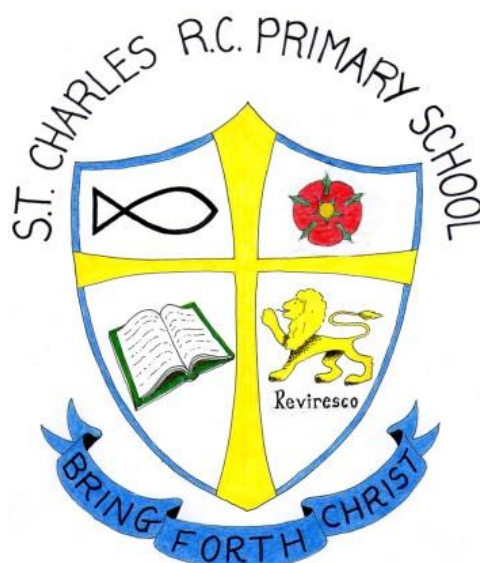


ST CHARLES' RC PRIMARY SCHOOL

BEHAVIOUR POLICY



"Bring Forth Christ"

Created: February 2020

Updated: January 2022

By: Mr Patrick Kennedy and all staff

Approved by
Governors: March 2020

The Head teacher is responsible for monitoring this policy

<u>Signatures</u>	
Chair of Governors:	
Date:	
Head teacher:	
Date:	
Review Date:	March 2023

This policy will apply to the majority of pupils however, at times the actions and consequences may be differentiated depending on the individual needs and background of the pupil.

MISSION STATEMENT “Bring Forth Christ”

1 The Key Principles of Behaviour Management - Statement of Principles

St. Charles’ RCP School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions which support staff and learners.

When talking about discipline, we refer to it as a noun and not a verb. As a noun, discipline is to teach, educate, instruct. At the heart of this policy is the need to educate our children as to how they should be behaving to prepare them for life.

1. Being Inclusive

- a) Some individuals need more support than others in learning to respect the rights of others and to meet the school’s expectations of behaviour;
- b) Some of our children, for some or all of the time, will need more of our attention and support than others;
- c) We have a responsibility to teach social behaviour to all children;
- d) We should be clear with staff, pupils, parents and governors about which expectations are non-negotiable (such as those relating to violent or other unsafe behaviour);
- e) All pupils have the right to be educated no matter how challenging their behaviour;
- f) Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

2. Being Positive

- a) Parents/carers and pupils need to be as fully involved as possible;
- b) We should have high expectations of what is acceptable behaviour in our children and within the wider community and should seek to raise those expectations in partnership with staff, governors, pupils and parents/carers;
- c) If we want our pupils to behave in a particular way, we (all members of our school community) are responsible for making it clear to them how we want them to behave and actively ensure this is enforced around school.
- d) We should recognise acceptable behaviour through positive enforcement;
- e) We should provide pupils with honest and sensitive feedback on their own learning and behaviour.

3. Being Assertive

- a) We believe we all have rights - teachers have the right to teach, pupils have the right to learn;
- b) Pupils and staff have the right to feel safe in school;
- c) Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school;
- d) Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

2 Aims of the Behaviour Policy

- To support the educational and other aims of the school
- To contribute to the school mission statement
- To ensure the conduct of all members of the school community is consistent with the values of the school;
- To create a safe, predictable working environment in which all children can learn positive social behaviour.

Our School values are Determination, Friendship, Good Manners, Respect and Responsibility. These values are embedded into everything we do at St. Charles' RCP School and all the conversations we have with children around their behaviour and our expectations.

Everyone in the school has rights and responsibilities. To help protect our rights and to encourage responsibility, we have basic rules for our school. The School values form the basis of whole school and classroom expectations and are expected to be seen across school by all members of our school community. It is important that these values and expectations are discussed and referred to as part of behaviour management strategies. In addition to these, children are encouraged to use the SWAT code (stop, walk away, tell an adult, talk about it).

3 Management of Behaviour

At St Charles' we aim to promote excellent behaviour in the classroom. To do this we use a number of different strategies. Much of what we do in the classroom is based around our whole school values.

All children are expected to show:

Determination and Responsibility in everything that they do.

Friendship, Good Manners and Respect towards everyone in our school family

We use the above to encourage appropriate behaviour in the classroom. These values are constantly shared with children to remind them of our expectations.

All staff aim to ensure that the structure of lessons are taught to ensure a consistent approach, seating plans are used strategically in the classroom to prevent any known issues from occurring. Members of staff also use a number of different ways of encouraging appropriate behaviours for optimum learning to take place and ways to engage pupils and maintain pace in lessons.

School Rules/Charters

We have a school charter and class charters. These link to our school values and the UN Convention on the Rights of the Child (UNCRC) to ensure that our pupils understand they have the right to feel safe and protected and the right to a good quality education.

Our School Charter

AT ST. CHARLES, CHILDREN HAVE THE RIGHT TO FEEL SAFE AND TO RECEIVE A HIGH-QUALITY EDUCATION.

To achieve this, all adults will:

- Be respectful to all members of our school community;
- Model and demonstrate the 5 school values in everything they do;
- Encourage you to reach your full potential in a happy, safe and nurturing environment.

To achieve this, all children will:

- Demonstrate the 5 school values consistently to their peers and adults by:
 - **RESPECTING** others and our environment through our actions and words;
 - Showing **DETERMINATION** even when things are tough;
 - Being a kind and caring **FRIEND**;
 - Using **GOOD MANNERS** inside and outside of the classroom;
 - Understanding that I am **RESPONSIBLE** for my own actions and that I can learn from my mistakes and to seek help if I need it.

These values are used throughout the school, are clearly displayed and are re-enforced regularly throughout the school day, including during assemblies and discussions with children.

CLASS CHARTERS

Each class will decide upon their own charter at the beginning of the school year linked to our 5 values. These are displayed and referred to at regular points.

“SHOW ME FIVE!”

This is used with all children across school to remind them to show our 5 school values. It is used to get children’s attention in class and around school. Members of staff will say, “Show me our five school values” followed by 5, 4, 3, 2, 1.” At the end, all children should be sat quietly and ready to listen to the instructions of the adult. Where they aren’t, a warning is given that “Some children aren’t showing [insert value]”



PRAISE. RECOGNISE. RESPOND.

We believe that praise is the most powerful form of improving children’s behaviour. Children are praised and rewarded for demonstrating our school values.

CLASSDOJO! REWARD SYSTEM

To support children in remembering the school values and rules, and to reward those children who are making good choices, we are using a software program called ClassDojo! This is used to encourage positive behaviour. Parents will be informed through alerts for positive behaviours awarded and messages, where required. Points are awarded by staff when they see children demonstrating our school values, in class or around school.

INDIVIDUAL CLASS REWARD SYSTEM

Some rewards are consistent across classes. These are:

- ✓ Pupils to receive verbal praise and recognition on a regular basis.
- ✓ Positive feedback will be given in marking.

However, there are different strategies used across classes to engage the children in their learning. Some of the different systems include:

- ✓ Stickers and stamps awarded on a daily basis.
- ✓ Raffle tickets awarded for children showing Determination in their work. Where used, they are collected daily in class and a prize awarded using a “lucky dip” system or Star of the Day. Class teacher will decide what is appropriate and communicate this to parents.

WHOLE SCHOOL REWARD SYSTEMS

- ✓ One pupil will be awarded a certificate for demonstrating our values in gathering held on a Friday afternoon.
- ✓ Welfare staff to award dojos to children displaying our school values.
- ✓ Children who are trying really hard to demonstrate our school values can be awarded a special certificate from the Acting Head teacher at any point during the week to recognise the effort they are putting in.
- ✓ One class in EYFS/KS1 and one class in KS2 will be awarded 15 minutes extra playtime each week for going above and beyond around school. Any member of staff can give points to a class who they see demonstrating our school values around school. This could include them sitting in assembly quietly, lining up after

breaktime, all playing nicely on the yard or moving around school quietly and sensibly.

VALUES BOARDS

To promote the work we do in school educating our children how to show and live our values, we use values boards in class. These are used to promote a specific behaviour we want to see linked to the 'Value of the Week'. The 'Value of the Week' will be launched every Monday in assembly and then classes will discuss how they can demonstrate this value.

The values board is not intended to shower praise on the individual but to highlight the fact that every child can demonstrate each value. It is also a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. We aim to pursue the behaviour we want by chasing it hard and reinforcing it enthusiastically. The values board aims to foster a positive interdependence in the classroom but there is no prize, no material reward. At the end of the day/week, the aim is for every child to have their name on the board.

MANAGEMENT OF INAPPROPRIATE BEHAVIOUR

Where behaviour in a classroom isn't up to the expected standard, a stepped approach to dealing with it is applied. At the heart of managing inappropriate behaviour is the understanding that the child is trying to communicate something to the adults in school. This could be linked to an incident at home which has affected them, trauma or an Adverse Childhood Experience (ACE) they have difficulty trying to process or the fact they simply can't communicate verbally what is upsetting them and they are using their physical behaviour to do this. None of these are an excuse but are important to bear in mind when managing inappropriate behaviour.

When dealing with inappropriate behaviour, positive communication is key. Positive communication is built up over time with the relationships we develop with the children. Their ability to trust staff to do what's right and to treat them fairly will help children engage when their behaviour is not up to standard.

STAGE 1 - A MEMBER OF STAFF TO MANAGE THE SITUATION (CLASS TEACHER/SUPPORT/WELFARE STAFF)

Step 1 - REMINDER

A reminder is given to the child about how their current behaviour isn't demonstrating our 5 school values. This message is delivered discretely, if possible, to a child. If deemed appropriate, repeat reminders are given so that the behaviour doesn't escalate. Where needed, it is moved to Step 2.

Step 2 - CAUTION (SIMILAR TO AMBER ON THE TRAFFIC LIGHTS)

If the reminder step isn't working, a clear verbal caution is delivered discretely, if possible, to make the student aware of their behaviour and clearly outlining the consequences if they continue (breaktime reflection). Staff will use phrases like "Think carefully about your next step" in order to encourage the child to rectify their behaviour.

Step 3 - LAST CHANCE (SIMILAR TO RED ON THE TRAFFIC LIGHTS)

The student will, again, be spoken to privately and told that at the minute, they are having some reflection time unless they make a positive choice and their behaviour improves. Staff will then make a decision at the end of the lesson whether the behaviour has improved or not. If it hasn't, then the child will move to Step 4.

Step 4 - REFLECTION (breaktime or may be completed at home??)

This is a few minutes the child reflects on the negative behaviours they have demonstrated during the lesson and identifies what they will need to do differently next time. They will be guided to reflect on their behaviour linked to our school values through question prompts on a reflection sheet. The answers will be discussed at the 'Repair' stage

Step 5 - REPAIR/FIX (RESTORATIVE MEETING - SEE BELOW)

This step will take place after breaktime/lunchtime or before school the following day. The child returns to the member of staff who issued them with the reflection sheet and works through the comments they've made. If the child needs to reflect again as their comments aren't relevant, then this happens under the direction of the member of staff so that the child fully understands why their behaviour wasn't up to the expected standard. If it is becoming a regular occurrence, the class teacher

may decide to share the reflection sheet with parents through Dojo so they are aware of how their child's behaviour is not at the expected standard. Where the child is regularly at this step, weekly summaries are posted on CPOMS (or sooner if appropriate **and ABC charts are started to try to identify if there are any triggers to inappropriate behaviour.**

STAGE 2 - REFER AND DISCUSS STRATEGIES TO BE IMPLEMENTED WITH AHT/SLT/PASTORAL LEAD/SENDCO

Where incidents are regularly logged at Stage 1, class teachers can highlight these at a staff meeting, or sooner, and request a meeting with the AHT/SLT/Pastoral Lead/SENDCo to discuss individual children and their behaviour. Through monitoring of CPOMS logs, a meeting with an individual teacher might also be requested.

At Stage 2, a decision will be made whether to implement a behaviour support plan (PBP), completion of an ABC chart to help identify triggers or a completion of a cause for concern form if felt there might be a need for SENDCo involvement. This will then be monitored and reviewed on a weekly basis.

Where children are being discussed at Stage 2, parents are to be informed by the class teacher that there are some concerns around behaviour and that we are monitoring. Regular updates will be provided to the parents by the class teacher, or AHT/Pastoral Lead/SENDCo if required.

STAGE 3 - DIRECT AHT INVOLVEMENT AND OUTSIDE AGENCY SUPPORT

When a child moves to Stage 3, an initial meeting will be held with AHT, class teacher and parents to discuss next steps. This will then be followed by daily monitoring by the AHT and regular meetings with parents and class teacher. Where appropriate, referrals into outside agencies for support will be made. Internal/ External exclusions will be used if required.

HIGH LEVEL INCIDENTS TO BYPASS THIS STRUCTURE AND TO BE DEALT WITH PROMPTLY BY A MEMBER OF SLT AT STAGE 2 OR 3

These include, but are not limited to:

- Fighting
- Swearing
- Throwing things
- Threats/aggression towards pupils/staff

RESTORATIVE MEETINGS

A restorative conversation is more than a process or a set of questions. In order to make restorative conversations effective, the behaviour of the adult is key. These conversations should take place in a neutral setting where the adult and child are sat or walking side by side. Where this is not possible, every effort should be made to put the child at ease. The more relaxed they are, the more they will open up and be receptive to the conversation.

The following restorative questions are recommended to be used when discussing an incident with children:

1. What happened?
2. What were you thinking at the time?
3. How did this make people feel?
4. What should we do to put things right?
5. How can we do things differently in the future?

COVID-19 PROTOCOLS

Where a pupil fails to follow COVID-19 protocols after being reminded (e.g. refusing to wash hands, not maintaining social distance where appropriate etc.) and is deemed unsafe to be in school, then a meeting will be arranged with the child's parents initially. If the child continues to break covid-19 protocols then a fixed-term exclusion will be initiated.

When following the steps outlined to manage inappropriate behaviour, staff members should ensure that conversations with children are carried out side by side at a safe distance rather than face to face in order to minimise the risk of the virus spreading.

POSITIVE BEHAVIOUR PLANS

Where a child is moved to Stage 2, a Positive Behaviour Plan may be created to help understand and put steps in place to improve a child's behaviour. A Positive Behaviour Plan provides staff in school with a step by step guide to making sure the child not only has access to all aspects of school life but also enables staff to identify when they need to intervene to prevent an episode of challenging behaviour. A Positive Behaviour Plan contains a range of strategies which not only focus on the challenging behaviour(s) but also include ways to ensure the person has access to things that are important to them. Positive Behaviour Plans include a reward for displaying positive behaviour alongside a list of Likes, Triggers, Dos and Don'ts, Low and High Level Behaviours and strategies to deal with them.

EXCLUSION

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the Governing Body (or discipline committee) about exclusion and the Governing Body must review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where a Governing Body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal

duty to do so). A reintegration meeting with the Headteacher, the child and parents will be held before the child returns to class and a Positive Behaviour Plan drawn up, if deemed necessary.

Where a child's behaviour is at this level, contact will be made with the local Inclusion Hub to discuss options available, which could include temporary reset placement at a local primary school or a multi-agency assessment being carried out.

SANCTIONS - CONDUCT OUTSIDE THE SCHOOL GATES

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

In response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, the same consequences will apply as if the pupil was in school.

The teacher may discipline for any misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform; or
- in some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- pose a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

4 Preventing Bullying

We aim to make St Charles Primary School a safe and happy place to work. Bullying, in any form and by any person, will not be tolerated in school. Both the schools commitment to the 'Rights and Responsibilities' and the 'School Rules' stated above support this philosophy. Claims of bullying will be listened to earnestly and action will be taken in line with the school behaviour sanctions. Bullying behaviour is viewed seriously and is dealt with promptly. There is no such thing as acceptable bullying.

WHAT IS BULLYING?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

PREVENTION

All staff involved in the education and/or supervision of children will be made aware of the issue of bullying and the need to apply the schools policy of zero-tolerance consistently when episodes of bullying are witnessed or reported. Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.

In addition the issue of bullying will be raised with pupils at a number of levels including:

- At whole school level - through assemblies and acts of worship when children will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place. This issue will be raised regularly when the whole school will be informed of the progress of the anti-bullying policy and any changes which may be introduced.
- Through an annual involvement in Anti-Bullying Week (late November), with various awareness raising activities, including; guests in school, competitions, newsletter and published materials for families and a review and update of the school's Anti-Bullying Charter.
- At classroom level - during circle time, PHSE and RE.
- At individual level - children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance.
- Children who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents.
- Children will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.
- Parents who believe their children are the victims of bullying should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.
- Similarly if parents believe their child is bullying others, this information should be shared with school so that the problem can be addressed and a plan agreed to prevent further incidents and the bullying child helped to change their behaviour.
- If deemed appropriate any child who is found to be bullying other children in school will be supported with an Positive Behaviour Plan. The plan (PBP) clearly identifies the specific behaviours which are causing concern (ie. Bullying others), clear targets and expectations for behaviour and a series of stepped consequences which will be implemented if the targets are not met. These plans are tailored to meet the needs of children at different points in their school career.

In order to help children learn and develop appropriate responses to others, all staff at all times will treat each other (and children, parents and carers) with courtesy and respect and will model appropriate and acceptable behaviour.

The Equality Act 2010 requires public bodies to have due regard to the need to: Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are now required to comply with the Equality Act. The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

5 Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item although if it is reasonable to do so, it will be returned to parents.
2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers

- f. Pornographic images
- g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

6 Power to use Reasonable Force

What is reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions that may be used by teachers that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) Schools generally use force to control pupils and to restrain them.
 - 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
 - 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 5) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes - to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Further information is contained in the ‘Managing Violence and Aggression by Children and Young People in Schools’ and ‘Care and Control of Pupils’ policy.

7 Roles and Responsibilities

The Governing Body is responsible for setting general principles that inform the behaviour policy. The Governing Body will consult the Headteacher, school staff, parents and pupils when developing these principles. The Governing Body is aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The Headteacher is responsible for developing the behaviour policy in the context of this framework and decides the standard of behaviour expected of pupils at the school; how that standard will be achieved; the school rules; any disciplinary penalties for breaking the rules and rewards for good behaviour.

The behaviour policy includes measures to prevent all forms of bullying among pupils.

Teachers, teaching assistants and other adults with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other adults with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

St Charles RCP School asks parents to annually sign a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction. The local authority may also prosecute a parent who fails to ensure their child’s regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). Parents must also ensure that their child attends the suitable full time education establishment provided by the school Governing Body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

Where allegations are made against staff, this will be dealt with inline with Part 4 of Keeping Children Safe in Education 2019. As an employer, school has a duty of care to its employees and will act to manage and minimise the stress inherent in the allegations process and support for the individual is vital to fulfilling this duty.

8 School Support Systems

For those pupils and their families who show consistently disruptive behaviour and do not respond to the usual range of rewards and sanctions in place, there are systems in place to support them.

In the first instance the Headteacher will meet with parents to and may begin a Positive Behaviour Plan which will be reviewed on a weekly basis. This sets out the strategies which will be put in place to support the pupil and or the family where necessary.

At this stage, external support services may also be called upon. In addition to our own school support we also have the option to utilise the SEN/Inclusion services at Lancashire CC and/ or alternative provision. This may also include support for parents. School will also consider whether the behaviour might be the result of unmet needs, in which case a multi- agency assessment will be considered.

As a school we have a duty to consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy will be consulted.

Our Governing body (with regard to relevant statutory guidance) has the power to direct a pupil off-site for education to improve his/her behaviour.

9 Consultation, monitoring and evaluation

The SLT, relevant members of the staff team and governors have been involved in approving this revised policy. The Headteacher together with SLT and governors will continue to monitor and evaluate this policy, which will be reviewed in the Spring Term 2021. This policy will be placed on the school's website following approval - www.st-charles.lancs.sch.uk