



St Edmund's Catholic Primary School

Behaviour Policy March 2019

ST. EDMUND'S SCHOOL POLICY ON BEHAVIOUR

Mission statement

To Love, To Care, To Share

St. Edmund's Catholic Primary School is a community of faith where we aim to keep Christ at the centre of everything we do. We celebrate the uniqueness of every individual nurturing them to achieve their full potential.

Our understanding and experience of the love of God grows through our way of living, behaving, learning and teaching, which is inspired by Jesus.

Our Mission Statement encapsulated in "To Love, Care, Share", along with our Catholic values and the teaching of the Catholic Church, underpin the values of this policy.

1. **AIMS.** This policy has been developed with the following aims:
 - 1.1 To ensure that all activities undertaken by children at St Edmund's are carried out in a calm, controlled and safe environment.
 - 1.2 To ensure that children learn the importance of good behaviour and respect for others.
 - 1.3 To ensure that, when behavioural problems do arise, all staff have the necessary knowledge and support to provide a consistent, systematic and purposeful approach that will lead to a satisfactory outcome.
2. **BACKGROUND**
 - 2.1 Children at St Edmund's come from a wide variety of ethnic and social backgrounds, but most share the common culture of Christianity as characterised by the Catholic faith. Strong community links have a positive effect on the children's attitudes to school in general and to St Edmund's in particular.
 - 2.2 Parents have made a positive choice in sending their children to St Edmund's and, similarly, the Governors have accepted the children according to the admissions criteria. This element of mutual agreement reinforces the sense of commitment on both sides to promote outstanding work and behaviour by the children.

3. **EXPECTATIONS**

- 3.1 All staff expect the children to be polite, well-behaved, tidily dressed and respectful both of adults and other children. Children, equally, have a right to expect the same of the adults who work with them. The philosophy of mutual respect and understanding is the key principle that underpins behaviour at the St Edmund's Catholic Primary School.
- 3.2 Staff share a responsibility for promoting good behaviour among the children at all times and recognise that this responsibility extends outside the boundaries of classrooms, and in some cases outside the School itself.
- 3.3. Children expect and know that if their behaviour moves beyond accepted limits they will be corrected or reprimanded. There are high expectations placed upon them as members of the School Community to behave in an acceptable way both inside and outside the School. A consistent and exacting response by all staff is paramount in reinforcing these expectations.
- 3.4 Rules that exist relate primarily to issues of safety, dress, appearance and punctuality. Matters relating to courtesy and respect for others, although not part of the rules, form part of the code of behaviour common to any civilised community. Children learn what is expected of them through the content of teaching programmes, through announcements at assembly, through discussions in class time and in how the whole school community relate and treat each other.
- 3.5 Children are expected to move around the School in a quiet, orderly manner, they should not run or pass through doors if others are waiting to come in the opposite direction. Entry to, and exit from, the hall for formal occasions - assemblies, liturgies etc. - must take place in silence. This expectation extends to staff and visiting parents who are asked to follow the silence rule as an example to the children.

4. **PROCEDURES FOR POSITIVE BEHAVIOUR MANAGEMENT**

- 4.1 **Class Based:** To support children in making correct choices in their behaviour we reward them in a number of ways. We have adopted two systems which operate in parallel. In KS2 Behaviour Ladders are used and children are rewarded with house points and positive praise. In KS1 a 'Traffic Light' system is used and children are rewarded with stickers and positive praise.
- 4.2 There is an established classroom system where behaviour is recognised and acknowledged. Teachers may amend the established classroom system, and use a range of approaches which are appropriate for the children and their behaviour, whilst maintaining a positive approach.
- 4.3 The established classroom behaviour system will endeavour to 'catch a child being good.' The children's good behaviour and work will be rewarded in a number of ways. The teacher will make positive visual signs, e.g. thumbs up, and verbal praise, etc. The teacher will give house points, stickers, certificates, or refer the child to the duty teacher for more praise. Where it is felt appropriate, the parent may be contacted to communicate the child's good behaviour.
- 4.4 The relevant classroom behaviour system must be on display (Appendix 1). Expectations must be realistic, progressive (in steps), consistently applied and shared with the children. The established classroom system will emphasize a positive approach.
- 4.5 During the first week of each school year a teaching session is used to create an agreed approach for behaviour in the classroom. During the course of each term further teaching sessions may be used to remind children of behaviour expectations, systems and practices.
- 4.6 **Whole School:** We recognise, as a whole school, that children need to be commended. Within St. Edmund's, Commendations/Student of the Week Certificates are used in recognition of a child doing something 'praise worthy.'
- 4.7 For Key Stage 1, three Commendations per class are presented at Friday Assemblies and written in the 'Golden Book'. Children are photographed and the pictures are displayed.
- 4.8 For Key Stage 2, two children from each class are chosen, their names are recorded in the 'Golden Book' and on Fridays, they receive a certificate. The children are photographed and the pictures displayed. Other certificates may also be given at both Key Stage Assemblies, such as sporting certificates. Also the members of the Leadership group may wish to commend individual children for their behaviour.
- 4.9 **House Points (KS2):** to support the whole school reward system, house points are given by all staff (no more than 3 house points, per child at a time). House points are collected weekly and totalled by class teachers.
- 4.10 At the end of each term the house team with the most house points are given a 20 minute 'free' choice playtime during the afternoon, supervised by the KS2 Leader. At the end of the academic year the house team with the most points are presented with the 'House Point Cup'.

5. **PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR**

- 5.1 The Class Teacher is the principal adult expected to deal with day to day behaviour. Other adults within the classroom will support behaviour management. Issues that arise in the course of class activities should be dealt with immediately by the attending member of staff. Most issues can be resolved by a comment or reprimand at the time. The response to incidents does not necessarily follow sequentially and there will be occasions when a more serious response is called for.
- 5.2 As the class teacher has principal pastoral responsibility, it is important that all possibilities are explored before referring to senior staff. A referral at too early a stage, or for relatively minor matters, will have the adverse effect of undermining the class teacher's own authority. Too frequent referrals may devalue the desired effect.
- 5.3 When praise and a positive approach fail, or where it is deemed to be inappropriate, alternative strategies will be called for. Appendix 2, 3 and 4.
- 5.4 When a child's behaviour is causing a health and safety concern for themselves or others, staff trained in the Approach Method will safely hold the child. Appendix 5

6. **MORE SERIOUS ISSUES**

- 6.1 When incidents of unacceptable behaviour occur that are judged by the class teacher to be too serious to be dealt with, different approaches will be required, and the step by step approach will not be appropriate.
- 6.2 Matters can be referred to the Key Stage Leader, who may then refer the matter to a member of the Leadership Group, to decide on an appropriate response. It is important that the child receives a fair hearing, and for this reason the Key Stage Leader or a member of the Leadership Group will normally refer back to the teacher for an account of the facts. Simply sending a child to someone else for punishment is inappropriate.
- 6.3 For more serious misbehaviour, or where incidents are occurring regularly for a child in Key Stage 2, there is a process of referral for detention, Appendix 4. For more serious misbehaviour, or where incidents are occurring regularly for a child in Key Stage 1 the teacher dealing with the matter should make early contact with a parent. Clearly, when parents are informed they can often assist with a problem. All such referrals must be recorded on the relevant section on ScholarPack.
- 6.4 Co-operation between home and School in these issues is invaluable but, following involvement of parents, regular review is advisable to ensure that both sides continue to monitor the situation. If parents refuse to accept that unacceptable behaviour has occurred, or where co-operation is not forthcoming, the School still has to deal with the problem and to take responsibility.

- 6.5 If a child's poor behaviour becomes persistent and the child has received a number of warnings and detentions, further action will be required. The class teacher may refer the child to the SENCo who will arrange meetings with parents, class teacher and where appropriate external agencies. Appropriate strategies to support the child and to improve their behaviour will be discussed and, with the co-operation of the class teacher, implemented.
- 6.6 The severity of the punishment will reflect the transgression and the age of the pupil concerned, but teachers should take into account mitigating or aggravating factors. Factors such as a racial element, bullying or a wide age gap between children involved would tend to make a matter more serious. The degree of understanding of right and wrong and the level of genuine remorse are also important.
- 6.7 Available punishments take a number of forms depending on the severity of the behaviour. These can include, verbal warnings, time out to consider their behaviour, the withdrawal of privileges, detention during the course of the school day, or, ultimately, exclusion from school for part or all of the school day on a temporary or permanent basis. (Appendix 2) This latter sanction, which may only be exercised by the Head Teacher - or deputy in her absence - is used in extreme cases or as a last resort and in accordance with DfE Guidance.
- 6.8 Many punishments can be positive in that they involve a notion of service to the community or incorporate making amends for what has been done wrong. In many cases this approach is the most appropriate.
- 6.9 Punishments should never be physical or demeaning, and groups of children should not normally be punished collectively for the actions of the individual or minority.
- 6.10 As a Christian Community, it is important for us to present the children with the knowledge and understanding that transgressions should be punished but will also be forgiven if there is remorse and a willingness to put matters right. The notion of reconciliation is a key part of our philosophy and our aim should include an intention to ensure that children seek reconciliation and have an awareness of what they have done wrong and why is considered wrong.

7 BREAK AND LUNCHTIME SUPERVISION

- 7.1 The Midday Assistants have their own set of directions for coping with supervisory duties. In general, behavioural issues arising at lunchtime are dealt with in the same way as incidents in classrooms (5.1). Urgent matters are dealt with by the duty senior staff on the premises at the time. Regular meetings are held between the Senior Staff and the Midday Assistants to monitor and evaluate procedures and to deal with organisation issues. Children who persist in unacceptable or irresponsible behaviour at lunchtimes may be excluded from the premises for the duration of the lunch break, for a fixed period.
- 7.2 Children are expected to behave in the same way towards all the adults they work with. High expectations produce an improved response.

- 7.3 A senior member of the staff is on duty throughout lunchtimes to deal with incidents or to assist supervisors with their work.
- 7.4 At break times staff on duty assume responsibility for behavioural matters and will exercise professional discretion in their approach.

8. **BULLYING**

- 8.1 There needs to be a clear and common understanding of what is meant by the term bullying. In this context it is taken to mean the regular or persistent persecution or abuse of one child by one or more others. The ill treatment can be physical, emotional or social and there may or may not be an element of age difference between the children involved. In dealing with issues of bullying, staff need to take account of the nature and level of the abuse, any degree of provocation, the ages of the children involved and the period of time over which the action has occurred.
- 8.2 Parents sometimes express concerns about the possibility of bullying affecting their child while at school. It is necessary in dealing with allegations of bullying to be clear what is meant by the term and to be sure there is a shared understanding.
- 8.3 Bullying is the deliberate, persistent, intentional victimising of one person, or group of people, by another, in order to hurt, upset and control them, giving the bully a feeling of power. Bullies can torment and oppress physically, verbally and / or psychologically.
- 8.4 **Bullying should always be taken seriously.** It can include threats; “ganging-up”; violence; extortion; insults; harassment; isolating; tormenting and humiliating. It can be on-going and involve different victims. **Bullying should not be confused with other unacceptable behaviour which is “one off”, reactive and not planned or persistent.**
- 8.5 Allegations or suspicions of bullying should never be dismissed without investigation. Everyone in the School needs to feel secure enough to report incidents of bullying and to know that they will be taken seriously. Children should be encouraged to continue to report matters until such time as they consider the issues are being taken seriously.
- 8.6 As a rule, any child involved in a substantiated case of bullying should be referred to the Leadership Team and parents informed. Even where support for the allegation is slim, the matter should be enquired into and taken seriously.
- 8.7 It is essential that any incidents of bullying are reported to the Headteacher who is required to report such incidents to the Governors termly.

9. **RECORDING**

- 9.1 Each child has an e-record, on ScholarPack, where teachers should record incidents of unacceptable behaviour and meetings with parents. This information forms part of the whole school record to which parents and other professionals can request access.

9.2 Careful recording is vital for it may illustrate a particular pattern of behaviour which can support further action, or which can convince parents of the need for co-operation or intervention by other agencies. If records are not correctly and regularly completed those who have to deal with problems later in a child's school career may not have a full picture to allow for fair and suitable judgments.

9.3 Communication with parents with regard to unacceptable behaviour, including a referral to detention, will be recorded.

10 **DRESS AND UNIFORM**

10.1 In accepting a place at St Edmund's School, parents accept, on behalf of their children, a requirement to comply with the uniform and dress code as detailed in the Prospectus Document. Children who do not comply will be reminded of the dress code and staff will meet with parents when necessary.

11. **CONCLUSION**

11.1 This Policy is grounded in our common Catholic faith and our Mission Statement. It is the duty of all staff to promote this Policy.

St Edmund's School
March 2019
Review date March 2021

Appendix 1

An example of a sequential approach to rewards

This is one example of how it could be visual communicated to the children

Ladder of Merit

		Step
Parents informed	End of Term Rewards	9
Parents informed	Leadership Group Commendation	8
Parents informed	Sent to Duty Teacher	7
Parents informed	Special School Award	6
	Class/Individual Choice Reward	5
	House Points 3	4
	House Points 2	3
	House Points 1	2
	Visual/Verbal Positive Praise	1

This is one example of how the consequences could be communicated to the children.

Ladder of Consequence

		Step
Parents informed	Behaviour meeting 2	9
Parents informed	Behaviour meeting 1	8
Parents informed	Sent to Duty Teacher	7
Parents informed	Detention	6
Teacher discussion		5
Consequence within the class		4
Final Warning		3
Public warning		2
Visual/Verbal Expression of Disapproval		1

Appendix 2

KS1 Traffic Light System

Green

All children's names are displayed on the green circle to show that they are behaving appropriately in class.

Yellow

A child's name will be moved to yellow following a warning regarding inappropriate behaviour. This provides the child with the opportunity to consider their behaviour. If they correct their behaviour their name is moved back to the green circle.

Red

A child's name will be moved from yellow to red if they continue to choose inappropriate behaviour. At this point the children might receive time out to consider their behaviour and sand timers can be used as a visual prompt for younger children. If such behaviour continues, teachers will meet with parents to discuss concerns and strategies that need to be put in place to support the child.

Appendix 3

Examples of Inappropriate Behaviour

It is impossible to identify all possible types of inappropriate behaviour. The list below is offered as an example of what may be determined minor, serious or very serious. The actions are not fixed into any one category and are offered as a guide. Depending of the circumstance any action may be deemed more serious or less serious.

Minor Inappropriate Behaviour	Serious Inappropriate Behaviour	Very Serious Inappropriate Behaviour
Persistent talking Deliberate calling out or interrupting Disruptive behaviour in and around classroom Disorderly manner in lines and around the building Misusing the toilets Running in school/on stairs Inappropriate clothing Teasing and name calling	Persistent Minor Inappropriate Behaviour. (See left)	
	Fighting Offensive language Inappropriate behaviour in whilst on a school outing or in masses or in assemblies and bringing the school into disrepute. Going into out of bound areas Deliberately spoiling the classroom environment Abusive language Vandalism	Persistent Serious Inappropriate Behaviour. (See left)
		Bullying (par 8) Theft Intentional violent abuse of another person, child or adult. Serious disregard of health and safety and so putting themselves or others at risk. Any drug related issue. Bringing the school into disrepute

Appendix 3

The Step by Step Approach

Responses to Minor Inappropriate Behaviour

Step	Action to be taken	Notes
1	Immediate checking of those involved, either verbal or non verbal.	
2	Individual or public reprimands as appropriate	
3	Discuss the behaviour with the child (for a short period), possibly during lunch or play time.	Persistent warnings and withdrawals from play times may result in a detention. Appendix 4
4	Withdrawals from 'fun' activities, (not curriculum) for example, break time, playtime, football, free play.	Persistent warnings and withdrawals from activities may result in a detention. Appendix 4
5	Sent to the KS Leader, who may refer the matter to the Duty Teacher, to provide reinforcement of behaviour expectations	May be recorded where appropriate in the child's e-record on ScholarPack.
6	Minor inappropriate behaviour occurring regularly will be regarded as serious inappropriate behaviour, and attract an appropriate punishment.	Parents will be notified; this will be recorded in the child's e-record on ScholarPack.

Responses to Serious Inappropriate Behaviour

	Step	Action to be taken	Notes
	1	A warning/discussion reinforced with an appropriate form of punishment.	Parents may be notified; this will be recorded in the child's e-record on ScholarPack.
	2	The class teacher will request a meeting with the parents; this will be reinforced with an appropriate form of punishment.	Recorded in the child's e-record on ScholarPack.
	3	A meeting will be held with the parents, the class teacher and the SENCo (or a member of the Leadership Team on the SENCo's behalf). Other forms of punishment appropriate to the child's needs will be considered.	Referral to SENCo, behaviour targets set and the meeting recorded in the child's e-record on ScholarPack.
	4	Serious inappropriate behaviour occurring regularly will be regarded as very serious, and attract an appropriate punishment. A Pastoral Support Plan may be put into place for the child, which may include the intervention of outside agencies.	Parents will be notified; this will be recorded in the child's e-record on ScholarPack.
	5	Fixed-term exclusion, to be determined by the Head Teacher. A Pastoral Support Plan may be put into place for the child.	Recorded in the child's e-record on ScholarPack.

Responses to Very Serious Inappropriate Behaviour

	Step	Action to be taken	Notes
	1	A meeting will be held with the parents, the class teacher and a member of the Leadership Team to discuss the seriousness of the offence, this will be reinforced with an appropriate form of punishment (including, if appropriate, a fixed-term or permanent exclusion)	Offences will be investigated thoroughly by the teacher and/or members of The Leadership Team and recorded in the child's e-record on ScholarPack.
	2	Fixed term exclusion, at the discretion of the Head Teacher. A Pastoral Support Programme may be put into place for the child which may include other forms of punishment appropriate to the child's needs.	Recorded in the child's e-record on ScholarPack.
	3	Permanent exclusion, to be determined by the Head Teacher.	

Appendix 4

System of Detention

If a class teacher determines that a child has been warned sufficiently regarding his/her behaviour and the child has repeatedly reached step 3 of the 'Consequences of Inappropriate Behaviour' for example, three or more times during the half term, then the child will attend a Friday detention session.

The Teacher must complete a 'Request for Detention' form (Appendix 6) which gives details of the reasons for a detention and warnings or any other action already taken. This must be given to the Key Stage 2 Leader by Friday morning at 11am.

The detention session will take place on Friday, usually at lunchtime. It will be undertaken by a KS Leader or senior member of staff. He/she will keep a record of the children attending.

The children will use this time to reflect on their behaviour, using a self reflection sheet, (Appendix 7). A copy of the reflection sheet will be sent to the child's parents, who should return the slip at the bottom. This will be kept with the reflection sheet in the Detention File. Parents will receive a text message on Friday afternoon notifying them that their child has received a detention.

Members of the Senior Leadership Team (SLT) who receive referrals from staff regarding poor behaviour will deal with the incident and log their actions on ScholarPack (SP). Behaviour matters on SP are looked at regularly in SLT Meetings to ensure all SLT Staff are aware of incidents around the school and to monitor behaviour patterns with children and classes, and raise awareness of any noticeable trends. For instance, where a child is placed in detention on a regular basis, the child's parents will be informed and a referral may be made to the SENCo in order to place the child on the SEN Register. A teacher who has children regularly in detention will receive appropriate support to improve pupils' behaviour.

This system is intended to support class teachers in their approaches to persistent inappropriate behaviour and support children in recognising their poor behaviour and develop strategies to improve it.

Appendix 5

Physical Intervention and Approach Method of physical restraint

At St. Edmund's Catholic Primary School we are committed to the Health and Safety of all pupils. Physical intervention will always be used as a last resort. In some circumstances it may be necessary to use 'Reasonable Force' to prevent pupils from:

- hurting themselves
- hurting others
- damaging property
- causing disorder and disrupting the education of other children during a teaching session or otherwise

We have staff trained in 'Approach' which is a supportive method of safe physical intervention. 'Approach' is the preferred and recommended method of physical intervention in Enfield as the techniques are supportive of the natural movements of the body.

Section 93, Education and Inspections Act 2006 states:

When can reasonable force be used?

- *Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.*
- *In a school, force is used for two main purposes – to control pupils or to restrain them.*
- *The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.*
- *The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.*

Schools can use reasonable force to:

- *remove disruptive children from the classroom where they have refused to follow an instruction to do so;*
- *prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*
- *prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;*
- *prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and*
- *restrain a pupil at risk of harming themselves through physical outbursts.*

Schools cannot:

- *use force as a punishment – it is always unlawful to use force as a punishment.*

Who can use reasonable force?

- *All members of school staff have a legal power to use reasonable force.*
- *This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.*

Section 93, Education and Inspections Act 2006

Informing Parents

- *Schools do not require parental consent to use force on a student. (DfE Guidelines 2013)*

Parents of the pupil involved will be informed when physical intervention has been used. Parents will meet with staff to discuss the incident leading to the use of physical intervention and other strategies used to diffuse the situation.

Where necessary, Risk Assessments and Pastoral Support Plans will be put in place and referrals to external agencies will be discuss with parents.

Physical Intervention for pupils with Special Educational Needs and/or Disabilities

In line with the SEND Code of Practice 2014 and the Equality Act 2010, we understand our legal duty to make reasonable adjustments for children with special educational needs and/or disabilities.

At St. Edmund's we take into account the needs of individual pupils with SEND. Where children present with challenging behaviour, Risk Assessments are completed outlining strategies to prevent, where possible, situations escalating. Risk Assessments will also identify anything known to trigger challenging behaviours and de-escalation strategies that are known to work with a particular pupil. Physical intervention will be identified as a level of response in the Risk Assessment. School staff work closely with parents to gather information and complete Risk Assessments. Where necessary, referrals are made to external agencies for advice and support.



Appendix 7

St Edmund's Catholic Primary School

Hertford Road, Edmonton, London, N9 7HJ

Phone: 0208 807 2664
Facsimile: 0208 807 8877
www.st-edmunds.enfield.sch.uk

Detention

Name:	Class:	Date:	Number of detentions this term:
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I am in detention today because:
I think this happened because:
I will try to improve my behaviour by:
1.
2.
3.

.....
Dear Parents of : _____

As you can see above your child was in detention today. Help your child to improve their behaviour and meet their targets by discussing this situation at home.

Please retain the upper portion and sign the slip below. The slip must be returned by Monday.

Signed: Child _____ Parent _____

Teacher _____