



Student Behaviour and Discipline Policy

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Approving Body: Local Governing Committee

Legal Framework and Guidance:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- School Standards and Framework Act 1998
- The Education Act 2002
- Education and Inspections Act 2006
- The Equality Act 2010
- Education Act 2011
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- Schools (Specification and Disposal of Articles) Regulations 2012
- Use of reasonable force Advice for headteachers, staff and governing bodies July 2013
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Education (Independent School Standards) (England) Regulations 2014
- DfE 'Behaviour and discipline in schools' 2016
- Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017
- Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018
- Keeping Children Safe in Education 2018
- DfE 'Sexual violence and sexual harassment between children in schools and schools' 2018
- DfE Mental Health and Behaviour in schools 2018

Associated Policies and/or reference documents

- Safeguarding and Child Protection
- Anti-Harassment and bullying
- SEN and Code of Practice
- Uniform
- Use of Reasonable force - MAT
- Exclusions guidance (LA and DfE)
- Acceptable Use
- E-Safety

Roles and responsibilities

Governors

The Local Management Board is responsible for approving and monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

The Head of School

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The Pastoral Team will support staff, monitor behaviour and liaise with parents
- The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the student conduct and behaviour expectations – see below
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with relevant staff promptly
- Be aware of the Home School Agreement – see website
- Support staff to ensure a consistent approach

Definitions:

Whilst not an exhaustive list, for the purpose of this policy, St Bede's Catholic Academy defines **'unacceptable behaviour'** as any behaviour which may cause harm to oneself or others, disrupts learning, damages the reputation of St Bede's Catholic Academy within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals, including racist, sexist and homophobic behaviour
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse, an insidious or persistent action which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items (including but not limited to) knives, fireworks, firecrackers)
- Truancy
- Defiance e.g. Refusing to comply with instructions and/or disciplinary sanctions
- Theft
- Fighting or aggression
- Persistently poor and/or disruptive behaviour

- Smoking/Vaping
- Lateness to registration and class
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Disruption on public transport
- Use of mobile phones/ear phones without permission
- Graffiti/vandalism/ or deliberate damage to property
- Failure to comply with the uniform policy (including jewellery/make-up/false nails, trainers etc – see uniform policy)

Sexual harassment

St Bede's Catholic Academy prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "upskirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet, email or mobile phones
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents.

St Bede's Catholic Academy will address the effects of harassment and will signpost counselling/support services if the harassment has affected performance or well being

Incidents involving technology (e.g. mobile phones/chat rooms/internet sites):

Mobile phones must ***not*** be used inside the building. If a student is seen using his/her phone inside, without direct permission from a member of staff, the phone will be confiscated and should be collected at the end of the School day. Regarding any suspicions relating to illegal content or sexual imagery, the phone will be confiscated and may be handed over to the police for investigation.

The use of defamatory or intimidating messages/images inside or outside of St Bede's Catholic Academy will not be tolerated. Disciplinary sanctions will be applied to perpetrators. As per our Acceptable Use Policy in relation to the use of technology, still pictures or video being taken on site is prohibited unless under the direction of a member of staff.

Disciplinary action against students found to have made malicious accusations against staff and other adults working in St Bede's Catholic Academy:

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the Bishop Hogarth Catholic Education Trust Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the Bishop Hogarth Catholic Education Trust Safeguarding/Child Protection Policy.

In the event that an allegation is shown to have been deliberately invented or malicious, the Head of School will consider whether any disciplinary action is appropriate against the pupil who made it, or, if appropriate, the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/ carer of the pupil concerned at an early stage and made in consultation and agreement with the Local Governing Committee and Directors of Bishop Hogarth Catholic Education Trust.

Any student found to have made malicious accusations against staff may be considered for a permanent exclusion. Any cases which arise will be investigated thoroughly and will be treated on an individual case basis.

Staff accused of misconduct will receive appropriate pastoral support

Aims

“Respect for self, others and everything in God’s world from an informed point of view”

As a Catholic school our emphasis will always be on forgiveness. We believe it is important to promote a caring and supportive environment to enable all members of the school community to feel respected and safe.

We aim for our St Bede’s Catholic Academy to be happy and harmonious. We expect all members of the school family to respect and help one another. In all that we do we try to foster good self-esteem in children, recognising that this leads to positive and responsible behaviour. The best results in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focussing on shortcomings and failures. Research has proven that when school and parents work together, children achieve better.

We therefore look to parents, carers, and governors for their support and advice in helping the school to be a happy and caring community.

At St Bede’s Catholic Academy we aim:

To create a stimulating and caring environment where all children irrespective of race, gender or disability:

1. Develop their social awareness and intellectual potential.
2. Gradually move to becoming independent learners.
3. Learn to recognise, respect and value the culture, racial and gender differences within our school and in our society.
4. Learn to respect themselves, others and the environment.
5. Develop and nurture in each child the character traits of honesty, respect, resilience, responsibility, self-belief, confidence, justice and compassion

At St. Bede’s Catholic Academy we recognise that inappropriate behaviour and bullying will arise. We accept that this is normal when children are learning and testing the boundaries of acceptable behaviour. However, we assert that children have a right to learn and that teachers have a right to teach. No-one should be prevented from learning by the poor behaviour of others.

At St Bede’s we believe that:

1. We have the right to be treated with respect by all people irrespective of age, gender, colour, status, disability or sexual orientation. *We have the responsibility to respect all others within our community.*
2. We have the right to feel safe in and around school. *We have the responsibility to ensure the safety of all people by behaving in a reasonable manner in and around school.*
3. We have the right to an education and to learn according to our ability. *We have the responsibility not to ridicule others for the way in which they learn, or disturb the learning of others.*
4. We have the right to express our opinions and to be heard. *We have the responsibility to allow others to express their opinions and to be heard.*

5. We have the right to expect that our possessions will be secure in and around school. *We have the responsibility not to steal or mistreat the possessions of others and school property and to report any theft or mistreatment that we see.*
6. We have the right to choose friends. *We have the responsibility not to force our friendship upon others or to abuse the friendship.*
7. We have the right to learn and play in safety and without interference. *We have the responsibility not to disrupt, or endanger, the play of others.*
8. We have the right not to be bullied. *We have the responsibility not to bully and report any bullying we see.*

Bullying

At St Bede's we use the definition:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'

This can take the form of:

- Fighting, pushing and shoving
- Name calling, teasing, and unacceptable language
- Homophobic language
- Spreading rumours
- Rude gesturing
- Making threats, asking for money
- Damaging, taking, hiding people's belongings
- Putting people down, sneering,
- Ignoring or excluding people from groups/activities
- Writing notes, graffiti about people
- Picking on people because of their race, sex, appearance
- Invading someone's personal space
- Making fun of people
- Making unwanted phone calls
- Sending unwanted letters
- Cyber-bullying, e.g. sending nasty or threatening texts or e-mails, phone call bullying via mobile phone, picture/video clip bullying, chat-room bullying, bullying through Instant Messaging (IM) and bullying via websites.

We consider any form of bullying to be unacceptable and support the right of every member of the school community to feel safe from bullying or harassment.

We will act to prevent, de-escalate and/or stop any continuation of harmful behaviour.

We will react to bullying incidents in a reasonable, proportionate and consistent way. This will safeguard the pupil who has experienced bullying and will trigger sources of support for both the pupil and the perpetrators.

All incidents of alleged bullying must be reported to the Head or deputy and formally recorded in the bullying incidents book . This includes details of any further action of all incidents and follow-up action.

We require parents not to encourage retaliation.

We recognise that one size does not fit all and will take into account the circumstances and person(s) involved in determining next steps.

We will counsel children who display bullying behaviour to rebuild relationships.

We will apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multiagency support.

We will deal firmly with repeat offenders. Consequences may include parent interviews, referral to other agencies, and suspension from year group for short period of time or fixed or permanent exclusion.

St Bede's code of Behaviour

We expect children and adults will:

- » listen to each other
- » care for all people and treat them with respect and politeness
- » disagree without losing their tempers
- » care for their surroundings and other peoples' property or belongings
- » ensure that other people are not harmed or upset by their actions
- » respect other peoples' views

In the classroom we expect children will:

- » Follow instructions first time
- » Move around the classroom purposefully and appropriately
- » Keep hands, feet, objects and personal comments to themselves
- » not shout and raise voices in anger
- » Be polite, truthful and well-mannered

In the playground we expect children will:

- » respect the right of other children to play without interference
- » resolve differences of opinion without resorting to physical violence
- » look after property of the school and other children
- » line up quickly and quietly when requested
- » Enter and leave the playground in a calm and safe manner
- » Move around school quietly and calmly

In the dining room we expect children will:

- »Line up quickly and quietly when requested
- »To follow the instructions of lunchtime supervisors
- »Not put themselves or others at risk by their actions
- »Speak to lunch time assistants with respect and courtesy
- »Behave politely when eating lunch and show good table manners

Behaviour out of school:

St Bede's is committed to ensuring our students act as positive ambassadors. The same behaviour expectations for students on school premises apply to off-site behaviour.

Therefore, we expect the following:

- Good order on all transport (including public transport) to and from school during educational visits
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

Incidents off-site:

Under the Education and Inspections Act (2006), the school has the right to exercise discipline beyond the school premises. This includes misbehaviour:

- on activities arranged by the school such as volunteering, educational and sporting events
- on the way to and from school (including on the buses)
- when wearing the school uniform in a public place or they are in any way identifiable as a student of the school
- which could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- which could adversely affect the reputation of the school

In response to poor behaviour or bullying which occurs off site, witnessed by a staff member or reported to the school, the School will investigate the incident, communicate with parents and discipline students accordingly.

The Sanctions Code at St Bede's Catholic Academy

1. Verbal Warning
2. Second Verbal Warning
3. Child's name will be placed on the amber traffic light
4. Further misbehaviour will result in child's name being moved to the red traffic light. After a follow-up discussion this may result in loss of part/all of play time or golden time (depending on severity of incident). Children lose a minimum of 5 minutes of Golden time every time they are placed on the red traffic light. Where there are repeated occurrences of lost Golden time parents will be informed.
5. **All** incidents of fighting or rudeness, assault on a child will be treated as in point **4**.
6. If appropriate, a pupil will be sent to another class to complete work.

7. In severe cases pupils will be referred to a senior member of staff. A discussion with parents will take place.
8. All children start each school day on a green traffic light
9. If a child is continually placed on amber, the class teacher will contact the parents to discuss the low level disruptive behaviour of their child.

If there is repeated bad behaviour, the child will again be sent to the head or deputy. Parents will be invited into school and a behaviour plan will be written outlining clear expectations and consequences for failing to comply with the plan. A copy of the plan will be sent to the parents.

In extreme/repeated cases a child may be subject to a fixed term or permanent exclusion.

- **Internal exclusion beyond one day-** In many instances internal exclusion is more appropriate than a fixed-period exclusion. If a student is on internal exclusion, it will be for a limited period only and appropriate work will be set. They will be sent to work in another classroom.
- **A fixed period exclusion** (note: students excluded from School for more than 5 days will receive full-time education elsewhere from the sixth day)
- **Permanent exclusion – see also DfE. Permanent exclusions will be considered for:**
 - Physical assault (against a pupil or adult) including fighting, violent behaviour, wounding, obstruction and jostling)
 - Verbal abuse/threatening behaviour (against a pupil or adult) including threatening violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
 - Serious bullying including verbal, physical, cyber/online, homophobic, racist, peer on peer
 - Racist abuse including racist taunting, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
 - Sexual misconduct including sexual abuse, sexual assault, sexual harassment
 - Drug and alcohol related incidents including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing
 - Deliberate damage including to school or personal property belonging to any member of the school community, vandalism, arson, graffiti
 - Theft including stealing school property, personal property, from local shops or on a school visit, selling and dealing in stolen property
 - Carrying an offensive weapon
 - Persistent disruptive behaviour including repeated challenging behaviour, defiance, persistent violation of school rules, truancy
 - One-off serious incidents not covered by the categories above.

Rewards

'Catching them being good'

Praise is a much more powerful tool than sanctions and is much more in keeping with the ethos of the college. Therefore, frequent use of encouraging language and gestures, both in lessons and around the school is to be encouraged so that positive behaviour is instantly recognised and positively rewarded. Our school wide character traits of honesty, respect, resilience, responsibility, self-belief, confidence, justice and compassion underpin everything we do.

Class teachers develop a good relationship with their pupils and often a word of praise and their teacher's approval is the best reward for a pupil. However, the following rewards are used to encourage and motivate children.

- Stickers/team points given by the class teacher for good work or effort.
- Raffle tickets for good behaviour which are placed in a weekly class draw.
- Visiting another teacher, or the deputy or Head of School to show good work
- Star of The Week, Star Mathematician or Star Writer selected from each class and congratulated in Friday assembly.
- Character trait certificate which will lead to a special emblem to wear on their uniform once consistent evidence of each trait is demonstrated in all aspects of school life. This is considered the "ultimate" and most sought after accolade.
- Entitlement to "Golden Time"
- Children who stay on the green traffic light for half a term will be given an extra playtime.
- Termly assembly to celebrate 'Good Work' and 'Good Behaviour' with parents.
- Headteachers weekly trophy.
- Breakfast and lunchtime certificates to reward good manners, playground behaviour etc.
- End of year prize giving.
- Class Dojos informing parents instantly of good behaviour and achievements whilst at school.

In addition to this, children on a specific behaviour plans may be given stickers on a chart which records improving behaviour and is shared between home and school. Home school books may be established to ensure regular communication between home and school. These are meant to be positive in nature and should not be used as a log of naughty incidents at home or school.

We recognise the effort a child has made to improve his/her behaviour and do our best to support children and their families. However, in planning to meet the needs of an individual child, we also have to consider the effect on the whole school community of continued and serious misbehaviour. Parents of children who display difficulties with their behaviour are expected to support the school fully, and to make clear to their child what sort of behaviour is expected at school.

Teachers' Powers

- To discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- All paid staff have these powers (unless the Head of School says otherwise)
- Teachers can discipline pupils at any time in school or elsewhere under their charge
- Teachers can discipline pupils for behaviour outside school
- Teachers can impose detention within and outside school hours
- Teachers can search for banned items and confiscate pupils' property.

Banned items include sweets, chewing gum, mobile phones, jewellery, anything which may cause a danger to other pupils and all illegal substances.

Infrequently, you may wish your child to have a mobile phone at school. If this is the case you must speak/write to the class teacher giving the circumstances. This will be handed to the teacher for safe-keeping and returned to the pupil at the end of the school day.

Use of Reasonable Force

Force is usually used either to control or restrain. Restraint is to be used as a very last resort.

Control:

Active physical contact e.g. leading a pupil by the arm out of a classroom

Passive physical contact e.g. standing between pupils or blocking a pupil's path

Restrain:

To hold back physically or to bring a pupil under control e.g. to break up a fight when pupils refuse to separate

Reasonable force means using no more force than is needed, is a matter of professional judgement and staff should always try to avoid acting in a way which may cause injury. Two staff will be trained in safe restraining techniques. A record of any restraint will be taken and a debrief carried out.

SOME EXAMPLES

- Removing a disruptive child from the class where they have refused an instruction to do so
- Preventing a pupil behaving in a way that disrupts a school event or a school trip
- Preventing a pupil leaving the classroom where leaving could put the pupil at risk or disrupt others
- Preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restraining a pupil at risk of harming themselves

It is good practise for schools to tell parents/carers about serious incidents involving the use of force and to consider how best to record such serious incidents. A staff member will record any incidence in the restraint incidents folder. A de brief will be carried out by the school to discuss use of restraint.

Appendix 1 CPOMS Recordable Incidents

Reason	
Physical assault against pupil <i>including</i>	
<ul style="list-style-type: none">• Fighting• Violent behaviour	<ul style="list-style-type: none">• Wounding• Obstruction and jostling
Physical assault against an adult <i>including</i>	
<ul style="list-style-type: none">• Violent behaviour• Wounding• Obstruction and jostling	
Verbal abuse/threatening behaviour against a pupil <i>including</i>	
<ul style="list-style-type: none">• Threatening violence• Aggressive behaviour• Swearing• Homophobic abuse and harassment• Verbal intimidation• Carrying an offensive weapon	
Verbal abuse/threatening behaviour against an adult <i>including</i>	
<ul style="list-style-type: none">• Threatening violence• Aggressive behaviour• Swearing• Homophobic abuse and harassment• Verbal intimidation• Carrying an offensive weapon	
Bullying including	
<ul style="list-style-type: none">• Verbal• Physical• Cyber/Online bullying	<ul style="list-style-type: none">• Homophobic bullying• Racist bullying• Peer on Peer bullying
Racist abuse <i>including</i>	
<ul style="list-style-type: none">• Racist taunting and harassment• Derogatory racist statements	

<ul style="list-style-type: none"> • Swearing that can be attributed to racist characteristics • Racist bullying • Racist graffiti
<p>Sexual misconduct <i>including</i></p> <ul style="list-style-type: none"> • Sexual abuse • Sexual assault • Sexual harassment
<p>Drug and alcohol related <i>including</i></p> <ul style="list-style-type: none"> • Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing
<p>Damage <i>including</i></p> <ul style="list-style-type: none"> • To school or personal property belonging to any member of school community • Vandalism • Arson • Graffiti
<p>Theft <i>including</i></p> <ul style="list-style-type: none"> • Stealing school property • Stealing personal property (pupil or adult) • Stealing from local shops on a school outing • Selling and dealing in stolen property
<p>Persistent disruptive behaviour <i>including</i></p> <ul style="list-style-type: none"> • Challenging behaviour • Disobedience/defiance • Persistent violation of school rules • Repeated truancy
<p>Other - this category should be used sparingly</p> <ul style="list-style-type: none"> • Serious incidents which are not covered by the categories above

Updated Exclusion Codes:

- Please note that as of September 1st 2020 the DFE have made some changes to the pupil attendance and exclusions regulations in response to COVID-19. Schools should report using the new codes immediately.
- There have been 5 new exclusion categories introduced to describe reasons for exclusion.
- These are as follows:
 - (PH) – to capture the ‘wilful and repeated transgression of protective measures to protect public health’.
 - (MT) to capture the inappropriate use of social media or technology
 - (DS) to capture abuse relating to a disability
 - (LG) – to capture abuse against sexual orientation or gender identity
 - (OW) – to capture the use or threat of use of an offensive weapon or prohibited item
- In addition to the new codes the previous code of (OT) – to capture “other” reasons has now been removed and should not be used.
- All other previous codes remain unchanged.
- Please note, where previously, only one reason per exclusion was recorded (no matter how many a school listed on their return), now, up to 3 reasons can be recorded for each exclusion (where applicable). There is no requirement to order the reasons, which will be presented as unweighted counts in statistical outputs.

RANGE OF SANCTIONS AND INTERVENTIONS (NOT AN EXHAUSTIVE LIST)

- Intervention by Senior member of staff
- Meeting with Parents
- Detention/Internal exclusion
- Monitoring reports
- Fixed term exclusion
- Permanent exclusion (following formal investigation)
- Police involvement

Appendix 2 – Record of Incident

Record of Incident

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

Record of Incident

Incident details:

<u>Action taken:</u>	<u>Y/N</u>
Statements from all involved	
Contact with LH	
Parental contact	
Reprimand enforced (free time removed/apology note)	

Details of Actions to move forward:

Role/Signed: _____

Date _____

Appendix 2 – Record of Incident

Statement

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

Statement of Incident

Signed: _____ Date _____