



# St Bede's Catholic Primary School

In Christ's kindness... We learn, we pray, we belong.

## Behaviour and Discipline Policy 2024-25

*Christ has no body now on earth but yours  
No feet but yours*

*Yours are the eyes through which his love looks out to the world;  
Yours are the feet with which he goes about doing good;  
Yours are the hands with which he blesses people now.*

*St. Theresa of Avila*

We believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education and Inspection Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

At St Bede's we believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. We believe whole-heartedly in the importance of ensuring that we promote kindness towards one another through our simple school rules: **Be safe, be kind, be ready.** We ensure that all children have the opportunity to learn what this means and to live by these rules in our school.



We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We have in place a sensory room specifically designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

### **Keeping Children Safe in Education**

We are clear on our duty to challenge and address any concerns raised in Keeping Children Safe in Education in relation to child-on-child abuse and grooming. We take any concerns of disclosures regarding this with the utmost seriousness which will be investigated thoroughly by the Headteacher or other Senior Leader and, where necessary, appropriate agencies and personnel will be informed.

### **Prevent**

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

### **Equality**

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

### **Aims**

- To create a calm, purposeful and supportive atmosphere in school.

- To promote accepting and positive attitudes, which value the individual child.
  - To support and encourage independence and self-discipline so that children learn to accept responsibility for their own behaviour.
  - To develop a consistent approach to positive behaviour management that involves all children, staff and parents..
  - To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
  - To work with other schools to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

#### **Role of the Governing Body**

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- appointed a coordinator for behaviour and discipline to work with the Headteacher;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- a nominated link governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

#### **The Role of the Headteacher**

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing :
  - pupil attitudes to school and learning
  - the views of pupils, parents, school personnel and governors
  - the number of fixed-period and permanent exclusions
  - incident logs, rewards and sanctions
  - the number of reported cases of bullying
  - strategies to improve behaviour and discipline
- annually report to the Governing Body

### **Role of the Co-ordinator**

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- track pupils through IEPs;
- create links with parents;
- deal with external agencies;
- review and monitor,
- annually report to the Governing Body

### **The Role of the Governor**

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;

- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body

### **The Role of School Personnel**

School personnel are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- apply all rewards and sanctions fairly and consistently;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

### **Role of Pupils**

Pupils will:

- be aware of and support this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- co-sign and abide by the Home School Agreement;
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys

### **Role of Parents and Carers**

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

### **Role of the School Council**

The School Council will be involved in:

- help review policies
- discuss how to improve policies

### **Consequences**

Consequences which must be applied fairly and consistently to ensure that the child has the opportunity to reflect purposefully upon their have been devised:

- non-verbal or verbal warning
- Verbal reminder
- Home/School Behaviour diary
- Reflection time
- Opportunities to discuss their behaviour with our Family Support Worker
- Missed play time or lunchtime
- Parents being informed about behaviour and attendance at a meeting to discuss the issues.
- Sent to headteacher
- Internal exclusion

### **Exclusion**

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

### **Pupil Support**

A number of pupil support systems are in place and are proving effective in promoting good behaviour. This includes

- Good behaviour rewards
- Reward cards to be sent home
- House Points system
- Headteacher's rewards

All school personnel work hard to ensure that these systems run smoothly.

### **Outside Agencies**

If there are significant concerns help and support may be accessed from the following agencies. This would only happen after consultation with parents/headteacher and the SENCO.

- educational psychologist;
- school health nurse
- Behaviour support team
- CYPS

### **Incidents of Serious Behaviour**

- Any significant incident will be investigated thoroughly and the headteacher/deputy will be informed
- Parent's of the children involved must also be informed
- If appropriate the incident will be recorded on a behaviour log and our internal recording systems
- If a child's behaviour continues to cause continuing concerns, teachers should liaise with the headteacher/deputy/SENCO.
- All incidents of bad behaviour are recorded on the CPOMs system.
- An IBP (Individual Behaviour Plan) may be created and should include:
  1. A meeting with parents and carers to discuss upon concerns with the view to agreeing a plan of action
  2. A method of tracking the child such as star chart or home school diary
  3. A review meeting with parents/carers to determine progress and review next steps.
  4. Following these actions, if there remain any concerns then they should be addressed to the head teacher. Further action may include seeking outside agency support and resources, and in extreme cases exclusions.

Raising Awareness of this policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters

- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

**Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - maintaining good order and discipline
  - safeguarding pupils
  - the use of reasonable force
  - dealing with bullying
  - pupil support programmes
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

**Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

**Monitoring Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Date	Review Date	Coordinator	Nominated link governor
November 2024		Jonathan Anderson	Stephen Hill