

**St Paul's Catholic Primary School**

*We journey together: loving learning; daring to discover; caring for all; with Jesus as our guide.*

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**Philosophy:**

At St Paul's, we believe that children are fundamentally good, and that everyone deserves an environment in which to be celebrated. The staff, parents and governors cultivate an environment of high expectations, where children are encouraged to achieve.

It is our vision that each child should be surrounded by a 'can-do' culture, where limits to potential are not self-imposed. Through creative, innovative teaching, differentiated to suit all learners from varied backgrounds, we inspire children to 'dream big'.

With our Catholic ethos underpinning all that we do, St Paul's is an inclusive school with a fully-involved, supportive community, which aims to nurture human wholeness of its pupils: we firmly believe we are here to educate the whole child.

St. Paul's Catholic Primary School is committed to promoting good behaviour in an atmosphere of mutual respect. The school community has values and expectations of itself that all who choose to be part of that community, be they child, parent or staff member, are expected to adhere to. The school community strives to follow the example set by our Lord Jesus Christ.

John 13:34 states:

“I give you a new commandment: love one another; just as I have loved you, you must also love one another.”

It is the responsibility of all in the school community to work to achieve this aim.

### **Values:**

We have four school values, which underpin our whole ethos, and we expect all members of the St Paul’s community to adhere to: to be responsible; to be independent; to be safe (and look out for the safety of others); and, finally, to treat others fairly, and ensure everyone is equal. These rules are summed up in our acronym:



**RESPONSIBLE**

**INDEPENDENT**

**SAFE**

**EQUAL**

By 'rising to reflect God’s image', we follow the teaching of our Lord Jesus Christ: “... always treat others as you would like them to treat you.”

As members of the school community, we strive to develop our relationship with God; in so doing, this should influence our relationships with one another. There are broad and generally well understood norms of behaviour which are relevant to all. Our community is built on several commonly-held values, which we believe are central to instil in our pupils. We firmly believe that the positive contribution of each child is necessary for the good of the school as an inclusive community.

The key principles of St Paul’s School are that:

- Every child:
  - has the right to hear good things about themselves, and both accept compliments and trust others: a positive system of praise and rewarding good behaviour reinforces a child’s sense of worth and helps them to acquire self-discipline.
  - has the right to learn in a happy, safe and secure environment so that they can strive for personal achievement and self-awareness.
- All members of the school community:
  - have the right to be trusted, treated fairly and respected as individuals.
  - should practise forgiveness and reconciliation.

## Responsibilities of Key Groups

Working in tandem with the Home-School Agreement, we understand that all key stakeholders have a vital role to play, in shaping the education of the children here at St Paul's.

### **Staff:**

All staff are trained in the ethos and implementation of the Behaviour and Discipline Policy, supporting the distinctive Catholic nature of the school. Encouraged at all times to lead by example, staff are trained to be self-aware and ask themselves: if I am disciplining these children, am I doing something wrong?

We expect staff to:

- Praise children for the positive behaviours they exhibit
- Encourage children and acknowledge positive actions
- Reward children, highlighting when the desired behaviour has been achieved
- Ensure all behavioural expectations are clearly communicated to all
- Ensure consequences for inappropriate behaviour are clearly and effectively communicated
- Ensure sanctions are fairly and consistently applied
- Respect colleagues, working together for the benefit of the children in their care, and the community as a whole. Where differences in opinion or approach exist, to seek to resolve these in a professional manner
- Respect the children, listen to them and speak to them in an appropriate manner
- Contact parents/carers with any concerns or problems affecting their child's work or behaviour, in a sensitive and timely manner: concerns will be communicated clearly
- In-line with St Paul's safeguarding policies, protect the children from emotional or physical harm
- Behave in a professional manner at all times, maintaining high standards of honesty and integrity in their work

With any situation that may occur, the adult nearest the incident will unpick the issue as soon as possible, without asking any leading questions. Staff know that every adult in school has an equal role when solving conflicts: children must be listened to, and action must be taken. Regardless of their role within school, any member of staff will know it is their responsibility to unpick the issue properly and bring it to a conclusion, then informing other relevant adults of the outcome.

### **Parents:**

Parents and carers have a vital role in collaborating with the school to ensure the good behaviour of our pupils. We will fail if we work alone. We understand that all parents have placed their faith in our school, wholeheartedly, to look after their children. Parents/carers will receive positive and constructive comments on their child's work and behaviour. Should disciplinary problems arise, parents/carers will be involved by the school, at an early stage. If a parent or carer wishes to raise an issue, Appendix A outlines both process and timeframe.

We expect parents to:

- Support the distinctive Catholic nature of the school
- Converse with members of staff with an open mind, and not have a closed view of their child's behaviours
- Understand that their child's version of events is 'their truth' and may not be the shared view by others
- Ensure that their child knows that school is a place for learning, and that their child does not have the right to interfere or adversely affect the learning of others
- Explain to their children that they must respect all members of the school community. Anti-social behaviour will not be tolerated
- Not talk negatively about another child in front of their own child. This is unkind and will affect the child's relationships with their peers
- Not promote a 'hit them back' attitude if a child hurts their child. Physical violence of any kind is never acceptable
- Ensure that their child is fit for school. For example; making sure the child has had enough sleep, is clean, their uniform is clean and tidy and that they are well enough to attend.
- Be courteous in engaging with all members of the school community, in all situations, such as: in person; in verbal communications; written communications (including social media or messaging services). Unacceptable behaviour such as discrimination, bullying, harassment or intimidation and any form of threat will not be tolerated. This includes physical and verbal abuse and use of inappropriate language or behaviour towards staff, pupils or other parents
- Encourage their child to be forgiving when other children make poor behaviour choices, and to allow the other child/ren to re-build bridges and re-establish relationships with their peers.
- Ensure that any concerns about the school are shared privately with the class teacher and/or the relevant member of school staff. See Appendix A
- Understand that criticism in front of the children will serve to undermine the child's confidence, relationships with staff and their positive attitude to school and learning
- Understand that, however angry they may feel, that it is always best to contact the school in a courteous manner; demanding responses in unreasonable timeframes will not be tolerated

### **Pupils:**

We set exceedingly high behavioural expectations for our pupils, as we do not wish to limit a child's potential. During their seven-year journey through St Paul's, we encourage all children to follow Jesus' example. We understand that there can be highs and lows in life, and that developing resilience is a key life skill. We will always communicate the expectations for behaviour clearly, through assemblies, class-based activities and the rewarding of positive behaviours.

Following *RISE*, we expect pupils to:

- Be polite, kind and considerate to everyone in the community, never using rude, discriminatory or derogatory language
- Take full ownership and personal responsibility for their actions
- Apologise for poor choices, meaning it
- Work hard and do their best, being honest, realistic and content when they have achieved all they can
- Recognise the impact of their own behaviour on others
- Do nothing that prevents others from working and learning
- Always tell the truth – never fearing repercussions
- Contribute to keeping the school clean and tidy, looking after school property and resources

- Behave appropriately for the ranges of settings that they will experience (classroom, playground, hall, church, school visits)
- Move sensibly and with due care around the school, never running inside
- Forgive others who seek their forgiveness
- Understand that behaviour is about making good choices, not copying other people or joining in with other children who are making inappropriate choices
- Express their feelings calmly and politely, and regularly, through EPR or healthy discussion in class, understanding that others may not share their viewpoints
- Listen politely to other peoples' points of view

### **Celebration of Achievement**

St. Paul's promotes a positive behaviour strategy. This means that the children are praised and rewarded for behaving appropriately. This is also referred to as 'catch them being good'. Positive responses, which are both consistent and appropriate to each individual situation, are key to encouraging good behaviour in our school.

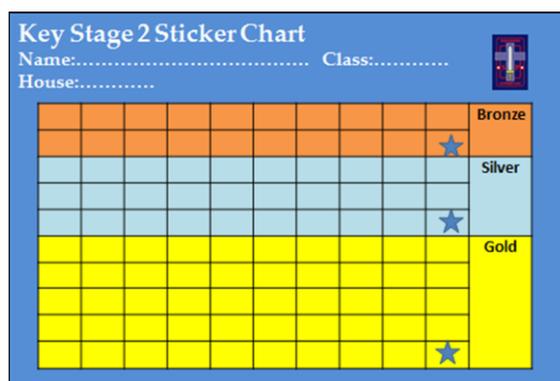
- Firstly, all children across the school have an individual sticker chart, on which they can collect blue stickers. Stickers will be awarded for the recognition of positive behaviours, and can be given by any member of staff in the school to any child, at any time
- Each week, two or three children from every class will be nominated for an Achievement Certificate, which will be presented in Key Stage Achievement Assemblies. Homework certificates will also be presented
- Gold Stars are awarded by the Headteacher on a weekly basis, when a child has completed their sticker chart (individually obtained 100 blue stickers). The child's name will be put on display, and the gold star will be attached to the child's uniform, to be worn with pride
- At the end of every half-term, three children from each class will receive a Headteacher's Award. The award consists of a golden certificate and a special badge. It is expected that each child in school will receive at least two Headteacher's Awards in their 7-year journey through the school
- In Reception and Y1, children may bring home the 'class bear' as a reward for the weekend

### **Other awards:**

- Attendance awards are awarded termly
- 'Acts of Kindness' slips are handed to the classteacher of any child who has demonstrated an act of kindness. Any adult or child can nominate a person to receive a slip. The slips are all collected and three are selected randomly in an assembly each half-term. The three winners receive 'Golden Time' for their class (reward selected and applied by individual class teachers, subject to the children's ages and interests)
- Sports awards, homework awards and a range of other topical awards are also awarded on a half-termly basis
- At the end of the school year, trophies and certificates are awarded to children for various achievements, including the Dennis Little Award for reading and various sporting achievements
- Some Year 6 children receive awards for music, sports and The Spirit of St Paul's shield

### **How the Sticker System works:**

In KS2, each child has a sticker chart, for which they are responsible. Blue stickers are awarded for any good behaviour, as an individual reward system. The sticker charts remain on the child's desk throughout the school day. If a child loses their chart, they need to begin collecting stickers from the start. In KS1, the sticker charts are kept by the class teacher.



Sticker chart

What	Equivalent to
20 stickers	1 bronze award
50 stickers	1 silver award
100 stickers	1 Gold Star awarded in assembly (and pinned on child's uniform), and 1 gold award marked on the class House Point awards chart
1 bronze award	1 House Point
1 silver award	2 House Points
1 gold award	3 House Points

In KS2, each week, the House Points are collected by the House Captains, and announced in Achievement Assembly.

The winners of the House Championship, at the end of the year in July, will receive a 'reward day'.

### Responses to Inappropriate Behaviour Choices – Sanctions and Consequences

Fundamentally, we believe that changing a child's behaviour for the better is the main purpose of a school's behaviour policy, rather than devising a system of punishments. Staff are expected to develop a range of strategies at whole school and class-based level to promote positive behaviour choices, and to teach the children the importance of behaving courteously, considerately and safely at all times, conforming to school rules. There are times, however, when a particular behaviour incident warrants a sanction or consequence, because it cannot be tolerated.

All children's needs must be addressed as far as inappropriate behaviour is concerned, irrespective of their gender, social, religious or cultural background. When staff are reprimanding children, they must focus on the action rather than the child. E.g. 'Your behaviour was dangerous and somebody could have been hurt' rather than 'You are a dangerous child'.

Sanctions are generally (but not always) divided into four main categories:

- 'Removal of Privilege/Pleasure': No football; not representing the school in teams and at events. Removal of position of privilege such as House Captain (an honour bestowed on four children in Y6)
- 'Removal of Choice': Loss of freedom at lunch and break times; walking around with the adult on duty; not being allowed to attend a school club

- ‘Removal of Trust’: A behaviour contract where the child promises to conform to school rules and understands the consequences if they do not
- ‘Community Duty’ : Making a contribution back to the community, such as litter-picking; working in the hall at lunch time; sorting out the Lost Property box

Misbehaviour in class should be recognised by the child as a ‘waste of learning time’ for themselves and others, for which the child should compensate. This may lead to extra work being completed during their break or lunchtime, or unfinished work being taken home.

There are 6 stages on the school procedure behaviour scale in terms of dealing with inappropriate behaviour choices, and how these are escalated to senior staff. Each stage has written guidance for staff on sanctions that might be applied, if appropriate. The scale shows when behavioural concerns are escalated to the next level, and which member of staff may deal with the behaviour/incident.

### Communication/Sharing of this Policy

- A copy of this Behaviour Policy will be available on the school website. A paper copy will be available from the school office on request
- All new staff will be provided with a copy of this policy
- All members of staff should be aware of this policy, and be given guidance on how they should put it into practice

### Behaviour Incident Scale:

In all instances, the class teacher, or the adult responsible for the class/child at the time (if not the class teacher), investigates the incident, and then decides where the incident fits on the behaviour scale.

Whilst all staff will endeavour to be fully consistent, professional judgement should be used when referring to the scale: much is dependent on the age, and stage of development of the child. Sanctions will always be applied to individuals: **collective punishments are never acceptable.**

	Any member of staff	Class Teacher	Class Teacher and/or Phase Leader	Phase Leader and /or Assistant Head	Assistant Head / Deputy Head	Headteacher Involved
Severity of incident	<b>1</b> Minor	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b> Major
Example of type of behaviour	Talking at wrong time Inattentive Behaviour Ignoring instructions Distracting and/or being	Persistent repetition of the behaviour at Stage 1, over a period of time and strategies have been exhausted  Not always doing as asked	Repetition of the behaviour at Stage 2  Constant low-level disruption that disturbs the learning of the other children	Bullying  Putting other children at risk of harm through physical aggression  Biting or kicking to the	Racist or other discriminatory behaviour or comments used <b>with</b> understanding  Fighting when the child has needed to be separated from another child	Severe assault on anyone  Malicious allegations  Significant danger or violence towards others  Throwing furniture

	<p>distracted</p> <p>Time-wasting</p> <p>Interrupting</p> <p>Calling out</p> <p>Showing off</p> <p>Sulking</p> <p>Bad manners</p> <p>Getting out of seat at wrong time</p> <p>Pushing in the line</p> <p>Silly noises</p>	<p>straight away</p> <p>Leaving class without permission</p> <p>Racist or other discriminatory behaviour, or comments used <b>without</b> understanding</p> <p>Lack of respect for property</p> <p>Lack of respect for staff member/s</p> <p>Answering the adult back or rolling eyes/tutting at adult, etc.</p> <p>Lying</p>	<p>Persistent name calling/teasing</p> <p>Consistently not conforming to school rules</p> <p>Swearing/discriminatory and derogatory language (spoken or written)</p> <p>Verbal aggression</p> <p>Stealing</p> <p>Spitting (deliberate)</p>	<p>point where marks are left</p> <p>Ignoring and/or repeated refusal to follow school rules; refusing to do what a teacher has told them to do.</p> <p>Graffiti</p> <p>Wilful damage of school property</p> <p>Leaving school building</p>	<p>Hitting another child in a violent and deliberate manner</p> <p>Biting or kicking to the point where blood is drawn</p> <p>Verbal threats against staff</p> <p>Swearing/use of very rude or aggressive language</p> <p>Danger of violence</p> <p>Intentional theft</p>	<p>Bringing banned substances or items into school</p> <p>Repeated incidences of bullying</p> <p>Racial or sexual harassment</p> <p>Very serious, repeated challenge to authority</p> <p>Leaving school boundaries</p> <p>Refusal to co-operate with the school's behaviour policy</p> <p>Disruptive behaviour in class – all other stages and interventions have been exhausted</p>
<b>Escalation</b>	<p>Staff member reminds child of expected behaviours, following RISE. Child acknowledges which value of RISE has been broken, and why</p> <p>If it persists, warnings to be given. Child may attend Reflection Time</p> <p><i>See possible sanctions to</i></p>	<p>Warnings to be given. Child may attend Reflection Time</p> <p>Teacher / classroom adult to begin noting behaviour down in a behaviour log</p> <p>Parents informed, either via phonecall, or private conversation after school, that child's behaviour is a concern</p>	<p>Stage 2 sanctions and strategies have been exhausted</p> <p>Class teacher meets with parents, informing them of child's behaviour, their concerns, and the consequences</p> <p>Behaviour Plan to be put in place, agreed by teacher, parents and child, with clear targets,</p>	<p>Stage 3 sanctions and strategies have been exhausted</p> <p>Class teacher and Phase Leader meet with parents</p> <p>Behaviour Plan to be put in place, with short-term targets. Weekly meeting in school with parents and Class Teacher. Notes to be stored on child's file</p> <p>In the event of</p>	<p>Stage 4 sanctions and strategies have been exhausted</p> <p>AH/DH meet with parents, on a formal basis</p> <p>The meeting will either:</p> <p>1) Confirm that the child may be excluded if serious behaviour is repeated</p> <p>Or</p> <p>2) Go straight to fixed-term exclusion</p> <p>AH/DH updates the behaviour log and notes stored on child's file</p>	<p>Headteacher meets parents to confirm that the child will be excluded and will confirm exact details, including whether or not exclusion is fixed-term or permanent</p> <p>HT undertakes paperwork in-line with exclusion policy and procedures</p> <p>DH updates the behaviour log and notes stored on child's file</p>

	<i>be applied in next table</i>		to be monitored on a weekly basis for a fixed period. Notes to be stored on child's file	bullying behaviours, a weekly 'observation book' will be implemented	AH/DH undertakes paperwork in-line with exclusion policy and procedures	
<b>Severity</b>	<b>Minor</b>					<b>Major</b>

At St Paul's, we firmly believe that all behaviour is a sign of communication. We know that the discipline children receive for misbehaviour can impact on children's self-esteem and also their relationship with their care-giver. However, we also know that discipline, correctly applied, impacts the likelihood of behaviour reoccurring. We will ensure that children know why discipline is being applied, by bringing all behaviours back to the principles of RISE.

We will always endeavour to speak to the child, away from other children, and gain their perspective. Where appropriate, we may need to speak to multiple children. In many cases, we will ask the children to write down their accounts. We are mindful that many children know 'their truth', and may not have the capabilities to understand events from another person's perspective.

#### Sanctions Scale:

What	Who	Sanctions / Consequences / Procedures
<b>1</b> Minor	Any member of staff	<p><b>Step 1:</b> In group situations, any of the following may be used: Eye contact Frowns Proximity Reminder Change of seating We will always try to 'catch the child being good': focussing on the positives, and rewarding them appropriately</p> <p><b>Step 2:</b> Explain why the behaviour they are displaying is not acceptable and that you want them to improve/ succeed. Ask the child to explain exactly which of our school rules they are breaking: R, I, S or E, and why. Once they have articulated, tell the learner you are disappointed in their behaviour because you know they can be better and that they have let themselves down. Now they can turn that behaviour around. Explain that this is a conversation, giving the child a chance to modify their behaviour.</p> <p><b>Step 3 (if behaviour persists):</b> Always listen to the child and give them a chance to explain / redeem themselves. If the behaviour persists after the conversation in step 2, a formal warning may be given. The adult must explain why the warning has been given, and the child must acknowledge their understanding of why.</p> <p><b>Other strategies:</b> Pushing in the line – sort out a line order that the children always line up in (not necessarily register order), or ensure that the child is at the front or back of the line.</p> <p>If a member of staff needs to speak to the child, then it must be done calmly and quietly, away from other children. A time-out during playtime may be needed – this may involve staying in the classroom to complete work, and will last no more than 5 minutes.</p> <p>If a child receives three warnings in one week, they will attend a 'Reflection Time'. Reflection time will take place with a senior member of staff, and will encourage the child to reflect on their behaviours and develop strategies to avoid repeating the behaviour.</p>
<b>2</b>	Class teacher	Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos, after this, the following may be implemented:

		<p>Verbal reprimand by class teacher  Warnings given  Withdrawal of privileges e.g. playtime, house points, etc  Separation from the rest of the class group – sitting on a table outside of the classroom  Writing a letter of apology  Missing break time/lunch break – child separated from others  Child expected to complete unfinished work at playtime or at home  If three warnings given, Reflection Time completed  <i>Teacher phones parents, or speaks to them on the playground, to explain concerns</i></p>
<b>3</b>	Class teacher and / or Phase Leader	<p>Teacher, and potentially the Phase Leader, meet with parents to discuss increased concerns about their child's behaviour.  Following meeting, a behaviour plan implemented, for a fixed period, with clear targets for success and a regular meeting setup with parents  Child writes letter of apology at home, which is endorsed by the parents  Extra work, writing out times tables, etc  Loss of collective privileges e.g. Y6 not allowed to sit on assembly benches  School-based community service e.g. litter-picking, scraping plates in lunch hall, wiping tables in lunch hall  If three Reflections completed in one half-term, Detention to be administered  <i>Potential for internal exclusion communicated to parents</i></p>
<b>4</b>	Phase Leader and / or Assistant Head	<p>Phase Leader and / or Assistant Head meet with parents to discuss behaviour concerns.  A behaviour plan implemented, for a short-term fixed period, with clear goals and a weekly meeting with parents adhered to. Advice from outside agencies may be sought  School-based community service carried out: e.g. litter-picking, scraping plates in lunch hall, wiping tables in lunch hall  Withdrawal of privileges to be implemented  Child writes letter of apology  <i>Internal exclusion from other children to be implemented</i>  Headteacher informed and converses with child to express concern and to talk through the way forward</p>
<b>5</b>	Assistant Head / Deputy Head	<p>Headteacher informed and involved as appropriate. All notes made on child will be kept in child's school file  Racist literature, badges and insignia will be confiscated immediately and the reason for not allowing them explained. Racist graffiti or slogans, whether on books or walls, should be removed immediately and any damage repaired. Where appropriate, the child should clean off graffiti/marks or mend damage/cover the cost of repair  A letter should be sent home, conveying what has happened and the seriousness of such incidents and the school's determination not to tolerate racism/swearing/fighting, etc, should be explicit  A copy of this letter will be placed in the child's school record file  The child is expected to write a full account and apology at home which is endorsed by the parents. It should be made explicit that any repeat of such behaviour or language will not be tolerated and will lead to a more severe sanction. An educative response will be needed to ensure that there is full understanding of what is unacceptable and what change in behaviour is expected  Behaviour contract drawn up with Deputy Headteacher, child and parents/carers  Advice will be obtained from outside agencies  Withdrawal of privileges, isolation from other children with a member of staff, undertaking school work, lunchtime exclusion may all be used  Fixed-term exclusion may be undertaken</p>
<b>6</b> Major	Headteacher	<p>Formal meeting with parents/carers.  Fixed-term or permanent exclusion applied</p>

## **Pupils with Special Education Needs and Disabilities**

Pupils with Special Education Needs (SEN) and disabilities, as well as those with additional challenges that some pupils may face, will be taken into consideration when administering sanctions and rewards.

The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENDCo, and may have an Individual Education or Behaviour Plan put in place. Other agencies may become involved to assess the needs of the pupil.

The school recognises that where individual pupils are engaging in continuing disruptive behaviour, this can be as a result of unmet needs. If such needs are identified, the school aims to ensure the pupil receives appropriate support.

Further information is available in the school's SEND Policy.

## **Bullying:**

At St Paul's, we follow the Government's guidance (<https://www.gov.uk/bullying-at-school/bullying-a-definition>) that bullying is **repeated** and **intentional**.

Bullying can take many forms, but there are four main types:

- Physical: hitting, kicking or taking belongings
- Verbal: name calling, insulting, use of derogatory or aggressive language, racist or prejudiced-based remarks
- Indirect: spreading nasty stories about someone, excluding someone from social groups
- Cyber: via Social Media, message-based apps, emails or the internet in general

Through our Education in Personal Relationship Programme (EPR) children are taught about bullying: how to recognise the different forms of bullying, to speak out and stay safe. Our School Council have devised a leaflet, so that everyone at St Paul's is aware of our school's approach to tackling bullying:

[http://www.stpauls-thamesditton.surrey.sch.uk/application/files/8014/6355/9138/LEAFLET\\_AMENDED\\_FEB\\_28\\_2016.pdf](http://www.stpauls-thamesditton.surrey.sch.uk/application/files/8014/6355/9138/LEAFLET_AMENDED_FEB_28_2016.pdf)

It is important to acknowledge that students rarely bully victims in front of an adult; as such, the chance of a teacher observing bullying is limited. If an allegation of bullying is made, however, an **observation book** will be used to observe the behaviour of the alleged bully in all unstructured situations for five school days. The class teacher will be able to explain how this system works. Appropriate action will be taken as a consequence.

## Guidance

When the school is not in *loco parentis* and a child's behaviour is putting the school's reputation at risk, school staff have the right to intervene, but not the responsibility.

### Off-Site Visits or Out of School

Subject to the school's behaviour policy, a teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school for any behaviour which:
  - poses a threat to another pupil or member of the public, or
  - could adversely affect the reputation of the school

### Use of Force to Restrain Children

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

### Statutory Government Guidance

In addition to the guidance provided, the Governors also endorse and support the statutory obligations specified by the Department for Education in its update of February 2014 "Behaviour and Discipline in Schools." The Governors therefore support the guidance which allows for the Headteacher to be supported, should the following be required:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force and other physical contact;
- The power to discipline beyond the school gate;
- The power to confiscate pupils' property.
- When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour

This policy will be executed in line with the school's legal duties in respect of the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, in-line with the SEND code of practice (see table).

Further information is available in associated policy documents:

Subject	Policy
Screening and searching of pupils	Touch and the Use of Restrictive Physical Intervention Policy
The power to use reasonable force or make physical contact	
Pastoral care for school staff accused of misconduct	Child Protection Policy, paragraph 7
When a multi-agency assessment should be considered for a pupil who displays continuous disruptive behaviour	Special Educational Needs Policy
SEND pupils	SEND Code of Practice
Disabled pupils	Equalities Act 2010
Pupils at risk of harm	Child Protection and Safeguarding Policy
Pupils at risk of exclusion	Exclusion Policy

## Appendix A

Procedures – what to do if you, as parents, are worried:

### Step 1:

Contact class teacher. Email [info@stpauls-thamesditton.surrey.sch.uk](mailto:info@stpauls-thamesditton.surrey.sch.uk) : the school office will forward your request onto that teacher.

You will receive a response within 48 hours.

Possible outcomes:

- 1) Meeting set up between parents and class teacher
- 2) Phonecall or conversation had between parents and class teacher
- 3) Email response from class teacher to parent, via the school office

Parents dissatisfied with outcome. Repeat Step 1 and have second meeting with class teacher.

Parents satisfied with outcome. No further action taken.

### Step 2:

Contact relevant Phase Leader. Email either:

[foundationleader@stpauls-thamesditton.surrey.sch.uk](mailto:foundationleader@stpauls-thamesditton.surrey.sch.uk)  
[yr1-2phaseleader@stpauls-thamesditton.surrey.sch.uk](mailto:yr1-2phaseleader@stpauls-thamesditton.surrey.sch.uk)  
[yr3-4phaseleader@stpauls-thamesditton.surrey.sch.uk](mailto:yr3-4phaseleader@stpauls-thamesditton.surrey.sch.uk)  
[yr5-6phaseleader@stpauls-thamesditton.surrey.sch.uk](mailto:yr5-6phaseleader@stpauls-thamesditton.surrey.sch.uk)

You will receive a response within 48 hours.

A meeting will be set up between the parents and the Phase Leader. During this meeting, a clear timeline of events will be shared, and a clear deadline as to when the parents will receive a response (possibly involving a formal letter, another meeting, findings from an observation book, etc)

Parents dissatisfied with outcome.

Parents satisfied with outcome. No further action taken.

### Step 3:

Contact Headteacher: [head@stpauls-thamesditton.surrey.sch.uk](mailto:head@stpauls-thamesditton.surrey.sch.uk) , stating why the previous responses were unsatisfactory.

You will receive a response within 48 hours.

**Appendix B**

Reflection Time Sheet for EYFS, KS1 and, where appropriate, children with SEND:

I

## Reflection

*We journey together: loving learning; daring to discover;  
caring for all; with Jesus as our guide.*

What happened?

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How did I feel?

 happy	 surprised	 angry	 excited
 bored	 sad	 loving	 sad

Which value did I break?

R – Responsible      I – Independent      S – Safe      E – Equal

How can I make this better?

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Adult leading Reflection Time: .....

Referred by (adult's name): .....

Date: .....

**Appendix C**

Reflection Time Sheet for KS2 and Y2 (where appropriate):

	<h1>St. Paul's Catholic Primary School</h1> <h2>Reflection Time</h2> <p>Name: _____</p>
What I did:	
What was the impact of my actions?	
What I have to do to put this right	
Adult leading Reflection Time: Mrs DeMoraes ..... Referred by (adult's name): .....	
Date Reflection completed: .....	

## Appendix C

### Detention Sheet

	<h1>Detention Reflection Document</h1>	
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Please fill in the following document in as much detail as you can. This will be passed to your class teacher, and the Phase Leader will be informed. It will also be saved in your school record file. It may be used as the basis for a discussion with your parent, to help you avoid further detentions.

Name _____	Class _____	Date _____
Have you had a detention previously this year?		Please circle: Yes/no
If this is not your first detention, how many have you had this year?		
Why are you here today? Explain in your own words why you are in detention?		
_____		
_____		
_____		
_____		
_____		
_____		
In the table below please consider the impact of your actions on both yourself and other people (consider other pupils, teachers and parents)		
People affected by your actions	Impact of your actions on this person	

(page 1)

