



St Edward's Catholic Primary & Nursery School

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Head Teacher: Mrs L. Flanagan

Policy Checklist to be inserted with all current Policies and Key Documents

TO BE COMPLETED BY REVIEWER

TYPE:	Policy	
TITLE:	Behaviour	
Compiled / reviewed by?	All teaching staff	
Does it relate to any change in legislation?	Yes	
Which (if any) model has been used as a framework?	None	
Have any new recommendations / alterations been incorporated?	Yes	
Review Required? If yes, how long	Annually	
If significant changes, who needs to be notified?	✓ as required	
	Teachers	✓
	Pupils	✓
	Learning Support staff	✓
	Clerical Staff	
	Ancillary Staff	
	Governors	✓
	Parents	✓
	Other (specify):	

TO BE COMPLETED AFTER REVIEW FOR ATTACHMENT TO FINAL COPY

When ratified by governors (if required)	8 th September 2020
Next Review (if required)	September 2021
Next Governor approval (if required)	September 2021



St. Edward's Catholic Primary School

BEHAVIOURAL POLICY

St Edward's Primary and Nursery School is a community of love and hope. We welcome, nurture and educate our children as children of God, inspired and guided by the love of Christ and the teaching of the Catholic faith. We share with families and the community a commitment to provide the very best for our children to be all they can be.

“We carry the light of Christ as we love, live and learn with each other.”

St. Edward's Behavioural Policy reflects the ethos of the school aiming at developing productive relationships where courtesy, consideration, respect and sensitivity are shown and encouraged in others. These qualities should be fostered between children and adults and between classmates and colleagues. Relationships underpin all that we do and all that we are capable of doing.

The aims of this policy are:

- To adhere to St Edward's **3 golden rules** (see below)
- To promote good order with positive attitudes, praise and rewards.
- Promote a positive ethos and climate in school
- Create a consistent environment that expects and reinforces good behaviour choices
- Value, respect and appreciate each other, irrespective of age, gender, creed or race and acknowledge that everyone has a positive part to play within our school community
- Develop self-discipline
- To recognise and respond to underlying Mental Health issues including Attachment disorder, anxiety and trauma especially for key groups of children including Looked after children, Previously Looked after children.

Ethos

St Edward's Catholic School's ethos is to ensure pupils and staff feel happy, confident and safe, therefore allowing high quality learning to take place. We believe that a healthy balance between rewards and sanctions exist. We regard behaviour linked instances as 'distress behaviour rather than disruptive behaviour'. We expect everyone to implement the rules fairly and consistently to foster good behaviour choices in a positive way and put in place strategies to support children with ACE (adverse childhood experiences).

We seek to promote an ethos amongst our staff and pupils encapsulating;

- Perseverance - Care - Fairness - Honesty - Achievement - Commitment - Resilience - Forgiveness - Respect - Responsibility - Self-discipline - Trust

Our School is a place where:

- Everyone is made welcome
- There is a culture of safety

- We respect and care for ourselves, others and everything around us
- Everyone benefits from, and is committed to, excellence in learning

This behaviour plan is a teaching document which will be explicitly taught and shared with all stakeholders regularly.

School Rules:

We have three whole school rules:

1. Love God, ourselves and each other.
2. Live life in response to God's teachings.
3. Learn to achieve our best in everything we do in School.



Consistency in practice

We believe in a whole School consistent response.

- Consistent language; consistent response: Referring to the agreement made between staff and children, simple and clear expectations reflected in all conversations about behaviour - **Ready, Respectful, Safe**
- Consistent follow up: Ensuring 'certainty' at the classroom, middle and senior management level. Not passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour. Verbal praise, phone calls home and postcards for **above and beyond**.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referring to promoting appropriate behaviour that are accessible to all through icons, symbols and visual cues and interesting and creative signage.
- Consistent respect from adults: Even in the face of disrespectful children.
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children.
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of children.

Self-Discipline:

Self-Discipline and positive attitudes should be promoted in the children throughout the curriculum. Children should be encouraged to have respect for their own and other people's properties. This respect will be encouraged by all children being encouraged to hang up coats and bags, having their full PE kits and being equipped for school.

The Role of the staff:

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. It is the responsibility of all staff to ensure that school rules are enforced in all areas of the school. Staff at St Edward's will not walk past or ignore behaviour that does not fit within our ethos or comply with our school rules. Children must be treated fairly, with respect and understanding, and school rules enforced consistently. Staff will know the children in their care and be able to differentiate levels of support and sanctions according to need and life experiences of the child. If a member of staff is in doubt they need to refer to the Senior Leadership Team, and ultimately to the Headteacher.

As a Catholic school, the Gospel values underpin everything St Edward's does with the principles of forgiveness, social responsibility and a belief in the potential of every individual to make good choices about their learning and behaviour; with this aim all sanctions include a process of self-reflection, restorative behaviour and an opportunity for penance.

We follow WCC guidelines for Physical Intervention and the use of Restraint (see Policy File in School Office). Staff in our school only intervene physically to prevent injury, or if a child is a danger to self or others. The actions we take are in line with government and local authority guidelines.

All staff at St Edward's Catholic Primary School will:

- have high expectations of the children's behaviour.
- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty, courtesy and respect
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability, and disability
- show appreciation of the efforts and contributions of all children

The Role of Midday Supervisors:

A member of the Senior Leadership Team has regular meetings with the midday supervisors where they are able to discuss any matters arising from their lunchtime duties.

Lunchtime staff are aware of this behaviour policy and will implement the rules and apply them when pupils are in their charge. Staff should be positive with the pupils and take notice of good behaviour, kind acts and helpfulness during their lunch break both in the dining room and around school. Throughout lunch break these instances of positive behaviour will be celebrated with praise and may be reported to the class teacher.

Midday supervisors are able to give out house points to pupils during the lunch break. In addition to this LTS can issue raffle tickets, which see Pupils entered into a prize draw in the time to shine assemblies. If pupils need "time out" for a few minutes (maximum five) because of inappropriate behaviour they may be sent to stand against a wall.

In the event of more serious behaviour occurring, the midday supervisors will send the pupil into school with a red card. The pupil will report immediately to a member of staff for an immediate sanction.

Role of the Headteacher:

It is the responsibility of the Headteacher to implement the Behaviour Policy consistently and fairly throughout the school and to report to the Governing Body, when requested, on the effectiveness of the policy. The Headteacher is responsible for setting the standards of behaviour and for supporting LAC, PLAC and staff in the implementation of the policy.

The Headteacher ensures all staff keep a central record of all reported serious incidents using 'Myconcern' if there is a safeguarding link, or if a straightforward behavioural incident this will be recorded on a secure live 'Google Doc' for regular and timely analysis. The Headteacher has the authority to give fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school's Governing Body have been notified and will follow the Local Authority guidance in addition to DFE guidance 2016 on improving Behaviour and attendance: guidance on exclusion from schools and pupil referral units.

Role of the children at St. Edward's Catholic Primary School:

Through our Religious Education programme, PSHE curriculum and whole-school assemblies, the children will be taught that their behaviour is a choice and that they can choose good or inappropriate behaviours. They will also be taught that they can take actions to recognise and modify their inappropriate behaviour.

Children should not bring items of value into school (games, toys etc.), unless this is supporting the needs of vulnerable groups. Key Stage 2 pupils, who walk home from school with parental permission, may bring in a mobile phone, which must be handed into the School Office at the start of the day, and be collected from there at the end of the day.

Year 6 pupils:

We recognise the contributions and positive impact peer role models can have on the organisation and daily routines of the school. Each September Year 6 pupils are expected to take on additional responsibilities including roles as Play Leaders and Reading Buddies. House Captains will be nominated and, as the most senior pupils on the school, Year 6 pupils are expected to set good examples by helping and supporting younger pupils and demonstrating mature and responsible behaviour choices.

At St Edward's Catholic Primary School, we expect all pupils to learn to respect and adhere to the following in school, outside on the playground, field, during offsite learning opportunities and as members of the local community:

- Be honest
- Listen and respond to the teachers' requests the first time and not to answer back (in line with Taking Care Policy, pupils should use their network friends if they feel Early Warning Signs)
- Refrain from using any bad language/ swearing, verbal abuse, gender discrimination or racial harassment
- Refrain from fighting or participating in any form of bullying
- Walk quietly around the school remembering good manners
- Behave appropriately and co-operatively on the playground and to line up sensibly
- Apologise for accidental damage and to tolerate accidents of others
- Be responsible for their own possessions and be respectful of others' possessions.
- Keep the school clean and tidy, picking up equipment and litter and to respect all displays
- Be courteous and polite to all
- Use equipment for its purpose and share it with others
- If a child chooses not to, follow the above when outside on the playground or field, then Appendix B will be followed.
- In the classroom any of the above requirements where appropriate, plus
- Adhere to the class rules devised by all members of the class
- Behave respectfully and sensibly
- Sit sensibly without interfering with others
- Listen to the person speaking without interrupting in class/ group situations, and put a hand up before sharing any further comments.
- Share resources and tidy them away

If a child chooses not to follow the above in the classroom, then the school's behavioural system will be followed.

Behaviour Outside School

The school may give sanctions for inappropriate behaviour outside school in particular bullying and anti-social behaviour especially if it impacts on school life, causes distress to another pupil or member of the public or reflects badly on the school. If staff, parents /carers, members of the community know of behaviour that might concern the school has occurred the Headteacher should be informed and sanctions must be given in school if appropriate.

Anti-bullying Bullying starts in a small way. If unchecked, it may spread in severity and be copied by others. If bullying is judged to be acceptable by peers, it will gain momentum. Bullying may or may not be secretive. Bullying may be dismissed as fun or horseplay. Bullying is contrary to our mission statement, aims and ethos. Any incidents of bullying will be investigated with staff and governors taking action immediately as detailed in our Anti-Bullying Policy.

Role of parents/carers

Home is quite properly the dominant influence in child's life and affects the development of their attitude, performance and behaviour. We believe that all parents want their children to be able to take full advantage of all the activities and opportunities which are offered in school, therefore co-operation between staff and parents is essential. The school works collaboratively with parents/carers, so that children receive consistent messages about how to behave at school.

We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-learning agreement. Parents will sign the behaviour contract to agree with the school's behaviour approach and these acknowledgments will be kept as a record. We will build a supportive dialogue between the home and the school and inform parents/carers immediately if we have concerns about their child's welfare or behaviour in alignment with the points set out in the behaviour contract. We will do everything possible to help each pupil whilst he/she is at school, and expect that parents will support the staff by doing the following:

- Discuss the behaviour policy with their child.
- Ensure that when on school premises that they are mindful of our rules
- Ensure their child has adequate rest and sleep. A tired pupil is often irritable, disrupts the learning of others, and will not be able to learn him/herself. • Make sure their child is not left unsupervised in the playground before 8.45am and is collected promptly after school.
- At St Edward's Catholic Primary School, we do **NOT** have an eye for eye culture. If a child is hit, he/she should **NOT** hit back, and if their parents encourage them to do this, they are flouting the school policy and condemning their child to immediate sanction. Hitting back promotes aggression rather than discouraging it and is completely contrary to our school ethos.

If the school has to use reasonable sanctions to punish a child, it is essential that parents/carers should support the actions of the school. If parents/carers 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 Headteacher. If these discussions cannot resolve the problem, the matter may be referred to the Chair of Governors.

Role of Governors

The Governing Body has the responsibility for writing a statement of principles for behaviour, which must be adhered to in the formulation and review of this policy, and of reviewing its effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher and staff have the day-to-day authority and responsibility to implement the school Behaviour Policy using their professional judgement. Governors may give advice to the Headteacher about what is to be included within the behaviour policy. The Headteacher and staff should have regard to this when drawing up the policy. In the event of the parent's

dissatisfaction about behavioural matters, the Headteacher and staff in the first instance will try and resolve the matter. If parents, contact a member of the Governing body the Governors should follow the normal grievance procedures. The Behaviour Policy will be reviewed annually. It will also be brought to the attention of parents annually.

The Behaviour Policy is available on the school website.

Other adults volunteering working in school

All who volunteer or work in the school must read the behaviour policy and follow the expectations of all adults/staff. Teachers must ensure that the adults in their classroom follow the policy. For example: children are given one warning before action is taken to address any issues. Volunteers should always refer any instances of unacceptable or inappropriate behaviour to a member of the school staff.

The curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour choices. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection, which can lie at the root of poor behaviour. Marking and record keeping can be used as both a supportive activity, providing feedback to the children on their progress and achievements, as a signal that the children's efforts are valued and that progress matters. (See Our School Prospectus, Marking Policy and the Teaching and Learning Policy).

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour choices. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. We recognise that relationships between teacher, learning support assistant and pupil, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Therefore;

- the classroom should be a welcoming environment
- classrooms should be organised to promote independence and personal initiative
- furniture should be arranged to provide an environment conducive to on-task behaviour
- materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption
- displays should help develop self-esteem through demonstrating the value of every individual's contribution
- teaching methods should encourage enthusiasm and active participation for all
- praise should be used to encourage and acknowledge good behaviour choices as well as achievement.
- Catholic Virtues and values will be taught, and all children will be expected to model them at all times.

Children will be reminded of the three School rules when each New Year starts, with daily reminders and prompts through the behaviour management system-taking place. The children should be told what each rule means, and the kind of behaviour expected. The children should be made aware when they have broken a rule and be sanctioned accordingly. The class teacher should make it clear that it is the behaviour that is not acceptable and talk to the child in terms of behaviour choices.

‘Going for gold’ approach to positive behaviour (Nursery through to Year 6)



The system is designed so:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Children who regularly meet the school’s ‘Golden Rules’ are recognised and celebrated. Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.
- Develop effective behaviour management skills.

How it works:

- In the class, there is a prominent ‘Going for Gold’ display. (Green to Amber)
- On this display, all children have a label with their name on it.
- Each day, children start with their name on green.
- If children make positive impact individual choices, they are celebrated by placing their name onto gold. This should be a short reward as this is beyond expectation.
- If children make negative impact, individual choices they should be warned, then placed on amber in the first instance. If a child’s behaviour still does not improve then their name would be removed entirely into a separate red pot. It is important that children are not kept on red for long periods of time. ***The reason their name is put into a red pot is to maintain the child’s self-esteem, in that their name isn’t visible to other children or visitors to the classroom. However, the child will know and this is what matters in the reflective journey to improving behaviour.***

Behaviour	Action	Who involved?
Gold	Gold behaviour is for going beyond what is expected. This could be for behaviour and for attitudes to learning (producing a piece of work that is beyond the child’s normal working or showing exceptional progress). Gold behaviour will receive a number of marbles for the class jar, or house points.	Class teacher Learning assistants Leadership team
Green	Green behaviour meets expectation. A class teacher may encourage this behaviour with a house point.	Class teacher Learning assistants
Amber	Warning! An opportunity to quickly return to green.	Class teacher Learning assistants

Red	Red behaviour is behaviour that does not meet expectation. Children can move from red to amber and onto green at any time through the day or week. A student should not stay on red the whole time. If a student is on red for long periods then a referral should be made to the Deputy Headteacher and if necessary the Headteacher.	Class teacher Learning assistants On-going issues should be discussed with Leadership team.
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The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards green.

- Between each stage, children are given time for reflection and opportunity to change behaviour.
- Warnings or reminders must be given before consequence.
- Children must be given opportunity to move from consequence stage back to green and towards gold.

Wrap and Holiday Club Care

Children attending the schools 'Wrap around' and 'holiday club' care will follow their own behaviour routine. As these take place outside of the school day, as a result staffing structures differ. This also reflects the different environment associated with before, afterschool and holiday club care.

Rewards / Praise

Praise:

Positive reinforcement of 'good' behaviour is essential. This can be as simple as a verbal 'well done' from the teacher, or stickers. Fortnightly 'Time to Shine' assemblies take place where the Head teacher rewards children who have been identified by the class teacher as having worked hard or behaved well. These assemblies are held on Fridays where class head teacher awards will be given to those children identified by their class teacher as working hard or showing a positive attitude around school. The class teacher will also nominate a child for the 'Virtues and Values' award linked to behaviour demonstrating the Catholic Pupil Profile values. Parents are invited to attend these assemblies. The children receive House Points for good behaviour and learning attitudes, which are counted fortnightly and totalled half-termly with a reward for the House with the most points. As a class the children have a reward system for recognising good 'team' choices and behaviours e.g. marbles / pompoms with a chosen reward upon achieving the agreed amount.

When giving rewards to pupils we always make the reason for the reward clear and intend that other pupils will also learn from the exercise. We know that effective praise helps the child appreciate how their achievement is helped by their own attitude. It acknowledges effort, focuses attention on relevant behaviour and fosters motivation for improvement.

Rewards we give to pupils include:

- Positive praise from all staff in the classroom
- Marbles, stickers and house points.
- Examples of outstanding work displayed around the school.
- Special time with the Headteacher/Deputy Headteacher, hot chocolate, chats and monthly cinema club.
- Lunchtime awards for good behaviour beyond the classroom
- approving look, nod, smile
- stickers

- smiley faces and positive feedback in marking
- public praise in class and in assemblies
- informing parents by letter or telephone
- displaying work and sharing in achievement assembly
- the fortnightly 'Time to Shine' Assembly certificates
- golden Time (15 minutes per week)
- class rewards: class points / awards individual to the class where 'team' work, positive whole class behaviour choices can be recognised.

Zones of Regulation

Staff will be adapting zones of regulations to their welfare programme from September 2020. *'The Zones of Regulation'* is a framework and easy-to-use curriculum for teaching children strategies for emotional and sensory self-management. Rooted in cognitive behavioural therapy, The Zones approach uses four colours to help our children identify how they are feeling in the moment given their emotions and level of alertness as well as guide them to strategies to support regulation. By understanding how to notice their body's signals, detect triggers, read social context and consider how their behaviour impact those around them, children learn improved emotional control, sensory regulation, self-awareness, and problem-solving abilities.

Using a cognitive behavioural approach, the curriculum's learning activities are designed to help students recognize when they are in different states or "zones," with each of four zones represented by a different colour:

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

This is discussed in more detail in a separate policy.

Sanctions for unacceptable behaviour

There is no place for violence, bullying, harassment (racial, sexual or other), vandalism, rudeness or bad language within our school community and these types of behaviour will be strongly discouraged. We always try to work within a positive framework keeping parents / carers (and if necessary, governors) informed and recognising the mental health and wellbeing of the child. We understand that at some time during their time at St Edward's Catholic school most pupils may have instances when they have difficulty in behaving in the appropriate manner and may need an individual behaviour plan. However, when there are some pupils who present with persistent behaviour that we find very difficult to manage, we will refer to an outside agency such as the Educational Psychology Service or the Warwickshire Education Intervention Service (EIS) for further help

and guidance. Children See Appendix A and B for the structure of discipline for unacceptable behaviour, which is displayed in all classrooms and learning areas.

Escalation of the discipline plan may include:

- Telephone call or Letter Home detailing next step i.e. detention or removal of privileges.
- Parental involvement, if this escalates then a joint meeting between leadership and if absolutely necessary governors.
- Behaviour plan/report
- Deputy Headteacher/ Headteacher Referral
- The Headteacher and SLT will decide on a course of action in line with LA guidelines and current government legislation. When dealing with inappropriate behaviour we are conscious of always maintaining the pupil's self-esteem – it is the behaviour that is unacceptable not the pupil.

As outlined in the School/Parent contract the following behaviour routine procedure will be followed:

- **Stage 1** - If your child decides to make the wrong choice you will be made aware by a phone call from the class teacher. The class teacher will discuss with you what consequence your child received depending on the severity of the behaviour.
- **Stage 2** - If your child continues to make wrong choices you will attend a meeting which will include yourself, your child and class teacher to discuss the behaviour and next steps. Your child's behaviour will be monitored and fed back to you.
- **Stage 4** - If this does not resolve the behaviour and your child continues to misbehave you will have a meeting with the Headteacher and class teacher to discuss the next route and any additional support needed.
- **Stage 5** - If after the necessary support and resources implemented your child still continues to misbehave you will meet with a governor and Headteacher to discuss your child's future at the school.

Transparent/United approach.

For this behaviour system to work, where ultimately, we first focus on positive praise but have consequences for misbehaviour that affects the other children in the class, we have to have the support from the parents. We ask that if we inform them of their child misbehaving in school that they work alongside us to sanction this behaviour as we want to provide an environment where all children can learn without the distraction of children continually misbehaving. Transparent relationships and united support are fundamental in our children being successful, happy learners. This is why we get them to complete the slip (Appendix A) to state they are happy to support the school with implementing the behaviour procedures mentioned.

Sanctions

We encourage sanctions to be negotiated, which are appropriate to the offence.

We will:

- Check with the pupil that he/she understands why they are in trouble.
- Establish that the pupil knows that their behaviour was unacceptable
- Explore with the pupil the effect their behaviour has on others.
- Examine with the pupil, strategies for avoiding the same situation in the future.
- Encourage the pupil to think of an alternative acceptable strategy to use in similar situations for the future.
- Use problem-solving strategies.

The most powerful sanction for the majority of the pupils is the disapproval of those whose views (adults or peers) they respect. We use circle time to actively encourage a greater knowledge of, and respect for, one's peers, to enhance self-esteem and to foster a caring ethos.

Sanctions include:

- A non-verbal sign (e.g. Shake of the head)
- Ignoring (within boundaries)
- Discussion with an adult
- Comment written into home/school book (this to be discussed with Inclusion Manager) and should always be alongside verbal communication
- A private verbal rebuke and reminder of acceptable behaviour
- Repetition of a task if necessary
- Removal from the scene of disruption
- Isolation within classroom (Time out)
- Removal from the classroom to an alternative supervised area
- Withdrawal of privilege
- Drawing up a behaviour contract
- Referral to Deputy Head/ Senior Leader – **three periods on red in a week.**
- Referral to Headteacher – **four periods on red in a week.**
- Informing and involving parents by phone

Moves to Amber should be issued for the following actions;

Continuous low-level disruption

Not following an adult's instructions

Failure to respond to the warning given

Leaving the classroom without permission

Children should move straight to red for the following should be issued for the following actions;

Swearing Physical violence

Damage to property

Lack of respect to an adult or child

COVID-19 – Schools return (June 1st 2020 onwards)

In light of the need for children to behave differently when they return to school, the children will have to adhere to the following modifications within all St Edward's settings inclusive of the Nursery and Wraparound.

- Follow altered routines for arrival or departure
- Comply with school instructions on hygiene, such as handwashing and sanitising
- Following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing).
- Follow as best as possible the expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Tell an adult if you they are experiencing symptoms of coronavirus.
- Follow rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play.
- Use of toilets.
- Follow clear rules about coughing or spitting at or towards any other person.
- When not in School, they follow the rules for remote learning at home.
- Rewards and sanctions will be implemented in line with the above.

Damage to property Lack of respect to an adult or child

We deal with serious offences in more formal ways such as:

- Keeping an official record of incidents
- Referral to external agencies • IEP/ IBP
- External agency Support initiated
- Letter to parents and a formal meeting to discuss the misbehaviour with them
- Withdrawal of a major privilege

- Isolation from peers during lunchtime (internal lunchtime exclusion)
- Removal from the school site for lunchtimes (lunchtime exclusion)
- Removal from class for an agreed period of time – internal exclusion. We believe that the above sanctions will be effective in dealing with most situations, which occur in school.
- We should only consider using the following sanctions once other strategies have proved unsuccessful, or to deal with a very serious isolated incident:
- Imposition of detention outside school hours. Although parental consent is not required, parents must be notified. • A short fixed term exclusion
- A formal meeting between the pupil, parents and a member of the governing body
- Permanent exclusion
- The Headteacher or the Deputy Headteacher only are authorised to carry out these sanctions

Fixed term exclusions will be considered for the following:

- Fighting or aggressive behaviour;
- Blatant verbal abuse of staff;
- Physical abuse of staff;
- Repeated refusal to conform to the requirements of this behaviour policy;
- Persistent behaviour detrimental to the learning or well-being of others.

The Power to search and confiscate property from pupils

If staff feel that it is appropriate to search pupils two members of staff must be present and the Headteacher notified unless there is an immediate Health and Safety issue. Staff must follow the schools Safeguarding Policy. Although parents need not be notified, they should be informed as soon as possible. Items that can be searched for without consent

- Knives
- Alcohol
- Cigarettes
- Fireworks
- Articles that have or could cause injury or damage to property
- Pornographic images

In the case of any of the above then Social Care may need to be informed or the Police. Some items may need to be returned when and if the Head decides it is appropriate. If necessary, reasonable force may be needed when confiscating the item. Staff must follow our Team Teach Policy and should only be used as a last resort.

Support for pupils with SEBD (Social, Emotional and Behavioural Difficulties)

The school acknowledges its responsibilities under the Equality Act 2010 in respect of Safeguarding and of pupils with Special Needs and The Code of Practice 2014. Staff should always consider whether continued poor behaviour by a child, despite support and intervention gives cause to suspect that a child may be suffering or likely to suffer significant harm or may be the result of an unmet need.

Early intervention is crucial. The school will support children in having good mental health and be mindful of the fact that poor behaviour can mask mental health issues. The Inclusion Manager in liaison with teachers and the parents will organise support from outside agencies where it is deemed appropriate.

Children who have behaviour related conditions will have Personalised Behaviour Plans, In-school support may include support to the pupil's teacher or additional one to one work.

Staff will be mindful that children with diagnosed conditions such as Autism, Attachment Disorder etc may present behavioural challenges. In such cases, a specialised Personalised Behaviour Plan may be followed.

Restraining Pupils

Physical restraint of a child should be a last resort and should only be used in the following situations: If the child is at risk of hurting themselves or others; If the child is causing significant damage to property; If the child is disrupting the good of the school.

Members of staff requiring assistance should send a red card and the first readily available member of staff should offer assistance.

The incident must be recorded on Myconcern/Behaviour tracker. A debrief must take place. A letter to parents informing them of the incident must be sent and if there is a risk of repeat incidents, a signed consent form must be completed.

Restraining does not automatically mean a child should be sent home or excluded. This decision will be made at the Head teacher's discretion.

Pupils who make accusations against school staff

All accusations will be taken seriously. The advice and Policy Dealing with Allegations of Abuse against Teachers and Other Staff will be followed.

Staff so accused will not be automatically suspended. Malicious allegations against staff will be taken seriously and the appropriate sanction imposed dependent on the age of the child.

Related documents

- This policy should be read in conjunction with:
- The anti-bullying policy
- The physical intervention and restraint policy
- The marking policy
- E-safety
- School Prospectus
- Teaching and Learning policy
- Safeguarding and Child Protection Policy

See attached appendices:

Appendix A: Behaviour procedures parent acknowledgement/agreement

Appendix A

Childs' name: _____

Class: _____

I agree to support the school with implementing the school behaviour policy.

Signed: _____

Print name: _____

