



ST. EDWARD'S CATHOLIC PRIMARY SCHOOL

BEHAVIOUR POLICY

Agreed: spring 2021

To be reviewed: spring 2022

PRINCIPLES

‘Love is always patient and kind; it is never jealous; love is never boastful or conceited; it is never rude or selfish; it does not take offence, and is not resentful. Love takes no pleasure in other people’s sins but delights in the truth; it is always ready to excuse, to trust, to hope, and to endure whatever comes.’

1 Corinthians 13

Whilst being sympathetic to individual students, we will strive to balance, appropriately, the needs of the few with the greater needs of the community.

AIMS

Our aim is found in the vision statement for the school. We want pupils to be models of good behaviour, responding to adults and their peers with manners and a respectful attitude. We want the school to have a reputation for being strict and insistent upon good behaviour. We expect our pupils to recognise the need to behave in a Christian way and to recognise their duty of contributing to the building of a cohesive community.

Pupils will be taught to take responsibility for their actions and to accept the consequences of their choices. Ultimately, we aspire for our young people to become independent, self-disciplined and self-regulating learners. We will strive to ensure the right balance of reward and sanction to achieve this end.

In compiling our policy, the governors have had regards to the appropriate sections of the Education and Inspection Act 2006.

RESPONSIBILITY

The Executive Headteacher and Head of School will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff (including senior staff, teachers, support staff and unpaid staff) will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising those in senior leadership roles on the effectiveness of the policy and procedures. They also have a responsibility, with the support of the Executive Headteacher and Head of School, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Executive Headteacher, Head of School and staff will strive to ensure that all are treated appropriately and consistently and that the concerns of pupils are listened to and dealt with. The Governors acknowledge, at the same time, their duties under the Equality Act 2010 and their responsibilities to safeguard and promote the welfare of children, including those with Special Educational Needs (SEN).

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy. On their child’s entry to the school, parents sign the Home-School

Agreement, agreeing to our standards of behaviour and cooperation with any sanctions imposed.

SPECIFIC RESPONSIBILITIES

- The Executive Headteacher will be responsible for ensuring that this policy is implemented and for reporting to Governors on its impact. Inclusion and exclusion figures will be reported to the Governors.
- The Head of School and staff will be responsible for applying the principles identified above when implementing the policy.
- The governors will monitor behaviour in the school using a variety of means.
- Parents are expected to support the sanctions imposed by the school.

PERMANENT EXCLUSION

Permanent exclusion of a pupil could be triggered by a serious one-off incident or an accumulation of behaviours that may fall into one or more of the categories below. These behaviours may occur in or out of school. The list below is not exhaustive.

- Serious or threatened violence.
- Sexual abuse, assault or threat.
- Health and safety infringement, e.g. fireworks.
- Gang membership.
- Robbery or threatened robbery.
- Behaviour not in keeping with British values, e.g. expressing 'extreme' views.
- Fighting or causing physical harm.
- Bullying behaviour, particularly if repeated.
- Repeated defiant behaviour, e.g. failure to obey legitimate instructions.

WHAT WE EXPECT OF OUR PUPILS

- To behave at all times in an orderly manner, paying due courtesy and respect to other members of the school, adults, other children, visitors and the general public. This includes non-criminal or criminal bad behaviour; street gang affiliation or bullying, away from school premises, which the school becomes aware of through any source.
- To comply with the modifications that the school has and will put in place in order to ensure that the school is Covid-19 secure. Whilst on the premises, pupils should behave in a safe way, avoiding risky behaviour and should socially distance when possible. During online lessons, pupils are expected to behave courteously, responding appropriately to teachers and obeying instructions.
- To respond promptly and obediently, without questioning, to the instructions of staff.
- To be mindful: never malicious in thought or deed and never bearing false witness against pupils or staff.
- To show respect for other people's property, the school and its environment.
- To arrive on time for school, lessons and all other scheduled activities in school and to work to the best of their ability.
- To achieve better than 95% attendance each academic year.
- To always be well presented both in manner and in dress.

- To have pride in themselves.
- To maintain a healthy and active lifestyle.
- To comply with any sanctions.

Any infringement to the expectations of the school is liable to punishment and sanctions.

OUR GUIDING PRINCIPLES

- Good behaviour is a prerequisite to quality learning.
- All pupils have the right to learn and achieve their potential and the responsibility to let others do the same.
- We will deal with any transgression promptly and with respect for the individual.
- The school will encourage parents to work in partnership with the school and will do our best to ensure a good working relationship.
- We will listen to all pupils and respond to their concerns.
- Good behaviour is the responsibility of all staff.
- We will expect our pupils to be ambassadors for the school, behaving well at school but also when travelling to school or from school and in local areas.
- The most effective approach to behaviour management is a positive approach – it is our role to promote the best in every pupil. Rewards, therefore, should be balanced with sanctions.

STRATEGY

To achieve this aim, the staff at St. Edward's Catholic Primary School will:

- reference examples of unacceptable behaviour so that pupils understand what is expected;
- operate a recording system to note and deter incidents of poor behaviour, facilitating a clear picture of the pupils' infringements;
- work to strengthen our Catholic Ethos, encouraging all to live Gospel Values;
- strive for fairness and consistency in the management of pupils;
- develop and reinforce positive attitudes toward activities that promote community cohesion;
- celebrate and reward effort and achievement, e.g. through praise and, more formally, through commendations (e.g. postcards home);
- provide staff with regular in-service training targeted at enhancing behaviour management skills;
- use consultants and refer pupils to outside agencies, where appropriate, to help pupils improve their behaviour;
- not allow disruptive or challenging behaviour to mar lessons or prevent others from learning;
- use prefects and a peer mentoring system to model and enforce good behaviour;
- endeavour to identify signs of extremist or radicalised behaviour and respond, swiftly, by working with the relevant external agencies.

APPENDIX

IMPORTANT SCHOOL RULES (Obey legitimate instructions. Defiance and/or disobedience can lead to exclusion and permanent exclusion in extreme cases. This list is not intended to be exhaustive and applies to, from and at school).

- Be punctual to school and lessons. Lateness will result in an X.
- No stink bombs, conkers, lasers, fireworks, weapons or any items which can serve as weapons, or any other items likely to cause disorder (all such items may be confiscated). Infringement may lead to permanent exclusion.
- No involvement or association with street gangs (this is likely to result in a permanent exclusion).
- Chewing gum is prohibited and will result in an X.
- Mobile phones are not permitted in school apart from in Year 6 as part of their transition process and only then if a letter giving permission has been sent in by parents or guardians. If a mobile phone is brought to school it must be brought straight to the reception office where it will be stored until home time.
- Keep to the left on stairs and corridors and remain silent while moving around the building.
- Uniform is to be worn properly and conventionally.
- Earrings should be small gold or silver studs or sleepers, one pair only worn in the lower lobe.
- Hairstyles must be conventional; not exaggerated, lined, or coloured.
- Books and equipment should be carried in a St. Edward's schoolbag rucksack.
- Pupils should carry a reading book.
- No horseplay, play fighting or fighting.
- No incitement to violence, threatening, or aggressive behaviour (in severe or repeat cases this may lead to permanent exclusion).
- Pupils should only bring money to school when requested. Staff will not accept responsibility for money brought to school for other purposes.

ANTI-BULLYING

We define bullying as 'a **persistent** attempt by one person or group to exert control in an anti-social and detrimental way over another person or group'. Bullying behaviour is often, but not necessarily, premeditated, and usually forms a sustained pattern of behaviour, rather than being an isolated incident. As there are many forms of bullying, our policy is to examine each incident individually and decide on the appropriate action in each case. Examples of the different major types of bullying might include: hitting, kicking, teasing, racist or sexist name-calling, ignoring people, interfering with property, or cyber-bullying through social networks.

As a general philosophy, the governors and Executive Headteacher are determined that any cases of alleged bullying will be investigated and any bullying will be dealt with efficiently and robustly. We are very aware that incidents at school often have consequences that occur outside school hours and off school premises. Please be reassured that we will deal with all cases of alleged bullying that involve our pupils. The governors' sanctions extend to permanent exclusion in the most severe or repeated cases.

Any cases of bullying are to be reported to the appropriate Class Teacher. Parents, however, may feel so strongly that they want the reassurance of the issue being passed to and supervised directly by a member of senior management.