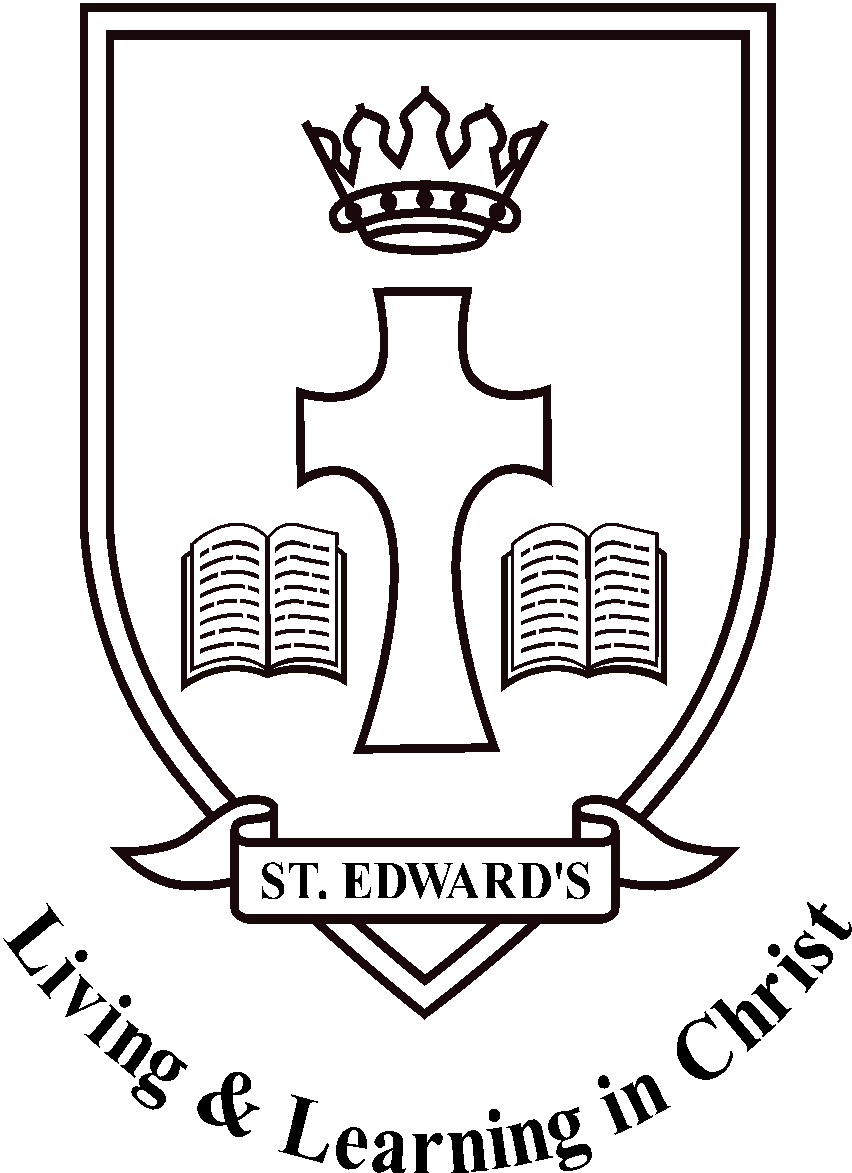
**St Edward’s Catholic Junior School**

“I can do all things through Christ who strengthens me”.

Philippians 4: 13



**BEHAVIOUR AND DISCIPLINE POLICY**

At St Edward’s, we provide a caring learning environment where high standards of behaviour are expected and encouraged. As adults we will provide a model of positive, friendly and respectful behaviour towards each other and towards children, reflecting the Gospel values at the heart of our school. “Never have any grudges against others or lose your temper, or raise your voice to anyone, or call each other names or allow any sort of spitefulness. Be friends with one another and be kind and forgiving as readily as God forgave you in Christ.” Ephesians 4: 31-32

**Aims of this policy**

To define acceptable standards of behaviour

To recognise the importance of both home and school in encouraging high standards of behaviour

To encourage a consistent response to both positive and negative behaviour, and to ensure that expectations and strategies are widely known and understood

To suggest ways in which we promote self-esteem, self-discipline and positive relationships

To allow situations to be resolved quickly whenever possible

To emphasise the importance of learning in the classroom and to refuse to allow the learning of any pupil to be disrupted by the poor behaviour of another

To follow the Gospels by making forgiveness a meaningful experience of healing and reconciliation

**What is good behaviour?**

We have clear rules, expectations and boundaries, to which we expect all children to adhere. We call them Golden Rules, and they mirror our gospel values. These rules and boundaries support the rights of children to be able to learn in an environment where individuals can expect to be treated with respect and dignity.

The whole school lives under the same umbrella of agreed and commonly held values. Anybody, child or adult, in the school can invoke the rules. Everybody, child or adult, knows they must abide by these rules. There are only six rules, the same six for everyone. They are clear and unequivocal. At St Edward’s, the Golden Rules help us to work together for excellence.

**Do be gentle** *Do not be rough or hurt others*

**Do be kind and helpful** *Do not hurt other people’s feelings*

**Do listen and show respect** *Do not interrupt or be rude*

**Do work hard** *Do not waste yours or others’ time*

**Do look after property** *Do not waste or damage things*

**Do be honest** *Do not cover up the truth*

**REWARDS AND SANCTIONS**

Our priority is to praise and encourage good work and behaviour in school. Work may be rewarded with merits and any children with exceptional pieces of work in terms of effort, progress or content could be referred to the Head Teacher/Deputy Head Teacher for affirmation and further merits. Merits are to be used in a similar manner for acts of kindness, thoughtfulness or other examples of children showing care and concern for others. Similarly, these and other such occasions may be praised and shared with others in class or during school assemblies.

Awards are presented in recognition of positive aspects of school life:

* Certificates of the week are presented at assembly for work or achievement that week
* The accumulation of merits by a child can lead to the presentation of a bronze, silver, gold or platinum certificate.
* Teachers may put into place their own class systems for rewarding effort and good behaviour.

We expect that the behaviour of most pupils most of the time will be managed in this way.

Class Teachers will deal with most behaviour or discipline problems relating to children in their care. Children, who are persistently disruptive in class and fail to respond to the teacher, may be sent to work with another member of staff. Some more serious incidents may also result in other sanctions such as being sent to another class for the following session.

Pupils who continue or repeat disruptive, unkind or destructive behaviour will be given a Time Out and a copy will be sent home, via email, to parents. When a Time Out has been given for unkind behaviour outside, the child stands with an adult on the playground during break time and remains in the dining room during the lunch break until the Time Out has been completed. Time Out sessions take place on a Wednesday and a Friday lunchtime. If a pupil gets three or more Timeouts in a half term, then they will be referred to the deputy head teacher and put on a Behaviour Card. A restorative approach will be used with the victim, perpetrator and any bystanders where relevant. Repair and reflect forms will be completed and discussed as part of this process if required.

In the case of a serious incident, such as where the health and safety of the school community is put at risk, the learning of the rest of the class is compromised or where personal /school property is damaged, the parents or carers of the child concerned will be contacted by telephone and asked to make an appointment with a member of school staff. All prejudice-related incidents must be reported, recorded and monitored using the procedures outlined in the Anti-Bullying Policy and the ‘Procedures for dealing with prejudice related incidents’ document. (Appendix A)

**THE MANAGEMENT OF DISRUPTIVE BEHAVIOUR**

Serious or repeated incidents may result in fixed term exclusion at the discretion of the Head Teacher (see Exclusions Policy.)

In keeping with our ethos, we name behaviours, we do not label children. We seek at all times to guide children to behaviour consistent with our gospel values.

Any disciplinary procedures taken as sanctions following an incident, should be consistent with the school’s Mission Statement and this policy.

**Name of Head Teacher**: Mrs Suzette Harris



**Signature:** … ………………………………………………………………………………………..

**Date: Sept 2022**

**Name of Chair of Governors**: Mrs Elaine Sidhu

**Signature:** …………………………………………………………………………………………..

**Date: Sept 2022**

**Review date: Sept 2023**

**REVIEW OF POLICY**

This policy will be reviewed annually.

**Glossary of Terms**

**Protected Characteristics –**

It is against the law to discriminate against someone because of:

* [age](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#age)
* [disability](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#disability)
* [gender reassignment](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#reassignment)
* [marriage and civil partnership](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#marriage)
* [pregnancy and maternity](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#pregmat)
* [race](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#race)
* [religion or belief](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#rob)
* [sex](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#sex)
* [sexual orientation](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#lgb)

These are called protected characteristics.

You are protected under the Equality Act 2010 from these types of discrimination.

# Appendix A

# St Edward’s Catholic Junior School Prejudice-Related Incident Procedure

**A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or the other person.**

**Incidents amongst pupils**

As soon as any member of staff becomes aware of a prejudice-related incident amongst pupils, which may relate to any of the following protected characteristics: disability, gender reassignment, race, religion or belief and sex, they must follow the following procedure:

* Find out what they can from the pupil(s) involved.
* The incident should be logged, on CPOMS, by the member of staff who first becomes aware of it.
* Incidents should be ranked on the following scale and this should be noted alongside the report:

**Prejudice-Related Incident scale (PRI scale)**

1. No offence was intended or taken.

2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.

3. Hurt or distress was caused and the pupil(s) responsible had previously been warned that their behaviour was unacceptable.

4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.

* The Learning Mentor will investigate incidents at Level 2 or above.
* If the incident is at Level 3 or above it needs to be investigated immediately, the Learning Mentor will discuss next steps with the Head teacher and/or Deputy head.
* It will be decided as to whether restorative justice/timeout or another form of education or consequence is best for the perpetrator.
* All incidents and consequences are to be reported to parents/carers.
* The CPOMs record form will be updated by a DSL.

Pupils should be made aware of this procedure through circle time and class assemblies and encouraged to report all incidents, being reassured that they will be taken seriously. Worry boxes and the worries email address are available for pupils who do not want to speak directly to a member of staff.

Meetings are held regularly to discuss incidents and children that may require behaviour contracts or other interventions.

**Incidents perpetrated by staff members**

All incidents should be reported to the Head Teacher or Deputy head immediately. The incident will be logged and investigated by the Head Teacher.

Incidents of discrimination, harassment or victimisation are deemed gross misconduct and will be treated in line with the school’s disciplinary procedure.

*We will revisit the procedure termly to ensure that all elements are working positively and amend practices as necessary. If any part of this procedure needs further clarification, please see a member of the leadership team.*

*Last Updated:* May 2022