



**St Edward's
School**

Unity - Achievement - Faith

Promoting Positive Behaviour

Incorporating the Governing Body's statement of behavioural principles

**Reviewed by the Personal Development, Behaviour and Attitudes
Committee**

On: 23rd June 2022

To be Reviewed and Ratified by the Full Governing

On: 14th July 2022

Next review date: Summer 2024

SLT are responsible for oversight of this policy's implementation

Mission Statement

MAY WE BE ONE

In purpose – educating for life in all its fullness

In faith – encountering God who lives among us, calling us to unity

In dignity – nurturing confidence and maturity

In community – striving together for justice, love and peace

The Bible begins with the story of original unity within Creation. Through selfishness, disunity entered the world. Our school, in being one, seeks to ensure that every member plays their full part in building a centre of learning in which the needs and rights of all are respected. Learning good behaviour must be accompanied with a growth in maturity, as we realise the power that we have to build a more united world of the future. The change in the heart of people requires openness to the action of God, who lives among us, nurtures our development, and calls us to put our selfishness aside, so that we might live and learn in a community characterised by justice, love and peace.

St Edward's School seeks to support students in the formation of their character and aims to promote and encourage Christian 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. Positive behaviour is a central part of our Christian ethos, as it impacts on daily life for everyone in our school community.

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. St. Edward's School will not accept defiance from students. 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.

The Governing Body's behaviour principles:

We Believe:

- That our school is a place of education, where teachers have the right to teach, and students have the right to learn.
- That self-discipline is an important skill for life. We will insist on high standards of behaviour, for the good of the individual, and the good of all.
- That school rules are for all students who choose to be educated here. We assume full parental support for all of our policies and rules for as long as they would like their child to remain here; irrespective of their personal views or standards. School staff will not give time to arguing with parents over rules or sanctions.
- That taking pride in our appearance helps positive self-esteem. We will insist that your child looks smart, wearing the correct uniform, and having the expected standards of appearance, at all times.
- That our school is a place of learning in preparation for life. We will take account of individual circumstances, but not allow these to become excuses for poor behaviour, or the disruption of learning of others, for whom we also have a responsibility to provide a great education.
- That everyone has the right to feel safe in school – students *and* staff.
- That education is broader than that covered in classroom lessons - we are a place of *formation* of the human person.

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. The Governing Body look to parents and carers to support the school when a child needs to be sanctioned. A minority of parents try to negotiate with the school regarding sanctions, or try to state that it should not apply to their child. This does not support the fair and equitable application of our policy, nor is it in the spirit of the Home School Agreement.

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.
- 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. Students are also aware of the behaviour principles of “Be Ready, Be Respectful and Be Co-operative. Although staff focus on rewarding active engagement in learning, they will respond to poor behaviour in a relational way that seeks to ensure accountability and understanding.

- ii. 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 a higher level of response 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, and these are adopted as part of this policy. Consequences may not necessarily be issued in strict sequence, depending on the school's perception of the seriousness of the issue.
- iii. There are a number of support and interventions used within the school ensuring that a best fit strategy is used to resolve the concerns, issues or behaviours. These include:
 - Catch-Ups
 - Restoratives
 - Community Repair
 - SLT Repair

Each of these have been designed to address the particular negative behaviour choice that has been made by a student. They will be run at various times of the day, including after school depending on the severity of the behaviour and the availability of staff to run the interventions.

3. Responsibilities of Governors

- i. The Governors 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.
- v. Support the school in the implementation of this policy.

4. Responsibilities of Staff

- i. Staff will 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, and discipline if necessary, those students that do not adhere to the school rules.
- iii. Staff will seek to establish positive working relationships with students.
- iv. Staff will 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. Parents and carers sign a Home-School Agreement when their child starts at St. Edward's, agreeing to work with our school to uphold the policies and procedures that we have. The support of parents and carers is expected.
- ii. Parents and Carers are expected to;

- Support the school in the full implementation of this policy, including in discussions with their child.
- Understand that the law is clear about teachers' right to discipline students, and that such authority does not need the consent of a parent or carer, for example, when issuing sanctions that run after school.
- Reinforce messages encouraging positive behaviour.
- 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.
- Understand that they freely chose to send their child to St Edward's, and in doing so, they undertake to support the school.

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:
 - Invest effort to achieve a high standard of work 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.

These expectations are summarised in our behaviour principles of "Be Ready, Be Respectful and Be Co-operative.

- 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.
- iii. Students that fail to adhere to the school rules will be challenged and appropriate sanctions are put in place.
- iv. Students must not bring any banned items onto the school site. The banned items include;
 - Knives, sharp implements, guns or any implement that could be deemed by the school to be a weapon or could be used to inflict injury
 - Drugs, (including alcohol, cigarettes and vaping) solvents or smoking/drug paraphernalia, including cigarette papers, lighters, grinders etc.
 - Pornography
 - Any material that promotes or relates to radicalisation or hate crimes
 - 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
 - SMART watches must not be used on site, and will be treated in the same way as mobile phones.

The school asks parents and carers not to allow their child to bring high-value items, such as electronic items to school, due to risk of theft or damage, which will not be covered by the school's insurance; nor can the school allocate staff time to investigating such loss or damage. Mobile phones

are not to be used at any time when on the school site. Students who choose to bring a phone must ensure that it is switched off. The school reserves the right to confiscate electrical devices, if seen, including mobile phones; and will retain them for parental collection. Parents and carers are asked to contact their child via reception if need be, during the school day, and must not contact their child via the child's mobile phone during school hours.

7.Suspension

- v. The decision to suspend a student from attending school rests solely with the Headteacher or Deputy Headteacher in their absence.
- vi. The length of suspension will be determined by the severity and circumstance of the incident, and will be determined by the school. A behavioural incident viewed as very serious by the school will result in suspension.
- vii. A student will also be suspended 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
- viii. 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. This would include the use or threat of use of an offensive weapon or prohibited item.
 - 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 readmittance following suspension
 - Malicious allegation(s) against a member of staff or student.
 - Abuse against sexual orientation, gender identity or disability.
 - Inappropriate use of social media or online technology
- ix. Suspension will require the completion of work commensurate with the learning time missed, equivalent to at least 7 hours per day of suspension, 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 suspension 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.

7. Bullying (Please refer to Anti Bullying Policy)

- i. Bullying goes against the principles of the school and our Mission Statement. We regularly review our approach to bullying and make use of high-quality resources developed by partners such as 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;
 - To listen and to act whenever an alleged case of bullying is brought to their notice.
- iii. Staff report bullying issues via the My Concern safeguarding system.
- iv. Students, Parents and Carers are able to speak to any member of staff, or they can report concerns via the online Sharp System which can be accessed via the school's website.

8. 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 members of the Pastoral Team
 - be referred to Social Care (as stated in paragraph 193 of DFE Keeping Children Safe in Education)
 - face appropriate sanctions including inclusion or suspension (amount of staff time spent on investigation may be taken into account when considering severity of consequence)
 - face criminal proceedings
- ii. Where a student deliberately misrepresents a situation, either in school, or to parents, in the view of the school, a further sanction will be imposed to reflect time wasted for staff investigating, or fielding unnecessary or unwarranted complaints.

9. 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 Directors of Learning and Subject Leaders in the following ways:
 - Subject Leaders to analyse the events within the department
 - Subject Leaders will support their subject teachers where appropriate
 - Directors of Learning will have an overview of behaviour within their year groups and work to support Subject Leaders with individual students or classes where appropriate.
 - Assistant Headteachers will meet regularly with Directors of Learning 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.