



**St Edward's Catholic First School**  
Parsonage Lane, Windsor SL4 5EN  
Head Teacher : Mrs Sarah Matthews  
Telephone : 01753 860607  
Fax : 01753 869107  
[office@secfs.org.uk](mailto:office@secfs.org.uk)  
[www.stedwardsatholicfirstschool.co.uk](http://www.stedwardsatholicfirstschool.co.uk)

### Pending governing Body ratification

## **Behaviour & Bullying Management Policy**

At St. Edward's we believe that all pupils should feel that they are valued members of the school and that all members of the school community have the right to be treated with courtesy and respect. Children's behaviour is likely to be better if:

- Their work is valued and plenty of praise and encouragement are given
- All staff and on-site adults lead by example; set high standards by their attitude, manner and approach to each other and to the children.

This policy aims to engender acceptable forms of social behaviour by pupils. This will be achieved by developing social responsibility and caring personal relationships. Children will be encouraged to develop skills of self-discipline, respect for themselves and each other and an awareness of their actions in relation to their local environment. To further this aim, staff will encourage consistent, positive, sensible and sensitive standards of behaviour.

In accordance with the values expressed in the school's mission statement all children are special and should be valued as such.

Pupils' positive achievements and successes will be shared and celebrated. We believe that emphasis should be put on rewards as children respond and behave better in a positive environment. There will be clear sanctions for unacceptable behaviour which will be understood by parents and children.

Class rules will be established throughout the school and be on display in each room. These will be based on the following expectations.

### **We expect our pupils to:-**

- ❖ be thoughtful, kind, considerate and listen to others
- ❖ have respect for each other and all adults whatever their age, race, creed or disability
- ❖ be polite and use manners in appropriate situations
- ❖ be aware that comments and behaviour can be hurtful to others
- ❖ be able to give a point of view in a polite and positive way
- ❖ be truthful and honest
- ❖ take a pride in themselves and their work

- ❖ always try their best
- ❖ conduct themselves around the school quietly and sensibly
- ❖ share and take care of resources

**Staff will:-**

- ❖ show the above standards of behaviour and lead by example
- ❖ praise children whenever appropriate
- ❖ actively reward positive behaviour
- ❖ be sensitive to pupils' needs
- ❖ assist children in taking responsibilities for their actions
- ❖ try to establish the child's point of view and offer support to resolve a situation.

**We ask parents to:-**

- ❖ support us to implement the policy
- ❖ help us in establishing a positive atmosphere, sharing and celebrating in the praise of pupils' behaviour and achievement
- ❖ support us when sanctions have been applied and talk them through incidences with their child to help improve behaviour
- ❖ discuss with us any concerns and anxieties about their child's behaviour

**Rewarding Positive Achievement**

To establish a positive atmosphere with good behaviour so children have a better chance to learn successfully pupils will be rewarded whenever possible and/or appropriate. Children will be encouraged and motivated in the following ways:-

- ❖ be given verbal praise
- ❖ be awarded the Mission Model sticker at Gospel Assembly
- ❖ move up the class ladder of consequences
- ❖ receive positive comments or verbal feedback about written work
- ❖ be encouraged to give and receive praise from their peers
- ❖ stickers
- ❖ sent to the head to show work or for recognition
- ❖ Head teacher's Award given at Friday Assembly and recorded in Golden Book
- ❖ awarded house points

**Definition of Unacceptable Behaviour**

At St. Edward's School the following behaviour has been recognised as totally opposed to our Mission Statement and is always deemed unacceptable:

- ❖ kicking, spitting or biting in any circumstances
- ❖ unprovoked physical attacks on a child or adult
- ❖ swearing or the use of aggressive, racist or bad language
- ❖ defiance of an instruction given by an adult

- ❖ deliberate damage to school property or the property of others
- ❖ taking other people's property without permission
- ❖ lying

It is behaviours such as these which, after consultation with parents, may result in exclusion, but this is not an exhaustive or an exclusive list.

### **Guidelines on Procedures Following Unacceptable Behaviour**

If a child consistently behaves in an unacceptable manner the following steps will usually be taken:- \*

- ❖ On the first occasion a 'formal' warning to be given by the class teacher or other member of staff, reported to teacher and recorded in the Yellow Folder.
- ❖ On the second occasion the child will be sent to the Key Stage Manager or Deputy Headteacher.
- ❖ On the third occasion the child will be sent to the Headteacher.
- ❖ On the fourth occasion the Head will invite the child's parents to discuss the problems.

\*Depending on the severity of the incident, one or more of these steps may be bypassed.

Physically violent behaviour could potentially lead to an exclusion. If a child persistently misbehaves the Headteacher will invite the child's parents/carers in to discuss the problem. It may be necessary to seek help from outside support agencies for advice when dealing with particular pupil problems, but they will only have contact with the child after a parent has given permission. Such agencies may include:-

- ❖ EP (Educational Psychologist)
- ❖ The School and Family Support Team
- ❖ Drama Therapist
- ❖ BST
- ❖ CAMHS

These procedures interrelate with the SEN policy with behaviour IEP (individual education plan) targets or individual behaviour management plans that will be set up in discussion with parents. The SENDCo (Special Educational Needs Co-Ordinator) will also advise and help to set up appropriate targets and behaviour plans if necessary.

### **Exclusions**

The above policy ensures that we can deal with unacceptable behaviour and enables the child to improve their responses in school. In the event that a child's behaviour presents a severe risk to the safety and wellbeing of themselves, staff or other children, it may be necessary to exclude the child for a fixed term or permanently. The parent will always be informed in writing, but initially the school will endeavour to discuss the situation with the parents. Parents are entitled to make representation about their child's exclusion. If they are still not satisfied after this they have the right of appeal to the Local Authority independent appeals panel. On the rare occasion of a pupil

being permanently excluded from school, the school will inform the Local Authority and discuss future Education Plans with the family.

### **Bullying - Honesty Policy**

The school defines and recognises bullying as:

- ❖ deliberate hurtful behaviour which may be repeated over a period of time
- ❖ unacceptable behaviour that is physical, verbal or indirect
- ❖ behaviour that makes a child feel distressed, uncomfortable and isolated because it is difficult for them to cope with the situation.

To address bullying behaviour the school intends to:

- ❖ create an environment which promotes **honesty** so that children are able/should tell the truth
- ❖ establish the truth so children can identify their own part in the incident
- ❖ discuss all issues of the incident, individually and/or as a group
- ❖ establish what is unacceptable behaviour and encourage the child to recognise this and the consequences their behaviour has caused
- ❖ give children confidence that they are being listened to and their opinion has been valued
- ❖ discuss with the children involved how to prevent a re-occurrence of the behaviour
- ❖ celebrate and praise progress

#### **Discussions with children will include;**

- ❖ suggestions and opinions about what they are going to do individually and/or as a group to improve the situation
- ❖ establish targets for children to focus on over an agreed period of time e.g. a week (targets could be set individually, on a one to one basis, or agreed in a group situation)
- ❖ ensure that children have had all the opportunities to have their voice heard, say what they need to agree that sanctions are fair
- ❖ after an agreed period of time further discussion will take place to establish if targets have been met.

The Headteacher should be fully informed of any incidents being dealt with and occurrences recorded in the Yellow class behaviour file and on CPOMS.

Each class will have a Yellow behaviour file for recording sanctions and behaviour incidents. Children have an individual record sheet which allows staff to track patterns of repeated behaviour. These will be passed from one class teacher to another.

Parents should be fully informed of any serious incidents and have the opportunity to discuss the sanction and/or targets involved.

All staff should be aware of where bullying incidents in the school are more likely to occur i.e. toilets/cloakrooms, more isolated areas of the playground.

Children should be aware that their concerns will be listened to and that they can talk to any member of staff if they have worries.

### **Physical Restraint**

Physical restraint of a pupil will only be taken as a last resort and as part of a total management plan and would only be used to:

- ❖ prevent child putting himself at risk
- ❖ prevent child hurting other children
- ❖ prevent child risk of injury from property

The intention of physical contact by an adult is to protect the child and other children and not to inflict pain or punish the child.

Procedures taken will follow current LA physical restraint guidelines. Any child being physically restrained should be held by 'long bone body areas' and not joints. All such incidents should be documented and an incident form completed.

The Behaviour Policies inter-relate with the Education for Personal Relationship Policies.

<b>Reviewed:</b>	Head Teacher	September 2024
<b>Approved:</b>	FGB	Pending approval
<b>Ratified:</b>	FGB	Pending ratification
<b>Review frequency</b>	2 Years	