

ST AIDAN'S CATHOLIC PRIMARY SCHOOL



Behaviour and Discipline Policy

ADOPTED BY FULL GOVERNING BODY: November 2018

Reviewed September 2024

Chair of Governors: 

St Aidan's Catholic Primary School

Come in and learn with Jesus; go out and serve with love.

Introduction

It is the responsibility of the headteacher and governors to establish and maintain a behaviour policy for the school that promotes self-discipline, respect for others and a proper regard for authority. Part 7 of the Education and Inspections Act 2006 outlines further requirements in relation to discipline, behaviour and exclusions.

Rationale

All pupils should have access to a high quality education in a safe and supportive environment. We believe that the ethos of the school is central to creating an environment, which allows all pupils to develop and maintain high standards of behaviour and academic achievement. The quality of relationships throughout the school is of the utmost importance to:

- enable teachers to teach and pupils to learn,
- raise self-esteem and promote pupil confidence,
- provide a harmonious atmosphere and co-operation between pupils and adults,
- encourage self-discipline and responsibility towards people and property,
- develop understanding of, and a tolerance towards various races, religions and cultures.

Aims

1. To establish clear and consistent expectations about behaviour throughout the school and communicate these effectively to children and parents.
2. To promote, value and reward good behaviour and attitudes, good manners and politeness.
3. To clearly define unacceptable behaviour and the reasons why such behaviour is unacceptable.
4. To make explicit what the consequences will be of unacceptable behaviour and deal with such behaviour quickly and in a way which emphasises the child's own responsibility for the misbehaviour.
5. To develop the children's ability to make considered, independent decisions about their behaviour and attitudes.
6. To encourage consideration and respect for others.

Pupils need:

- regular attendance,
- to access a safe, stimulating environment,
- to feel valued and respected,
- to be offered an appropriate, well-balanced curriculum with realistic expectations,
- to have good role models,
- to develop an understanding of right and wrong.

Parents need:

- to know that their children are safe and are going to be treated fairly,
- to be welcomed into school as partners in their children's education,
- to be well-informed and involved with their child's life in school,
- to know that they will be expected to take responsibility for the behaviour of their child both inside and outside of school.

Staff need:

- to be able to teach without disruption,
- to be supported by a clear and consistent implementation of the behaviour policy,
- to work in partnership with parents,
- to be supported by school staff, governors and other agencies,
- to be valued, consulted and informed.

Implementation

St. Aidan's Catholic Primary School will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following:

- PSHCE curriculum
- Come & See RE Curriculum
- Statements To Live By
- Child Friendly Peer-on-Peer Abuse Policy

- Celebrating achievement and recognising social progress
- Commendation letters/presentations/prizes
- Referral to another teacher for praise & recognition
- Referral to Deputy Headteacher & Headteacher for praise & special recognition.
- Above and beyond rewards
- Links with the community
- School council
- Buddies
- Golden Diners
- Peer mentoring
- Restorative practice
- Thrive support
- Next Step Counselling support

Desired behaviour/expectations

Our central rule is that everyone will act with consideration for others at all times. Some aspects of this demonstration of consideration for others will be:

- to make it as easy as possible for everyone to learn,
- to move carefully and quietly around school,
- to speak politely and to listen to others,
- to look after the school environment,
- to be careful not to hurt others,
- to respect and value everyone and their ideas.

REWARDS Principles

- A consistent whole-school approach to reinforce and maintain high standards of behaviour.
- Opportunities to reward, celebrate or reinforce good behaviour (e.g. assemblies).
- A differentiated approach to the specific needs of individuals set within the whole school framework for rewarding positive behaviour.
- Emphasis on recognising and celebrating positive behaviour.

Strategies

- Non-verbal (thumbs up, smile)

- Verbal praise (use of name, specific praise)
- Tangible rewards (stickers)
- Dojo points
- Certificates – good work, Star of the Day, Star of the Week
- Award, achievement and celebration assemblies, Golden time
- Contact with parents (may occur at any stage)
- Sharing successes and achievements with other adults in school.

Unacceptable behaviours

- Bullying; physical, verbal, cyber
- Violence of any kind (hitting, kicking, biting, shoving, spitting)
- Racial or verbal abuse (isolating, name calling, swearing, winding up, teasing, threatening, cheekiness)
- Sexual Harassment
- Child on Child Abuse
- Absconding, running out of school
- Truancy
- Repeated non-compliance with school rules
- Destruction of property /equipment
- Theft
- Persistent disruption of lessons
- Refusal/non-compliance
- Poor time keeping
- Defiance.

SANCTIONS Principles

Behaviour will always be separated from the child. We believe that all children were made in the image of God, and as such made in the image of love. When children display unacceptable behaviour then staff will be considerate of what has led to this behaviour. As such any deciding on sanctions for poor behaviour:

- Staff will agree on what constitutes unacceptable behaviour within school and a hierarchy of response.

- When pupils do not follow school rules, sanctions should be consistently applied.
- Clear, simple explanations will be given to the child about why the behaviour was not acceptable.
- Sanctions will be appropriate and will be clearly explained to the pupil.
- The system will not damage relationships.
- Sanctions will make a clear distinction between minor and more serious offences.
- Sanctions will be flexible enough to take children with any additional needs into consideration.
- The punishment of the whole group is to be discouraged.

Strategies for low level unacceptable behaviour

- Non-verbal reprimand.
- Low-key verbal reminders.
- Planned ignoring as part of a planned strategy.
- Example responses to continued behaviour:
 - Verbal warning.
 - Move pupil from activity.
 - Pupil seated alone for a set time within the classroom.
 - Missing 5 minutes of playtime or 10 minutes spent in parallel or younger class.
 - Removal of privileges.
 - Sent to DHT to discuss moving forward.
 - Sent to HT to discuss moving forward.

Strategies for higher levels of unacceptable behaviour

These are the unacceptable behaviours which will be immediately dealt with by the headteacher:

- violence and aggressive or intimidating behaviour,
- child on child abuse
- sexual harassment
- racist abuse,
- verbal abuse of staff,
- serious defiance or non-compliance.

At this stage parents will be more formally involved and a written Code of Conduct may be implemented. Serious incidents will be logged on CPOMs.

These behaviours may result in fixed term suspension or permanent exclusion.

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant we may ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, when appropriate.

Reasonable Force

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force²
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- 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.

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.

² Section 93, Education and Inspections Act 2006

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- 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.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”³

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- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

EXCLUSIONS & SUSPENSIONS

Exclusions guidance is based upon the Education Inspections Act 2006 and DfE guidance (Suspension & Permanent Exclusion Guidance September 2023) and current legislation which sets out the responsibility of the headteacher, the governing body and the LA.

Exclusion or suspension will not be used if there are alternative solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move).

Only the headteacher has the authority to exclude or suspend and will notify parents/carers within one school day by telephone and letter.

Detailed records of incidents are kept and suspensions/exclusions reviewed by governing bodies.

Suspension will only be used for serious breaches of school policy e.g.:

- Verbal abuse.
- Violent or threatening behaviour.
- Persistent, defiant, disruptive behaviour.
- Racist or homophobic abuse.
- Bullying.

For fixed period suspensions of more than five consecutive days, the school will provide full-time education. Details will be specified for pupils from day 6 in the note to parents if this is appropriate. Parents will be required to attend a reintegration interview regarding a pupil's fixed period suspension.

Permanent exclusions

Permanent exclusion is an extremely serious step and an acknowledgment a pupil can no longer cope in the school setting.

This can arise from an accumulation of fixed-term exclusion (suspensions) or as a result of a very serious one-off offence.

Serious one-off offences may include:

- Serious actual or threatened violence.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Child On Child Abuse
- Sexual Harassment

Exclusions will not be used for:

- Minor incidents (failing to complete homework, forgetting dinner money).
- Poor academic performance.
- Non-attendance, lateness.

These guidelines exist to ensure that all St Aidan's students are safe, happy and have access to the curriculum as their entitlement as a pupil of our school; and that our school staff are supported in their role as carers and co-educators of the children in their care.

They will be reviewed in line with other policies and with the School Development Plan.

They must be read in conjunction with other safeguarding policies and curriculum policies dealing with expectations in behaviour – Child Protection, Anti-Bullying, E-Safety and PSHE.