



St Edward's
RC/CE VA School

Promoting Positive Behaviour

Including Behaviour principles written statement

Reviewed and Ratified at the Personal Development, Behaviour & Welfare
Committee

On: 12 October 2017

Reviewed and Ratified at the Full Governing Body

On: 14 December 2017

Next review date: September 2019

In – year policy updates are in italics

SLT members responsible for Policy: Mr A Bousfield

St Edward’s School seeks to support students in the formation of their character and aims to promote and encourage virtues that will help them to live productive and fulfilling lives. These virtues, together with high expectations and Gospel values help to promote and celebrate positive behaviour in students throughout the school and contribute towards our overall aim of building an outstanding centre of learning.

As well as promoting desirable and positive character traits, the behaviour policy also firmly addresses all negative behaviours that compromise learning and safety or which adversely affect any member of our school community. This ranges from low level disruption to more serious behaviours. We believe that all children are capable of good behaviour and expect the support of parents and carers in ensuring that all children and young people conform to our behaviour expectations, and grow as considerate, respectful, hardworking individuals.

1. Consequences of Positive Choices

- i. Positive behaviour is encouraged through the promotion and recognition of key virtues. These have been identified through consultation with a range of stake holder groups including students, staff, governors and church representatives.
- ii. The virtues of character we particularly encourage at St Edward’s are:

DISCIPLINE	WISDOM	COURAGE	HUMANITY	SPIRITUALITY
Self-Control	Discernment	Bravery	Love	Reflection
Forgiveness	Curiosity	Resilience	Social Intelligence	Creativity
Humility	Love Of Learning	Honesty	Humour	Hope
		Leadership	Teamwork	Gratitude

- iii. Credits are awarded under the headings of the different virtues (Discipline, Wisdom, Courage, Humanity and Spirituality) and students, parents, staff and governors will be able to track the number of credits students are awarded within each category.
- iv. The primary positive consequence for students is the formation of character and the development of the qualities that will enable them to live full, positive and productive lives as active citizens within the communities to which they will belong.
- v. The virtues are promoted throughout the school including the themes of the week and in collective worship. Helping students to understand what the virtues are, what they look like in practice and how they can enrich their lives is central to the success of the programme. Students complete reflection and self-assessment tasks regularly to help them identify their areas of strength and also to help them set targets for the future. They monitor their progress towards these targets and achievements are recognised in the half termly celebration assemblies.
- vi. In school, we share in celebrating the development of these characteristics and share key achievements and milestones with parents and carers. This is achieved through a number of means including, letters and postcards home, certificates, awards and celebration ceremonies marking the key transition points in a student’s journey through the school.
- vii. Students who make particularly significant steps in their development, both in relation to their peers and their relative start point, will be rewarded with additional privileges such as lunchtime passes, opportunities to take part in additional enrichment activities and prizes. Such things are offered as a recognition and celebration of the true reward, which is always the development of character.

2. Consequences of Negative Choices

- i. Students are aware that there can be both positive and negative consequences to different behaviour choices. Although staff focus on rewarding active engagement in learning, they must implement negative consequences for poor behaviour.
- ii. The school uses a consequences tariff that consists of;
 - Verbal warnings
 - C1 Consequence Card is signed
 - C2 15 minute detention
 - C3 45 minute detention
 - C4 Dependent on the severity of the behaviour (2 hour Head of Year detention, internal Exclusion, alternative timetable, fixed term exclusion & permanent exclusion)
- iii. All school consequences apply before and after school whilst a student is in school uniform, on school trips and in the vicinity of the school and in most cases will be escalated to C4 level for bringing the school into disrepute. The school is allowed in law to implement the full range of sanctions for behaviour outside of school, if the circumstances warrant. The full range of behaviour sanctions open to the school are shown in Appendix 1.
- iv. There are a number of support and interventions used within the school ensuring that a best fit strategy is used to resolve the concerns or issues.

3. Responsibilities of Governors

- i. The Governor responsible for behaviour and discipline will liaise regularly with the Headteacher to ensure the effective operation of the Behaviour and Discipline policy within statutory guidelines
- ii. Where appropriate the Governing body will provide guidance on the Behaviour and Discipline policy.
- iii. The Governing Body should ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.
- iv. The Governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness.

4. Responsibilities of Staff

- i. Staff have high expectations and promote active engagement by students in all lessons, and around the school campus.
- ii. All staff act as role models and challenge those students that do not adhere to the school rules.
- iii. Staff seek to establish positive working relationships with students.
- iv. Staff aim to deliver engaging lessons in order to motivate students to love learning, to discourage apathy and reduce the instances of poor behaviour.

5. Responsibilities of Parents and Carers

- i. A positive, supportive relationship between school and home is essential to maintain the high behavioural expectations of students. This relationship is set out in the home school agreement and forms the basis of this key partnership.
- ii. The school will make decisions and issue sanctions based on all the information available, and on the balance of probability where full clarity regarding an event is not possible. In making decisions, the school may have access to, but not be in a position to share a wider range of

accounts relating to an issue or incident. Whilst every effort will be made to explain decisions to parents, the school will not engage in debate or argument about its course of action. In the interest of fairness and consistency we ask parents to support decisions reached on such occasions.

- iii. Parents and Carers are expected to;
 - Support the school in the implementation of this policy.
 - Reinforce messages encouraging positive behavior.
 - Set examples of good behaviour including positive interactions with all members of the school community.
 - Understand that immediate or same day meetings with staff members may not be possible and an appointment will have to be made to discuss any issues with the most relevant member of staff available.

6. Responsibilities of Students

- i. All students are made aware of the Rights and Responsibilities charter and reminded of its contents regularly. They are expected to actively engage in their learning. This is outlined in the students' learning agreement:
 - Work to achieve our best at all times;
 - Be punctual and fully prepared for every lesson;
 - Wear the correct school uniform, look smart and be proud;
 - Respect the learning environment;
 - Follow instructions given by all staff;
 - Listen to and respect others.
- ii. *Students will respect all members of staff in their behaviour and language. Swearing at, or in response to the directions of members of staff will be taken seriously by the school [Feb 2018].*
- iii. Students that fail to adhere to the school rules are challenged and appropriate sanctions are put in place using a consequences tariff.
- iv. Students must not bring any banned items onto the school site. The banned items are;
 - Knives, sharp implements, guns or any implement that could be deemed a weapon or could be used to inflict injury
 - Drugs, solvents or smoking/drug paraphernalia
 - Pornography
 - Any material that promotes or relates to radicalisation or hate crimes.
 - Mobile phones. The school reserves the right to confiscate electrical devices including mobile phones, iPods etc if it is believed that they have been used within school. The period of confiscation will be determined by the school.
 - Stolen property
 - Aerosols, including anti-perspirants
 - Any recording device such as a Google Clips camera, or similar, without the express permission of a member of school staff.

7. Exclusion

- i. The decision to exclude rests solely with the Headteacher or Deputy Headteacher in their absence.
- ii. The length of exclusion will be determined by the severity and circumstance of the incident.

- iii. A student will be excluded if despite all efforts alternative behaviour strategies have failed to produce resolution and/or reconciliation and/or:
 - They have posed a risk to safety or good order in the school
 - They continue to pose a threat to the safety or well-being of another student or member of staff
 - They have seriously disrupted learning
 - There is a likelihood of continued disruption to learning
- iv. Permanent exclusion will be considered if a student commits a very serious breach of discipline. Examples include, but are not restricted to:
 - Bringing illegal drugs into school and/or selling drugs before, during or after school*
 - Bringing an offensive weapon into school
 - Uses or threatens to use serious violence against a student or member of staff
 - Carrying out, or threatening to carry out sexual abuse or assault
 - Persistent breaking of school rules
 - Refusal to cooperate with staff
 - Breaks previous contract of remittance following fixed term exclusion
 - Malicious allegation(s) against a member of staff or student.
- v. Exclusion will require the completion of work commensurate with the learning time missed, equivalent to at least 7 hours per day of exclusion, to ensure that learning is not compromised through absence from school. The school will judge whether the standard of work is acceptable, and further discipline measures will be put in place to secure the required standard if necessary. This further serves to underscore the seriousness of exclusion as a disciplinary measure.

**A drug is a substance that affects the way in which the body functions physically, mentally or emotionally. For the purposes of this policy, this definition includes illegal substances and also legal substances such as; Alcohol, Tobacco, volatile substances, over the counter and prescription medicines, and "legal-highs". The school is likely to permanently exclude for illegal drug-related issues, including the bringing of paraphernalia, such as grinders etc. into school.*

8. Bullying (Please refer to Anti Bullying Policy)

- i. St Edward's School is a member of the Anti-Bullying Alliance.
- ii. Of all the types of misbehaviour bullying is that which gives greatest concern to students. All members of the school - students, teaching and support staff - will be encouraged:
 - Never to accept or ignore any form of bullying which they have noticed;
 - Always to speak out and see that proper action is taken;
 - It is the duty of all staff to listen and to act whenever an alleged case of bullying is brought to their notice.

9. Malicious or Unsubstantiated Allegations, and deliberate misrepresentation

- i. Where a student has made an allegation against a member of the school community that is determined to be unfounded or malicious, sanctions may be used up to and including permanent exclusion, and prosecution. This is in line with current government recommendations. The decision on how to proceed should be dealt with sensitively and according to circumstances. In order not to deter genuine allegations from being made by students, the student found to have made a malicious accusation should:
 - be offered confidentiality *and may (according to the circumstances):*
 - receive counselling to help identify the reasons why they made the allegation

- be referred to Student Engagement Team
 - be referred to Social Care (as stated in paragraph 193 of DFE Keeping Children Safe in Education)
 - possibly face criminal proceedings
 - Face C4 consequences including internal and external exclusion (amount of staff time spent on investigation may be taken into account when considering severity of consequence)
- ii. Where a student deliberately misrepresents a situation, in the view of the school, a further sanction will be imposed to reflect time wasted for staff investigating, or fielding complaints

10. Monitoring and Evaluation

- i. Our policy and its implementation will be continually monitored and reviewed, and revised as necessary.
- ii. Monitoring will be led by the Headteacher, Deputy and Assistant Headteachers and supported by the Year Leaders and Subject Leaders in the following ways:
- Assistant Head teacher to provide Subject Leaders and Year Leaders with regular summative data on departmental events;
 - Subject Leaders to analyse the events within the department
 - Subject Leaders will support their subject teachers where appropriate
 - Assistant Headteacher will meet every term with individual Year Leaders to analyse data and ensure consistency of approach.
- iii. The staff, in consultation with the Headteacher, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed via committee meetings.

The Governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents/carers. The outcome of the review will be communicated to all those involved, as appropriate.

APPENDIX 1

Excerpt from Behaviour and Discipline in Schools Advice for Headteachers and School Staff (January 2016)

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Sanctions can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days).
- Missing break time.
- Detention including during lunch-time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion.

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is: taking part in any school-organised, or school-related activity, or travelling to or from school, or wearing school uniform, or in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school, or poses a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.