



Discipline and Behaviour Policy

This policy has been written with the support of the wider school community and it is implemented with due regard to the school’s mission statement.

‘Inspire, challenge and support all through faith.’

and with the

Children’s Mission Statement

‘Into your hands, Lord, we put each day, all that we do, and all that we say.’

- Governors are kept informed of pertinent legislation changes and ISI updates through the Curriculum sub-Committee reports.
- Staff are kept informed of pertinent legislation changes and ISI updates during weekly briefing.

Version Control	
Governor Co-ordination:	Curriculum Committee
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See also - Health & Safety Policy; Equal Opportunities policy	



Runnymede St Edward's School: Mission Statement

'Inspire, Challenge, Support through Faith'

Children's Mission:

Into your hands Lord, we put each day
all that we do and all that we say

Child Protection Statement:

Runnymede St Edward's School is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

Runnymede St Edward's School follows guidelines laid down by the **Liverpool Safeguarding Children Board** (LSCB: www.liverpoolscb.org 2015) and **Keeping Children Safe in Education** (www.gov.uk 2015)

School Aims:

Faith

To encourage and foster the spiritual growth of all and to make prayer an integral and enjoyable experience in our daily life.

Individual Opportunities for Learning and Growth

To provide experiences that broaden, enrich and extend the skills, talents and values of each member of the school community. We are an inclusive school and pupils with additional needs or for whom English is an additional Language are fully supported to enable them to achieve their potential.

Relationships

To provide a safe, caring and welcoming environment within which all are treated with respect, courtesy and kindness. Runnymede St Edward's School upholds British values and encourages respect for all.

School and Wider Community

To foster a spirit of co-operation and friendship between home, school and the wider community.

Runnymede St Edward's School is built on the tradition of our founders, the Congregation of Christian Brothers. Based on their vision, Runnymede is a place in which individuals can develop fully, contributing as happy and caring members of a school community. Children's unique talents are valued, and they learn to live as well-mannered, self-disciplined and confident individuals.

For a detailed School Mission Statement please refer to the Mission Statement page of our website



3. Behaviour and Discipline
 - Staff and pupils need to understand 'searching pupils' policy
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Introduction

- 1.1.** In order to fulfil these aims it is necessary to have clear guidelines within a Behaviour Policy. The school is under a duty to produce and maintain this discipline and behaviour policy by s.89 Education and Inspections Act 2006 and the Independent Schools Standards Regulations 2010.
- 1.2.** In addition to setting out rewards and sanctions, behaviour strategy and the teaching of good behaviour the school recognises its responsibilities in relation to:
 - 1.2.1.** Duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils;
 - 1.2.2.** Support systems for pupils;
 - 1.2.3.** Liaison with parents and other agencies;
 - 1.2.4.** Managing pupils' transitions
 - 1.2.5.** Disciplinary action against pupils who are found to have made malicious accusations against staff.
- 1.3.** This policy applies equally to the EYFS and the before and after school provision.
- 1.4.** The policy has regard to DfE Guidance 2011 Behaviour and Discipline in Schools and the school's duties under the Equality Act 2010.

2. Philosophy

- 2.1.** Good behaviour is a vital part of school life.
- 2.2.** Runnymede aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards.
- 2.3.** We believe that good relations, good manners, trust, a secure learning environment and the sense of mutual respect expressed in our mission statement, are essential elements in fostering good behaviour for all in the Runnymede community.
- 2.4.** Effective reinforcement of good behaviour will have a positive impact on the quality of relationships and learning which takes place in our school.
- 2.5.** We do not believe in corporal punishment nor threatening behaviour towards children.

3. Aims

- 3.1.** Runnymede St Edward's School community of Governors, staff, pupils and parents aim to work in partnership to promote expectations of positive behaviour.
- 3.2.** Runnymede staff are committed to excellence, aiming to achieve a spirit of trust and cooperation.
- 3.3.** The Runnymede community expects the highest standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.
- 3.4.** Fostering an environment of mutual respect, pupils are expected to treat each other and staff with consideration and good manners and to respond positively to the opportunities and demands of school life.
- 3.5.** Everyone has the right to feel secure and treated with respect. Bullying will not be tolerated. Our Anti-bullying policy supports this.



- 3.6.** Runnymede is committed to promoting equal opportunities for all, regardless of race, gender, disability, age, sexual orientation, and religion or beliefs. Our School policies of Equal Opportunity and Early Years Equal Opportunity support this.

Our school rules:

1. **Before School** – Pupils meet on the playground after 8:30 when the gates open. No access to school is allowed except for chorister who have morning rehearsal.
2. **Stairs and corridors**- Pupils to walk quietly and sensibly keeping to the left hand side
3. **Appearance**- Correct school uniform to be worn at all times School tracksuits can be worn on PE and Games days. Pupils should be neat and tidy during the day.
4. **Playground** – Pupils should remain on the playground during break times and after lunch. No child should leave the playground under any circumstances without permission of the person on duty.
5. **Behaviour** – Pupils should show respect for each other and their school environment.
6. **Hairstyles** – Girls’ hair must be of conventional styles, tidy and clear of the face. Hair, which covers the blouse collar, must be tied back with purple or black bands/ribbons. Peculiar or bizarre styles are unacceptable (these include bleached, dyed, tinted or highlighted hair – but this list is not exhaustive). Gel and similar substances are not allowed. Boys’ hair must be of a conventional style, tidy and clear of the face and shirt collar. Peculiar or bizarre styles are unacceptable (these include bleached, dyed, tinted or highlighted, closely cropped and lines or patterns into the hair – this list is not exhaustive). Gel and similar substances are not allowed.
7. **St Edward’s College** – No pupil is allowed into St Edward’s College without permission. Runnymede pupils are not allowed to use St Edward’s College vending machines at any time.
8. **Uniform** – Correct uniform must be worn at ALL times. Pupils should travel to and from school in correct school uniform. Normally, school uniform should be worn for away-from-school activities.
9. **Litter** – Pupils should learn to be litter-conscious, all litter is to be placed in the waste paper baskets.

Code of Conduct

4. In order to promote excellent behaviour the staff at Runnymede will:

- 4.1. Know and respect the children as individuals
- 4.2. Treat all children fairly and justly.
- 4.3. Take time to listen and support our pupils at all times.
- 4.4. Encourage constructive suggestions from pupils, by way of the School Council (Y1 to Y6) who meet with the Headteacher on a regular basis.
- 4.5. Be positive by praising and rewarding children for good work and behaviour.
- 4.6. Use rewards and sanctions in a fair and consistent way.
- 4.7. Follow the school procedures for dealing with behaviour issues.
- 4.8. Involve and consult parents in the management of their child’s behaviour where appropriate.
- 4.9. Maintain high standards of behaviour through implementation of this policy.
- 4.10. Celebrate effort, hard work and personal achievement of all pupils.
- 4.11. Deal with negativity in a sensitive and tactful way.

5. In order to promote excellent behaviour the children at Runnymede will:

- 5.1. Be ready to learn and participate in school activities
- 5.2. Learn to take responsibility for their own learning



- 5.3. Cooperate and work hard
- 5.4. Follow the school code of conduct.
- 5.5. Raise issues through the school council.
- 5.6. Behave at all times in a way that reflects the best interests of the Runnymede community.

6. In order to promote excellent behaviour the parents at Runnymede will:

- 6.1. Support the school community in achieving its aims for its pupils
- 6.2. Support the school's values in matters such as attendance, punctuality, uniform and appearance, standards of academic work, extra curricular activities.
- 6.3. Support our Code of Conduct and Behaviour Policy.
- 6.4. Share concerns about their child's well being and education.
- 6.5. Attend parents' evenings and discussions about their child's progress.
- 6.6. Support their child with homework and other opportunities for learning.

7. Procedures and Responsibilities

- 7.1. We all have responsibility for setting and maintaining high standards of behaviour. Positive implementation of this policy and the school code of conduct in the classroom will affect how children move around the school and play at all times.
- 7.2. The Head Teacher and assigned SMT member are responsible for behaviour management issues and are available to give guidance to staff when appropriate. (In the event that the Head Teacher or assigned SMT member are not available then another member of the SMT needs to be informed.)
- 7.3. A serious incident of unacceptable behaviour or a series of less serious incidents should be reported to the assigned member of the SMT.
- 7.4. If the incident is thought to be very serious then the Head teacher will be informed immediately.
- 7.5. It is our policy to inform parents of any serious incident and to invite parents into school to discuss the matter further.
- 7.6. A record of sanctions for serious behaviour (pupils' name, nature, date of offence, sanction imposed) will be kept in the headteacher's office.



8. Unacceptable behaviour

8.1. Unacceptable behaviour may include (but may not be limited to):

- 8.1.1. Fighting / rough play
- 8.1.2. Arguing with peers
- 8.1.3. Name calling
- 8.1.4. Disobedience
- 8.1.5. Not respecting equipment
- 8.1.6. Not respecting environment
- 8.1.7. Off-task
- 8.1.8. Calling out
- 8.1.9. Continuous chatting
- 8.1.10. Not completing work
- 8.1.11. Disrupting other work
- 8.1.12. Non-cooperation
- 8.1.13. Violence
- 8.1.14. Swearing
- 8.1.15. Spitting
- 8.1.16. Arguing with a member of staff
- 8.1.17. Bullying

9. Rewards

- 9.1. Class teachers have a range of reward systems in class to promote and praise good behaviour. To successfully manage and change poor behaviour we need to view each child individually and look to modify behaviour through structured support/targets.
- 9.2. The teacher will keep a behaviour book to monitor behaviour in and outside the classroom.
- 9.3. If a teacher feels that an incident is too serious or that there have been too many incidents in a short space of time, then a member of the SMT needs to be involved.
- 9.4. In KS2, achievable targets can be given as an incentive on a short term basis to help a child manage their own behaviour.
- 9.5. In the Early Years a home/school link book (in co-operation with the parents) can be used

10. Positive Rewards

10.1. We use the following rewards to encourage good work and behaviour:

- 10.1.1. Merit points from year 1 – year 6.
- 10.1.2. Top 3 to 5 children each week awarded with 'Raffle' ticket for Termly Raffle in class
- 10.1.3. Weekly assembly includes acknowledgement of certificate recipients
- 10.1.4. Certificates from the Head teacher for Academic Successes
- 10.1.5. Code of conduct certificate awarded in Assembly for the Code of Conduct focus in the previous week
- 10.1.6. RE certificate awarded at the end of each topic for good work in RE
- 10.1.7. House Captain / Vice-Captain positions in Y6
- 10.1.8. Head Boy and Head Girl / Deputy Head Boy and Deputy Head Girl in Y6
- 10.1.9. Sports Captains
- 10.1.10. Prefect positions in Y6



10.1.11. Membership of School Council Y1 – Y6

10.1.12. Responsible jobs

10.2. Rewards in the Classroom

10.2.1. We enjoy a high level of positive behaviour in our classrooms and teachers operate many different reward systems, appropriate to age:

10.2.2. House points/merits awarded by class teacher

10.2.3. 'Raffle' tickets awarded at the end of each week by class teacher and collected for each class. Draw to be completed at the end of each term for prizes.

10.2.4. Responsible jobs in class/monitors

10.2.5. Positive remarks and comments (for example for good work, effort or for showing kindness to others)

10.2.6. Choice of games to play in class

10.2.7. Stickers/stamps/certificates

10.2.8. Code of conduct certificate and Head teacher's certificate chosen by class teacher and made known to children

10.2.9. Good work shown to a parallel class teacher or other class or Head teacher

10.2.10. Praise and verbal acknowledgement

10.2.11. Weekly table prizes

11. Sanctions

11.1. Junior children can be brought in to see a member of the SMT for serious incidents

11.2. **Lunchtime supervisors keep a behaviour book** and report to the assigned SMT member each day to report any pastoral/discipline issues.

11.3. Early Years children may stand out for a maximum of 5 minutes to calm down and reflect on their behaviour or walk with the Lunchtime supervisor.

11.4. If appropriate a member of SMT will refer the matter to the Head teacher who will apply the necessary sanctions listed in this policy or in the School's Discipline Procedure.

11.5. When speaking to children the rule of thumb is: **Speak to a child as though their parents were there.**

12. Strategies and Sanctions may include

12.1. Verbal warning

12.2. Name on the board in KS2. (Name in the behaviour book)

12.3. EYFS and KS1 pupils to be removed temporarily from the situation but within class.

12.4. Lose part of playtime – internal exclusion (complete a task or quiet reading)

12.5. Class teacher may speak to parents informally at the end of the day or write in homework diary

12.6. Send to member of the SMT

12.7. Report Card kept and monitored by SMT member

12.8. Head teacher informed and involved, using aspects of the Discipline Policy as appropriate

12.9. Head teacher to speak to parents

12.10. Persistent bad behaviour reported to Governors



13. Staff training

- 13.1.** Staff to receive training (in-house or external) and are continuously supported by the SMT in matters concerning the promotion of good behaviour and the implementation of behaviour policies.
- 13.2.** This policy will be reviewed in line with the MES Policy.

14. Violence against staff

- 14.1.** The school will not tolerate verbal or physical harassment of staff, assault on members of staff or against family or associate of members of staff, either during or outside of working hours, which are a result of employment to work at the school.

15. Reasonable force- advice from DFE for schools

15.1 KEY POINTS

- (i) School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- (ii) Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- (iii) Senior school leaders should support their staff when they use this power.



15.2.1 What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) 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 student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, 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.
- (v) 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.

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. All incidences should be recorded on the serious incident proforma.

15.2.2 Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force¹.
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

15.2.3 When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) 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.
- (iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

15.3 Schools can use reasonable force to:

- remove disruptive children 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; and
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

¹ Section 93, Education and Inspections Act 2006



Schools cannot:

- use force as a punishment – **it is always unlawful to use force as a punishment.**

16.1 Searching pupils

School staff can search pupils with their consent for any item which is prohibited.

Headteachers and staff authorised by the Headteacher will search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item. Headteacher to consider staff training if member of staff requires it.

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause
- personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an
- item which may be searched for.

Staff authorised by the Headteacher are the Senior Management Team

17. What are the transition arrangements for children?

Staff at Runnymede St Edward's School work closely with our Pre-school and and local Pre-school providers. Any child whose special needs have already been identified, arrangement will be put into place to meet the child in their setting and to discuss their needs. Before a child joins our school we encourage visits by both pupils and parents to ensure that all adaptations to provision are in place on their first day. A special parents meeting is organised in July for EYFS and Juniors

Transition from class to class can be daunting for some pupils, particularly if they have special needs. As part of the transition process staff meet to discuss the needs of all the pupils and support that is required. They discuss the child's strengths and interests as well as their difficulties and review their progress. Where a child needs to adjust to their new environment, pupils make a series of visits in order for them to feel confident in their new surroundings, and with their teachers, classroom organisation and routines. We have a separate morning in July where current pupils and existing pupils spend the morning with their new teacher and classroom.

The transition to secondary school is often a worrying time for both pupils and their families. The school will support children and parents through the whole process from choosing the right school, to settling in during the first few weeks. Parent meetings are held in January Year 5 and September in Year 6 . A transition day for secondary schools takes place early in July. Both pupils and parents



will have a say in the way that they are supported in their transition. If your child has an EHC plan/Statement the process of transition will begin formally when we review provision and progress in Year 5, this allows adequate time for decisions to be made. Once you have made a decision about the best possible school for your child and been offered a place, you will be offered the opportunity to make additional visits and the SENCO will put a transition plan in place.

PSHEE time is given to support Year 6 to prepare for life in Secondary school.

