and discipline.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, Christian values and attitudes, as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.)
- To encourage good behaviour, rather than to simply punish bad behaviour, by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To follow-up incidents of poor behaviour and to treat problems, when they occur, in a caring and sympathetic manner, in the hope of achieving an improvement in behaviour. *"Certainty rather than severity" is our motto.*
- To prevent bullying. (The school has a separate anti-bullying policy which is appended to this policy.)
- To reconcile and repair relationships.

Parents can help:

- By recognising that an effective school behaviour policy requires a close partnership between parents, teachers and children.
- By discussing the school's Code of Conduct with their child, emphasising their support of the Code and assisting when possible with its enforcement.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without sound discipline.

Code of Conduct

This code of conduct has been formulated with the safety and well being of the children in mind, and to enable the school to function efficiently as a place of learning.

- All members of the school community are asked to respect each other.
- Children are expected to respect their teachers, other adults and fellow pupils.
- Children are expected to respect their own, and other people's property, and to take care of books and equipment.
- Children are expected to be well behaved, well mannered and attentive.
- Children should walk, not run, when moving around the school.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation.
- Foul or abusive language must not be used.
- Children are expected to be punctual.
- Children must not bring sharp or dangerous instruments into school, or any item that may cause a problem.
- Children should wear the correct uniform. Jewellery is not permitted. Trainers should not be worn as daily footwear. Hair attire should be simple and preferably in school colours. Long hair to be tied up. Extremes of hairstyle are not permitted.

School Rules

- 1. We follow instructions.**
- 2. We are polite to everyone.**
- 3. We keep our hands and feet to ourselves.**
- 4. We respect everybody's right to teach and learn.**
- 5. We respect property.**
- 6. We try our best!**

Class Rules

At the start of each year each class teacher will negotiate a set of rules for their class, in line with the School's Code of Conduct and Rules. These are on display in each classroom. They are referred to regularly, during the course of teaching, to reinforce good behaviour and to correct poor behaviour. They are evaluated and reviewed on a regular basis.

Incentive Scheme (Rewards)

A major aim of the school policy is to encourage children to practice good behaviour. School staff use a range of positive rewards to promote and teach good behaviour.

The following rewards are used:

- **Praise**
- **House Points**
- **Stickers**
- **Golden Time**
- **Special Recognition**
- **Celebration Assembly with achievement and citizen certificates, birthdays**
- **Special Table during Friday lunch time**
- **Postcards**
- **Star Board**

- **Showing good work**
- **Class/school responsibilities**
- **Visit to Key Stage Leader or Headteacher**

Our Lady & St. Edward's has a House system, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

The children have been divided up into four Houses named after saints, St. Ignatius, St. Elizabeth, St. Vincent de Paul & St. Bernadette. Year 6 House Captains are appointed at the start of each year and are responsible for collecting the weekly house points. Children are awarded points for thoughtfulness, being helpful, good work etc. At the end of each week the House Points are totalled and announced in assembly. In the main entrance corridor there is a wall chart recording progress week by week. At the end of the academic year there is a House team reward and a trophy for the overall winning House. This is displayed in the front entrance along with other school trophies. We hope that children will encourage members of their House to try their best in every aspect of school life.

At the end of each term, teachers award Special Achievement Certificates, to celebrate a variety of individual achievements, academic and social. At the end of the year a special recognition certificate is awarded to two members from each class.

Our Lady & St. Edward's has a value of the month focus that is introduced in a whole school assembly. Class teachers choose a child who 'lives out' the value of the month, each week, to receive a citizen certificate in assembly.

Sanctions (Consequences)

Children need to discover where the bounds of acceptable behaviour lie, as part of growing up.

Minor breaches of discipline, are generally dealt with by the class teacher, in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as sanctions are concerned. Every effort is made to be consistent so that children recognise that rewards and sanctions are applied fairly. Each class has a Golden Time chart where the children work towards a Friday Golden Time. Any breach of a minor incident will result in a child moving down the Golden Time chart however, they will have the opportunity to work back up to gold.

Examples of minor breaches:

Talking in class / shouting out / speaking when the teacher is speaking / poor listening / ignoring instructions / not getting on with work / not completing enough work / distracting others / single incidents of saying unpleasant things or calling names / leaving children out / being inconsiderate in the playground / play fighting / not sharing / poor manners in dining hall / taking other people's things without asking / lack of respect for own or other people's property / not completing homework

All children are made aware that they are responsible for their actions and that breaking rules has a consequence.

The following graduated sanctions are used in this sequence for less serious breaches of discipline, both in and out of class.

- **Warning**

- **2nd warning- move down Golden Time Chart/relocate to another part of class or to another classroom for an appropriate period of time/ miss playtime / part of playtime**
- **Speak informally to parents if pupil has missed more than 1 playtime per week**
- **Send to Key Stage Leader if poor behaviour re-occurs miss golden time**
- **Involve parents if more than 3x per half term**

Parents will be involved informally at the earliest possible stage and if problems are persistent or recurring ie more than 3x per half term parents will be asked to come in to school. Children may then be placed on a daily or weekly report system to monitor their behaviour, with parents' support.

Procedures for dealing with Major Breaches of Discipline

Major Breaches of discipline include:

- Unprovoked physical assault
- Fighting
- Deliberate damage to property
- Stealing
- Storming out of class or leaving the premises without permission
- Serious verbal abuse
- Refusal to work
- Seriously disruptive behaviour in class
- Targeted hurtful comments of a persistent nature

This type of behaviour is generally rare and will not be tolerated. When it does occur, it is referred to the Headteacher, or the Deputy Headteacher, who assist in dealing with the problem.

The following sanctions may be used, in any order, dependent on circumstances:

- A phone call/letter to parents informing them of the problem and seeking their support
- A verbal warning by the Headteacher or Deputy Headteacher as to future conduct
- A lunch time detention / lunch time and break time(s) detention
- Withdrawal from the classroom, or in the case of a very serious problem, parents will be contacted and asked to take the child home for the rest of the day
- A meeting with parents to work out strategies to help solve the problem
- If the problem is recurring then the Headteacher and classroom teacher will work closely with parents on a Behaviour Modification Programme
- A case conference involving parents and support agencies
- Fixed Term Exclusion (Parents have the right to appeal to the Governing Body against any decision to exclude)
- Permanent Exclusion, after consultation with the Governing Body and the LEA

All major breaches of discipline are recorded in the Serious Incident Book and parents are informed. Details are recorded on an Information Sheet. These are stored in the office and a copy placed in the file/s of the pupils involved.

Intervention and Reasonable Force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned.

If a child attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary.

The child will be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents.

The Headteacher or Deputy Headteacher will work with the member of staff and parents to devise an action plan to meet the needs of the child.

Members of school staff also have the right to search without consent, where they suspect a pupil has knives, weapons, stolen items, alcohol or illegal drugs. When staff suspect pupils may have items not allowed in school, such as mobile phones, electronic games etc the member of staff will ask the pupil to show the contents of his pocket / bag.

Behaviour Modification Policy

Sometimes, although not often, children may not respond to the range of rewards and sanctions in place At Our Lady & St. Edward's. As part of the approach within our discipline policy of rewards and sanctions, we seek to use further behaviour modification strategies to change individual children's behaviour.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

Class teachers and support staff with concerns about a child's persistent disruptive behaviour will discuss with the Headteacher or the Deputy Headteacher, the need to implement a pupil support system. Multi agencies such as a school learning counsellor, SEND and CAMHS may be consulted to help devise a pupil support action plan for a child.

A wide range of strategies are used to support such an action plan. These can include:

- Involving parents at an early stage to inform an action plan
- Change of classroom organisation
- Use of non-teaching classroom support assistants
- Setting up a withdrawal system which relies on the support of other classroom teachers
- Using differentiated resources
- Targeting specific aspects of behaviour
- Rewards of special stars/stickers on work, on charts and in special books/ certificates
- Weekly sessions with our school learning counsellor
- CAMHS support

Lunch time Supervision

At lunch time, supervision is carried out by a team of Welfare Assistants, supported by teaching staff. They report daily to classroom teachers about standards of behaviour, noting good behaviour and improvements, as well as particular problems. Class teachers follow this up accordingly. The Welfare Assistants can refer to the Headteacher or Deputy Headteacher if necessary. At the end of each week the Welfare Staff nominate individual children to sit on the Special Table during Friday Lunch time where they are served lunch by a member of staff. The names are reported in the weekly celebration assembly.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or Deputy Headteacher and dealt with in accordance with school policy.

Play time Supervision

Children are supervised during break times by teaching staff, assisted by non-teaching staff. They can refer to the Headteacher or Deputy Headteacher where particular problems occur. One member of staff on KS2 duty is to stand at the corner of the playground to monitor children in the quiet area.

Incidents out of school

The school may discipline pupils for incidents outside the school gates in the following circumstances: when the pupil is involved in an organised school activity, when they are travelling to and from school, when they are wearing school uniform or when they are identifiable as a pupil of the school. Also when the behaviour: could have repercussions for the orderly running of the school; poses a threat to another pupil or a member of the public; could adversely affect the reputation of the school.

Special Educational Needs

The school acknowledges its responsibility under the Equality Act 2010 in respect of pupils with special educational needs (Appendix 1). When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ from our whole school procedure. An alternative course of action will be formed in agreement with the child, their parents and the relevant school staff. Reasonable adjustments will be made to support a child with specific behavioural difficulties (Appendix 1). The system will be clearly explained to all those who might have contact with the child in school.

Accusations against staff

Disciplinary action will be taken against pupils who are found to have made malicious accusations against staff. Any member of school staff who is accused of misconduct will be offered pastoral care and support in line with LA guidelines

This Policy is to be read alongside the Equality Policy in conjunction with the Equality Act 2010.

This Policy is to be monitored, evaluated and reviewed each year by members of the Senior Leadership Team at Our Lady and Saint Edward's School.

Reviewed January 2020

Reviewed May 2020

Exceptional Circumstances

In response to recent government guidance (May 2020), the behaviour policy has been updated to reflect the need for children, staff and parents to behave differently on return to school following the Coronavirus outbreak.

Please refer to appendix 2 for further details

Our Lady & St Edward's Catholic Primary School

Anti-Bullying Policy

Bullying can take many forms both verbal and physical, from name calling to assault. It is a persistent and "wilful conscious desire to hurt, threaten or frighten someone".

(Tattum and Herbert)

Aims

At Our Lady & St Edward's, staff, governors, pupils and parents must all share the responsibility for ensuring that bullying does not occur. We aim to foster an environment which protects against bullying but which can respond effectively in crisis. In order to ensure that bullying does not take place a consistent approach must be adopted by everyone. Pupils have the right to be taught in a safe, caring atmosphere.

Guidelines

- 1) Bullying is unacceptable inside or outside school.
- 2) Staff will always act to confront bullying behaviour.
- 3) Pupils will be encouraged to tell and teachers to listen.
- 4) All incidents of alleged bullying will be investigated and recorded in the Welfare book in the headteacher's office.
- 5) Pupils who bully will be subject to the school's behaviour policy. Parents will be contacted at an early stage.
- 6) The victims of bullying will be offered a teacher mentor to assist with the problem.

Children should be encouraged to have respect for each other regardless of race, gender, physical or learning disability and to be aware of the feelings of others. They need to have confidence that their fears/anxieties will be addressed by staff. Children should feel able to report incidents to any member of staff with whom they feel able to relate, in the knowledge that appropriate action will be taken.

Bullying behaviour can consist of: verbal and non-verbal threats of violence, name calling, teasing, ignoring and shunning, incitement by others to commit an act of bullying, sexually or racially offensive remarks or behaviour, interfering with property, fighting, demanding money, property or favours with menace, vandalism, damaging another's efforts or possessions, borrowing equipment without permission, invading someone else's privacy.

Online bullying

Online bullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

Online bullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal. The audience can be very large and reached rapidly. People who use online bullying may attempt to remain anonymous.

Pupils' response to bullying

"What can I do if I'm being bullied?"

Try these suggestions

- tell an adult (parent, teacher, friend), someone you can trust
- try not to appear upset however hard that is
- tell yourself you don't deserve to be bullied

- fighting back isn't the answer
- get together with friends and say NO to the bully
- if you're in danger get away, don't worry about your possessions, your safety is more important
- try to keep away from places where bullying happens
- remember there's safety in numbers - stay with other people whenever you can
- practise walking quickly and confidently (even if you don't feel it)
- practise being assertive (in front of the mirror is a good place to start)

"What can I do if I see someone being bullied?"

"What if someone I know is a bully?"

Try these suggestions

- don't **just** stand by and watch
- help if you can
- show your disapproval - don't be afraid of letting others know you think bullying is wrong
- tell a teacher or another trusted adult. Don't worry if you think you're "telling tales", some children are too frightened to tell
- be supportive and offer help to someone you think is being bullied
- remember we're not all the same - try to find out more about what makes people different
- be careful about teasing - your "teasing" may be "hurting" someone else
- if you think you may be doing something that might be bullying, ask someone about it
- remember to treat others as you would like them to treat you

Suggested guidelines for parents

If your child is being bullied:

- encourage them to talk, but be patient as they may be distressed, so you can find out all the facts
- listen and try to avoid interrupting
- be sympathetic
- stay calm
- don't dwell on sensitive issues
- reassure them that you will do something about it
- tell them it happens to most people at some point
- try to help them to see the difficulty as a problem that can be solved peacefully
- ask them for ways they would like to make changes
- help them to develop ways to cope e.g. walking away, saying no, ignoring, talking and picking them up from school
- talk about nicknames and name calling and why it is often upsetting
- talk to the school
- take an interest in your child's school life and friends
- keep a written record of bullying
- try to keep everything in perspective

If your child is being a bully:

- encourage them to talk, find out what is happening and why
- stay calm
- let them know that bullying is wrong

- help them to understand the hurt they are causing
- explain to them how they should be behaving
- a child who is bullying is often having difficulties forming appropriate friendships – help them to find ways to make friends
- tell the school

Our Lady & St Edward's endeavours to promote a caring, Christian community through our mission and our curriculum. The PSHE curriculum teaches about anti-bullying issues and encourages the children to discuss and explore bullying in a structured and supportive environment. We have an annual anti-bullying week and e-safety day where we address bullying including online bullying.

Reviewed January 2020

Reviewed May 2020

APPENDIX 2 (May 2020)

Coronavirus 2020

A Coronavirus code of conduct has been formulated with the safety and well-being of the children, staff and parents in mind, and to enable the school to function as efficiently as possible during this time.

The core principles of social distancing and hand hygiene, are essential aspects of good practice.

Code of Conduct

- School staff are to teach children about good hand / respiratory hygiene and 'social distancing' at an age appropriate level.
- School staff, where possible, are to supervise hand washing routines.
- Parents, mindful of the need for social distancing, are expected to drop off and collect their children from specific areas within the school grounds at the specified arrival and departure times.
- Children and staff should move to their designated classrooms in a single appropriately spaced line, using the agreed routes in and around school.
- Children and staff are expected to wash their hands at all times on entering / re-entering the classroom, after going to the toilet, after having coughed / sneezed or after having touched an unclean object / surface/ before and after eating/if they touch someone else
- Children should go to the designated toilet one at a time.
- Children should only socialise with other children from within their designated group.
- Children should play outside in a designated area at the specified time for their group.
- Children should, where possible, not share equipment or other items with one another.
- Children and staff, when coughing or sneezing, should dispose of tissues in designated bins.

- Children should tell an adult if they are feeling unwell.

Rewards and Sanctions

We recognise that there are lots of new rules and guidelines and it will take time to learn all of the new rules; close monitoring and supervision by staff will ensure that this happens.

All children are made aware that they are responsible for their actions and that sticking to the rules and routines in school is good for everybody.

School staff use a range of positive rewards to promote and teach good behaviour, especially with regard to good health and hygiene behaviour.

Minor breaches of the rules, are generally dealt with by the class teacher, in a supportive and fair manner, with some flexibility regarding the age of the child. Should sanctions need to be used, they are to be applied with reference to the procedures set out in the relevant section of the school's main behaviour policy.

All major breaches of the rules that are deemed to place another child or adult at significant risk of infection, are recorded in the Serious Incident Book and parents are informed by a senior member of staff. We will impose more significant sanctions for behaviours that could endanger the health or wellbeing of members of our community. These behaviours may include but are not limited to coughing and/or spitting in order to cause harm or distress.

Special Educational Needs

For pupils with education health and care (EHC) plans, at this time, it may not be possible to provide the full range of provision set out in the plan. The school will work with the local authority and parents to confirm what provision can reasonably and safely be provided should this be the case. Reasonable adjustments will be made to support a child with specific behavioural difficulties during this time. The new arrangements will be clearly explained to all those who might have contact with the child in and away from school.