

St Edmund's Catholic School
A learning community
A faith community
A vibrant forward looking community



**SCHOOL DISCIPLINE
AND PUPIL BEHAVIOUR
(BEHAVIOUR POLICY)
SEE ALSO
ANTI-BULLYING POLICY**

Revision: Amendment Page 3, item 10 the wearing of jewellery, IEB approved on 23 September 2014.

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INTRODUCTION

The fundamental value underpinning everything that we do at St Edmund's Catholic School is that everyone has a right to achieve their full potential, intellectually, socially and spiritually, through good teaching and learning in a safe and harmonious environment. The purpose of the Behaviour Policy is to ensure that students, parents/carers, staff and the Governing Body have clear, agreed guidelines to ensure that this can and does happen. Students, parents/carers, staff and the Governing Body should be able to feel proud that they belong to the community of St Edmund's School. At St Edmund's School we foster the positive values of consideration, tolerance and self respect. We work together to promote the development of self esteem and self discipline in all students. We encourage staff and students to be pro-active in establishing and maintaining good behaviour patterns and personal relationships in class and around the school.

Since its foundation in 1962, St Edmund's School is first and foremost a co-educational Catholic school that provides a Christ-centred education where the happiness, achievement and all round development of each child is our prime concern. We aim to provide an excellent education and opportunities for all students, whatever their needs and abilities. Supporting this are two important factors. All our students are admitted on the basis that our discipline has always had the full support of parents/carers. Secondly the fact that the teaching and non-teaching staff at the school subscribe whole-heartedly to the Mission Statement and to the values of the school. The Governing Body make no apology for the fact that they expect extremely high standards and they are determined that these will be maintained.

The DfES Circular 8/94 sets out the requirement that the Governing Body's Policy on Behaviour and Discipline is available for inspection. This should include the school's aims, code of conduct, rewards and sanctions as evidence of the criteria by which students' behaviour is judged in relation to effective learning in the classroom. The 1997 Education Act states that Governing Bodies must ensure that policies to promote good behaviour and discipline on the part of students are pursued in school. And these had to be in place by September 1998. Further guidance was issued in 1999 and 2003.

Philosophy

1. Discipline in the school is based on the Mission Statement - 'We are a comprehensive school, under the trusteeship of the Archdiocese of Southwark. We are inspired by our Catholic faith and the Gospel vision of love, equality, justice, reconciliation, mutual respect and service.
2. It is a fundamental principle that every student in the school has the right to learn. No student by his or her behaviour may hinder the learning of another.
3. Equally, all students have the right to be taught in a secure environment – both physically and mentally. This right will be protected at all costs.
4. Good behaviour at the school is based on mutual respect of staff and students and no one may opt out from this. There is, at the same time, a clear structure of authority, and this may not be challenged or undermined.
5. Discipline works because of a clear consensus of values between students, parents/carers and staff. The Governing Body ensured that the views of all these groups have been heard in formulating this policy.

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Code of Behaviour

1. All students are required to accept the authority of the Governing Body, the Headteacher and his/her staff. Refusal to do so is deemed a very serious offence.
2. No student will be allowed to infringe the liberty of another in any way.
3. Aggressive behaviour or language is unacceptable. This includes any form of bullying.
4. Students should move about the building quietly and gently and must vacate the building at break and lunchtimes unless attending a lunchtime club. When it is raining students should go to the designated room where they should behave in a sensible and orderly way.
5. Students are expected to show care for the fabric of the building and for books and equipment. Students are asked not to drop litter but to use the bins provided. Graffiti spoils property and is not allowed anywhere in school.
6. Students may not 'decorate' their diary or cover it with graffiti. A charge will be made for a replacement diary. Only school related matters may be entered in the diary.
7. Students should address all staff formally and with courtesy at all times.
8. Students are responsible for having the correct books and equipment for all lessons.
9. Homework assignments must be entered in the homework notebook, completed each evening and handed in for marking as requested. Students must ensure that homework notebooks are signed by parents/carers each week. In addition to completing set homework, students need to develop a habit of independent study. While there is work to be learnt or revised, while there are textbooks to be studied, coursework to be completed or background reading to be done, no student can say, "I have no homework".
10. Uniform should be the standard school items, purchased in the school shop. Full school uniform must be worn by all students to, from and in school (this includes indoor, outdoor and PE uniform). Uniform should be worn in the correct manner i.e. ties done up, shirts tucked in, long hair tied back. Girls need to have their hair tied back off the face in lessons where this is required for health and safety. Extreme/fashion hairstyles are not acceptable. The wearing of makeup is not allowed. Students are not permitted to wear any jewellery, with the exception of a wrist watch and decorative piercings which shall be limited to one matching metallic stud in each ear and of no more than 4mm in diameter. This applies to all students. Students who need to wear trainers on account of a foot injury should bring in a doctor's note to this effect.
11. The following items are not allowed in school at all: knives (including penknives) or any other type of weapon or any other items that could be used as a weapon, drugs, alcohol, cigarettes, tobacco, chewing gum and energy drinks. The following items are not allowed in school at all and will be confiscated: personal stereos or other expensive equipment. The procedure for returning confiscated items will depend on the number of times items have been confiscated from that student: on the first occasion an item is confiscated it will be returned to the student at the end of the school day, on the second occasion parents will be contacted to collect the item from the school and on the third occasion the item will be kept until the end of the school term.
12. Mobile phones must be switched off and out of sight, throughout the day, if seen or heard they will be confiscated. The procedure for returning confiscated items will depend on the number of times items have been confiscated from that student: on the first occasion an item is confiscated it will be returned to the student at the end of the school day, on the second occasion parents will be

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contacted to collect the item from the school and on the third occasion the item will be kept until the end of the school term.

13. Students may not bring items into school with the intention of exchanging or bartering them with other students. It is also forbidden to buy or sell items from other students in a personal arrangement. (This obviously does not include organised charity events.)
14. All students must arrive in the school playground by 8:35 am and should wait in the playground until called into school for registration at 8:45am
15. A phone-call should be made before 10:00 am on the first day of absence. This must be followed up by a letter from parents/carers, brought to school on the day of return if a student has been away for two days or more.
16. Orderly behaviour on buses, at the bus stops and on the streets, showing courtesy and consideration for other passengers and pedestrians is expected from all students.
17. School rules operate during the period of a student's journey to and from school, in uniform or not. Equally, if a student goes home and changes out of uniform, and then attacks or interferes with other students on his/her way home, he/she will be treated as coming under the full jurisdiction of school rules.
18. When a disciplinary matter is being investigated students are required to tell the truth. Any deliberate attempt to mislead or misinform or withhold information will be treated as a serious offence.
19. Students should accept the authority of prefects and follow any direction given by them.

If we can uphold these values and adhere to these basic rules it should follow that the school will be a well ordered, calm and disciplined place where teaching and learning are the main focus. The fact that there is no school rule against something does not mean it is permissible. Anything which is clearly against the ethos of the school, against the Christian way of life, or against the law is not allowed. Clearly some of the values and rules need amplification. The Mission Statement, the Anti-Bullying Policy, the Acceptable Use of the Internet Policy and the Home School Agreement etc provide further clarification.

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Parents/Carers

Parents/carers clearly have a fundamental role in supporting the high standards and the ethos for which the school is known and indeed for which they selected this school for their children. The Home School Agreement articulates the ways in which parents/carers have agreed to support the expectations of the school community.

- By supporting the ethos of the school. By being willing to trust the staff of the school. By maintaining good communication through the diary and by attending school meetings.
- By ensuring that there is a clear example of the Catholic values and ethos in the home, and that the students bring good standards of behaviour into school with them. By ensuring that their children are secure enough and independent enough to withstand negative peer pressure.
- By listening to their children's hopes fears and joys, giving them time and space.
- By respecting their children's opinions and teaching them to respect those of others in return.
- By teaching them to treat others as they would wish to be treated
- By teaching them to have integrity, to be able to distinguish between right and wrong and to be responsible for their own actions. By supporting the disciplinary procedures when rules are broken.
- By supporting academic and social learning skills
- By ensuring that the school rules regarding uniform and homework are adhered to.

The school also has a responsibility toward the parents/carers and students to ensure that justice is always paramount and that injustice, if it occurs, is acknowledged and corrected. There should be mechanisms for redressing feelings of grievance when a dialogue has not been successful. The students should be able to voice complaints without fear. It should always be clear that we are condemning the behaviour and not the child.

If parents/carers wish to speak to a member of staff over matters of discipline they should make contact by phone first. Parents/carers should speak to the subject teacher concerned or the Form Tutor in the first instance. Each Year Group also has a Progress Director with overall responsibility for those students who may become involved where appropriate.

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Rewards

While we expect students to support the values and keep to the rules, we also wish to acknowledge their effort when they do so and their achievements. The purpose is twofold. Effort and achievement deserve to be acknowledged and doing so gives a clear message of positive reinforcement for the behaviour we value.

Effort and work in class are acknowledged in the following ways:

- a. Vivo Points
- b. Good notes and stamps in the diary for effort, neat work or minor achievements.
- c. Certificates and prizes for accumulated achievement logs (awarded at assembly).
- d. Certificates for achievement in competitions awarded at assembly (e.g. ESB Exams, Maths Challenge etc).
- e. Prizes for achievement, effort and progress awarded at the end of the school year.
- f. Certificate Evening for Year 11.

Achievement in other areas of the curriculum is recognised as follows:

- a. Students mentioned by name in assembly.
- b. Descriptions of the events given in assembly.
- c. Medals and certificates awarded by the Headteacher at assembly.
- d. Certificates for attendance and punctuality (awarded at assembly and recorded in student's file and on reports to parents/carers or references).
- e. 100% attendance trip.
- f. Sporting trophies displayed.
- g. Letters received by the school commending the students read out at assembly or displayed for students to read (e.g. after hampers are delivered).
- h. Student artwork framed and displayed around the school corridors.
- i. Student work displayed on the walls and noticeboards in the classrooms and corridors.
- j. Certificates awarded for specific services to the school.
- k. Photographs displayed to show the events in which students have been involved.
- l. Accounts about student activities and achievements in the newsletter.
- m. Accounts about student activities and achievements in the local press.
- n. Students are given badges to acknowledge GCSE subjects that have been completed to A*-C standard.
- o. Praise postcards are sent to students whose achievement is outstanding.

Where a student has been identified as causing concern over work or behaviour and is clearly making an effort to improve, it is important that this is acknowledged by staff involved. Acknowledgement could take the form of a positive diary comment or a verbal encouragement by subject staff, tutor and/or Progress Director. Staff completing Daily Report sheets should be aware that a student may be making an enormous effort just to behave in a quiet and unobtrusive way in a lesson and should record this in the positive column.

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Transforming Conflict

Transforming Conflict is a way of using mediation to resolve issues to benefit all those involved. It allows students to understand why actions or sanctions have been taken and to feel fairly treated. Students who participate in Transforming Conflict mediation are given the opportunity to reflect on their behaviour, taking responsibility for their choices and actions, thereby understanding the harm they may have caused. By encouraging those involved to participate in mediation allows for all students to feel they have had their thoughts and feelings taken into consideration by others.

Transforming Conflict can be seen to reflect the ethos of our Catholic school community, especially the Gospel values of respect, forgiveness and reconciliation.

Sanctions

Conversely there will be times when students do not uphold the values or break the rules and therefore there is a need to impose a sanction. While a sanction is in itself a punishment it should be seen by staff and students as having a positive purpose. It is to encourage the student to consider his/her behaviour and make amends, and it is to demonstrate to the rest of the students that the values and rules are important and for the common good and therefore should not be flouted. It is important that a student is allowed to make mistakes, learn and grow. There is always an element of reconciliation in any sanction. Even when there is the need for a permanent exclusion it should be viewed as the chance for a new beginning, a clean slate for the student in question. It should be stated that the students at St Edmund's School do have a well-developed sense of justice and are generally willing to admit to inappropriate behaviour and to make amends.

Punctuality

Punctuality at the beginning of the school day and at lessons is of utmost importance to good teaching and learning and to preparation for the world of work. Students who arrive late for school are entered into the late book on arrival. Students arriving after 8:45 am report to the school office where their names are recorded. Any student arriving late for school is given a detention during break (10:45am) that same day. (It is at the discretion of the member of staff on duty to waive the detention where it is obvious that, for example, a particular bus route has been severely disrupted and students are unavoidably late through no fault of their own. Students are still required to sign the late book for attendance records)

- Students who fail to turn up for a late detention will have that detention doubled for the next day.
- Students who are considered to be persistently late will be asked to attend an interview with the relevant Progress Director and member of the Senior Management Team. Students whose punctuality record gives further cause for concern may, with their parents/carers, be brought before the Governing Body.

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In lessons

The following are examples of sanctions which teachers may employ, using their professional judgement, as to which are appropriate.

- a. A frown or a shake of the head on catching the student's eye.
- b. A verbal reminder that a student should be on task. This could be simply calling the student by name or asking them to concentrate on the task in hand.
- c. A reminder that the student's behaviour is inappropriate in a classroom or other learning situation.
- a. A comment in the diary recording the misdemeanour e.g. book or equipment forgotten, talking when shouldn't, answering back etc. This will be noted by the parents/carers at the end of the week when they sign the diary.
- d. If a student has become agitated or is preventing the lesson from continuing he/she can be asked to leave the classroom for a few minutes to 'cool off'. The student should then be invited to return to the class and to behave in an orderly and reasonable manner.
- e. If the teacher considers that a student is preventing the lesson from going ahead by his/her behaviour the student should be sent to the Subject Leader (SL) with a note in the diary and accompanied by another student. The SL may decide to keep the student in his/her class till the end of the lesson and resolve the incident at a break or, if that is not suitable, may refer the student immediately to the Progress Director (PD) or a member of the Senior Leadership Team (SLT).
- f. If a student behaves in an unsafe or potentially dangerous manner, especially in a practical lesson, he/she will be forbidden to take part in that particular lesson and will have to watch from the side, taking notes, instead of taking part.
- g. If a student arrives late to the lesson, fails to bring correct equipment, fails to do or hand in homework, wastes lesson time, etc the teacher may decide to impose a detention to ensure that work is completed and poor study habits are changed.

Around the school

Behaviour around the school, on the corridors and in the playground is as important as behaviour in class. All staff and students have a duty to ensure that high standards of conduct, courtesy and polite language are maintained at all times. Where there are breaches of the values and rules the following sanctions will apply.

- a. A verbal reminder of the school rules or of the expected standards.
- b. A diary comment for unacceptable noise, language or physical behaviour. This will be noted by the parents/carers at the end of the week when they sign the diary.
- c. An incident form if the behaviour warrants it.
- d. A record in the racist incident book if such a need arises.
- e. A request that the student is seen by the Form Tutor and/or PD. The incident may then be referred to a member of the SLT if necessary.
- f. If a student is misbehaving during breaktime or lunchtime they may be told to report to the dining room at lunchtime where they will be detained and may do a useful duty. This is to keep them out of the playground where they have caused the nuisance and to put them under the supervision of a member of staff.
- g. Students who bring chewing gum into school will have a 15min detention that day.

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Other procedures agreed by the Governing Body

Parental contact

The school highly values the close partnership enjoyed with our parents/carers. Parents/carers will be contacted by phone or letter by Form Tutors, subject teachers or the Progress Director if there is cause for concern which needs to be dealt with promptly to prevent an escalation of a situation or a developing behaviour pattern. Parents/carers may be invited to come into school for an appointment to discuss an issue and to plan a joint approach towards resolving problems.

Detentions

Detention is one of the most common forms of sanction used to address a range of issues, from uniform infringement, failure to complete homework or misbehaviour during class and social time. St Edmund's will not send a letter home or telephone home concerning detentions. All communication regarding detentions will be via the school diary. Under the 1997 Education Act, parents/carers no longer have the right to refuse to give their consent to any detention.

Processes for After School Detentions

1. If a student is given a detention during the school day, they will be informed and a note will be placed in their school diary. The Student will then serve the detention from 2.45pm – 3.15pm the following day.
2. If a student fails to attend the assigned detention that day, he/she must serve a one hour detention from 2.45pm – 3.45pm the following day.
34. If the student fails to attend the detention again, the student must serve one day in the LSU and then complete the detention at the end of the day. Students will stay in the LSU until the detention has been served.

Written punishments

Written punishments may be given as a sanction. These are usually not subject specific and may be in the form of lines. Staff will be aware of difficulties these may cause to students with specific learning difficulties and make allowances for this where appropriate.

Litter clearing etc

When a student is found to be misbehaving, particularly at break or lunchtime, or is chewing gum or dropping litter, she/he may be asked to do a litter clear before or after school or to clean tables and trays in the dining hall.

Exclusion from lessons

This is for serious offences and will only be done with prior agreement with the Headteacher or Head of School. Arrangements for the supervision of the student and the setting of work will be made. The parents/carers will be informed.

Search of Student Property

In accordance with Government legislation, on occasion it may be necessary to search a student's property.

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Incident Forms

Incident forms are used in cases of serious disruption. Curriculum and pastoral guides indicate when to use them.

Procedure –

1. Form is written by staff who witnesses the incident/behaviour.
2. Form is passed on to SL/PD for action.
3. A copy is made for the form tutor, PD, pupil filing and member of staff who wrote it initially. In addition, a copy is posted home.

A report is presented each term to the Governor's Disciplinary Committee where an appointed Governor will monitor accordingly.

Report Cards

A form tutor, head of department or PD may put a student on report for a variety of reasons, e.g. work, behaviour, uniform. The student and parent/carer are made aware of why the report card is being used and how the system is to operate. It is given to the teacher at the start of each lesson and is completed as appropriate as the lesson ends. At the end of the report period the student discusses his/her progress with the relevant member of staff.

Racist Incident Form

The school fully supports the policy of Kent Country Council in tackling racist incidents. Any racist incidents are recorded on the Racist Incident Report Form and termly returns are made to Kent. In addition, the Governing Body expect the Headteacher to punish any such incidents severely and to ensure that the offending student is clear about why racism will not be tolerated in society and especially in a Catholic school.

Pastoral Support Available for Students with Behavioural Problems

Initially the behaviour of the students is the responsibility of the students themselves. In class their subject teachers or the Subject Leaders ensure that good discipline is maintained and their Form Tutors and the Progress Directors have an overall interest in their good behaviour. When students are unable to maintain good behaviour and choose to break the rules or defy the authority of the school there are other support mechanisms which can be brought into play if judged appropriate.

Special Educational Needs (SEN) Register

Students whose behaviour is a cause of widespread concern to staff will be investigated by the SEN Co-ordinator (SENCO) to see whether there are any underlying conditions that would place them on the SEN register. Staff will be advised of suitable strategies. Parents/carers are fully informed and involved in this identification and management.

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Pastoral Support Programmes (PSPs)

Since 1999 the Government has requested schools to put in place Pastoral Support Programmes for students who fall into one or more of the following categories:

- Students whose behaviour is deteriorating rapidly
- Students at risk of criminal activity
- Students who have had several fixed term exclusions
- Students at risk of failure through disaffection
- Students at risk of permanent exclusion

The PSP is a school-based intervention to help individual students better to manage their behaviour. The school will invite the parents/carers and an LA representative to discuss the causes of concern and what is reasonably required of the student to put the situation right both academically and socially. Targets will be set and monitored. The LA will offer help and monitoring. The PSP should identify the rewards that can be achieved for meeting the targets and the sanctions that will apply if certain behaviour occurs.

Alternative Curriculum Unit (ACU)

The school has an Alternative Curriculum Unit. Students who are seriously underachieving or causing serious concern in lessons will be assessed for attending lessons there for part of the week. They will attend for a fixed period of time and then will be re-integrated into their classes. As well as undertaking academic studies in the ACU students can also have time with the Learning Mentor to resolve behavioural and study difficulties and to set and monitor targets.

NB When a student falls into more than one of these categories the Progress Director will ensure that there is good communication between all adults involved, that only one set of targets is agreed and that they are monitored by all concerned with the student's pastoral care.

Counsellor

Students who are causing concern can be invited to speak to the school counsellor. Students can also refer themselves to the Counsellor. The Counsellor is often able to help students come to terms with difficulties which are affecting their behaviour and achievement in school. In addition where it is judged appropriate, a student may be offered anger management counselling and or sessions in improving self-esteem.

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Outside agencies

The Head of School may sometimes make the judgement to involve outside agencies. This will be dependent on the availability of such resources.

Exclusions

Fixed-term exclusions from school

Fixed-term exclusions are used either for serious misdemeanours or when other avenues have been explored, or as a result of a serious incident. Serious incidents which may merit a fixed term-exclusion would be, for example:

- refusing to accept the authority of staff/Governing Body
- fighting or aggressive behaviour
- making serious threats to pupils in or out of school
- incitement to serious misbehaviour
- promoting knife culture
- theft
- racist abuse or behaviour
- sexual harassment
- bullying – serious verbal and physical intimidation, cyber bullying
- smoking on the school premises or in school uniform to and from school
- solvent abuse
- accessing pornographic websites, racist websites or websites promoting violence
- bringing pornography onto site/handling pornography on site
- undermining the morals of other students
- colluding with bringing people to the school gate or onto site

Only the Headteacher or the Head of School has the power to exclude a student. No student may be given fixed term exclusions totalling over 45 days in one academic year. All exclusions are notified to the Local Authority. Any single exclusion of fifteen days or over has to be considered by a committee of Governing Body.

Permanent exclusion

The Permanent Exclusion of a pupil is always a very painful time for the student and family as well as for the school and the classmates of the student. However, the Headteacher always has to bear in mind his duty of care to the other students in the school. A student would only be excluded permanently from the school as a result of a very serious incident or as a result of a history of disruptive behaviour, when all other avenues have been explored and been unsuccessful. The school is proud of its record of a low rate of permanent exclusions.

Serious incidents which merit permanent exclusion include:-

- serious actual or threatened violence against another student or member of staff
- sexual abuse
- persistent and malicious disruptive behaviour including open defiance or refusal to conform with agreed school policies on, for example, discipline or dress code
- serious theft or any theft on more than one occasion
- repeated bullying
- repetition of other behaviour which has already merited a fixed term exclusion
- consuming or bringing alcohol on to the school premises with the intention of doing so, or coming into school having consumed alcohol
- behaviour which shows the student to be beyond the control of the Headteacher

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- possessing, handling, supplying or offering to supply a controlled drug or substances purporting to be a controlled drug on or near the school premises
- being under the influence of a controlled drug
- bringing weapons into school
- engaging in any other activity which is unlawful

The Governing Body, while recognising the ultimate discretion of the Headteacher, wish it to be known that they deem the last three offences to be of the utmost seriousness and would anticipate a permanent exclusion.

Revised guidance on exclusion appeals has been issued by the DCFS to LAs. This makes it clear that the Secretary of State would not normally regard reinstatement as appropriate for a pupil who has been permanently excluded for the first four of the above reasons. It also makes it clear that where a head has excluded a pupil, in line with an explicit discipline policy, the appeal panel should not normally direct reinstatement.

All permanent exclusions have to be ratified by the Governing Body. In addition, parents have the right to appeal to an independent panel.

It should be noted that the Governing Body encourages the Headteacher to notify the police and if appropriate press charges if a criminal offence has been committed while students are under the jurisdiction of the school.

Student Documentation

Parents/carers are advised that documentation on students is held securely by the School in both paper and digital format. The School is registered under the Data Protection Act (1998).

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