



Behaviour and Discipline Policy

St Edward's Cheltenham

1. Introduction

Our policy reflects the DfE guidance, in particular 'Preventing and Tackling Bullying' (DfE, 2017), 'Use of Reasonable Force' (DfE, 2013) and 'Keeping Children Safe in Education' (DfE, 2024).

This policy should be read in conjunction with the policies listed below:

- Non-discrimination and Inclusion
- Safeguarding and Child Protection
- Anti-Bullying
- Complaints
- Admissions and Exclusions

2. Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all students fairly and apply this behaviour policy in a consistent way.

This policy aims to help students grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the schools is situated and to society more widely.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

3. Rewards and Sanctions

We praise and reward students for good behaviour in a variety of ways:

R1	1 House Point
R2	2 House Points
R3	3 House Points Sixth Form Reward Card sent home Entry into termly year group draw £15 voucher
R4	4 House Points 'Snack of the Day' voucher (cashed in on Friday breaktime) Reward letter sent home
R5	5 House Points Two 'Snack of the Day' vouchers (cashed in on Friday breaktime) Reward letter from Headteacher sent home

Other forms of reward at St Edward's can be in the form of:

- Praise
- Awards in assemblies
- School Publications and social media platforms
- Termly Prizes e.g. Termly Sport prizes
- Annual Prizes

The school acknowledges all the efforts and achievements of students, both in and out of school.

The school employs a number of Consequences to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. The school rejects the use of corporal punishment.

Staff will use the following pathway when implementing the Behaviour Policy at St Edward's. All Consequences will be recorded on iSAMS. The Actions have Consequences pathway can be implemented for singular events or as a result of the accumulation of poor behaviour. Parents will be given adequate notice if their child has been issued a detention scheduled after 4pm or on a Saturday mornings. The School will contact parents in instances of serious misbehaviour to arrange a meeting to discuss their child's conduct. It is the wish of the School to work with Parents to ensure their child can thrive at St Edward's.

The examples are not an exhaustive list and are meant as a guide for staff when applying a Consequence to a student's actions.

Consequences		Staffing level	Examples
C1	First Warning Recorded on iSAMS Reward & Conduct	Teacher/Tutor	Disruptive behaviour
C2	Second Warning Recorded on iSAMS Reward & Conduct	Teacher/Tutor	Continued disruptive behaviour
C3	10min Detention Recorded on iSAMS Reward & Conduct	Teacher/Tutor	Continued disruptive behaviour after C1, C2 warnings Chewing gum

C4	20min lunchtime Detention Recorded on iSAMS Discipline Manager	Head of Faculty Head of Sixth Form	Refusal to follow a reasonable request by a member of staff Swearing in a lesson Persistently missing academic deadlines
C5	90min SLT Afterschool Detention Recorded on iSAMS Discipline Manager	Senior Leadership Team	Being removed from a lesson by SLT Missing C4 detention Inappropriate searches on internet
C6	90min SLT Saturday Morning Detention Recorded on iSAMS Discipline Manager	Senior Leadership Team	Missing a C5 detention Multiple C5 detention in a term
Each half term, the slate is wiped clean for pupils			
Consequences - Serious misbehaviour			
C7a	1 Day Internal Suspension Reintegration meeting Report card Behaviour Contract Recorded on iSAMS Reward & Conduct and Student's record	Director of Pastoral Headteacher	Vaping/smoking. Bullying Racist, sexist, homophobic or discriminatory behaviour
C7b	2 Day Internal Suspension Reintegration meeting Report card Behaviour Contract Recorded on iSAMS Reward & Conduct and Student's record	Director of Pastoral Headteacher	Repeat C7a behaviour
Pupils at this level at the end of Year 11 must apply for a place in St Edward's Sixth Form, which the school reserves the right to refuse			
C8	External Suspension (1 or more days) Reintegration meeting Behaviour Contract & Support Plan Recorded on iSAMS Reward & Conduct and Student's record	Director of Pastoral Headteacher	Physical violence Possession of a prohibited item
Pupils at this level at the End of Year 11 will not necessarily be accepted into the Sixth Form at St Edward's. The school reserves the right to refuse a place.			
C9	Permanent Exclusion	Headteacher Alpha Schools	Dealing illegal drugs in school Multiple C8 external exclusions without improvement in behaviour

C1-6 Categories
Behaviour in lessons
Behaviour out of lessons
Academic
Uniform
Lateness to School
Lateness to lessons

Serious disciplinary action, including possible exclusion, will be taken against pupils who are found to have made malicious accusations against staff

School Trips

A student may be excluded from a school trip if their behaviour at School or on a previous trip has been inappropriate. This will be at the discretion of the SLT.

Uniform Cards

- Every pupil is required to carry a Uniform Card with them when in School Uniform.
- Any uniform infringement is noted by a teacher on the Uniform Card e.g. Untucked shirt/blouse.
- Once the card is full the pupil is given a C3 detention by their tutor.
- If a pupil does not have a Uniform Card whilst in School Uniform, the pupil will be issued with a C3 Detention.

Detention Cards:

- C3 and C4 Detention Cards are issued to students by any Teachers.
- C5 Detention Cards are issued by Director of Pastoral and Director of Academic Studies

Report Cards

- Tutor Report Cards can be issued by tutors at any time if the tutor felt a pupil would benefit from some extra support/guidance
- C5-C8 Behaviour Report Cards are issued and reviewed by Director of Pastoral
- C5 and C6 Academic Report Cards are issued and reviewed by Director of Academic Studies.

Phasing when issuing a Consequence

When issuing a Consequence teachers should:

- Use the pupil's name
- Be clear what the consequence is being given for and what would follow if they do not change their actions.
- Teachers should give pupils 'Take Up' time to allow them to act on the instruction.

C1-C3 Guidance for staff:

C1: Alex, you are disrupting the learning of others by talking, this is your C1 warning. The instruction was to work in silence. Please alter your behaviour.

C2: Alex, you have not altered your behaviour, this is your C2 warning. If you do not choose to alter your behaviour and stop talking, this will result in a C3 detention.

C3: Alex, you have not chosen to alter your behaviour after two requests to do so, you are therefore in a C3 detention at breaktime/lunchtime (teacher issues a detention card)

The Tutor discusses the school rules with their Form at the start of the new academic year. The School Rules are also published on The Dashboard. In addition to the school rules, each classroom displays the Classroom Rules. In this way, every student in the school knows the standard of behaviour that we expect in our school.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all students attend school free from fear. Our anti-bullying policy has more details regarding this.

All members of staff are aware of the regulations regarding the use of force by teachers ('Use of Reasonable Force' (DfE, 2013). Teachers in our school do not threaten, hit, push or slap students (not use or threaten corporal punishment). Staff only intervene physically to restrain students or to

prevent injury to a student, or if a student is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of students.

4. The Role of the Teacher

It is the responsibility of teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The teachers in our school have high expectations of the students with regard to behaviour, and they strive to ensure that all students work to the best of their ability.

The teacher treats each student fairly and enforces the classroom code consistently. The teachers treat all students in their classes with respect and understanding.

In addition to issuing formal Consequences and recording these via iSAMS. A teacher can record incidents on CPOMS if a student misbehaves repeatedly in class. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head of Faculty and the Director of Pastoral.

The teacher liaises with external agencies, as necessary, to support and guide the progress of each student.

The teacher reports to parents about the progress of each student in their class, in line with the whole-school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of a student.

5. The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Head to ensure the health, safety and welfare of all students in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and sanctions. This includes the nature and date of the offence and the sanction imposed. The Headteacher uses the register to identify patterns of behaviour and address these.

The Headteacher has the responsibility for issuing fixed-term suspensions to individual students for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a student. **However, any decision to issue a fixed-term suspension or permanently exclude a student must be discussed with a Governor before the decision is made.** All such decisions are recorded in detail.

6. The Role of Parents

The school collaborates actively with parents, so that students receive consistent messages about how to behave at home and at school.

We expect parents to support their student's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their student's welfare or behaviour.

If the School has to use reasonable sanctions to punish a student, we expect parents to support the actions of the school. If parents have any concerns about the way that their student has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented in accordance with the Complaints Procedure.

7. The Role of the Proprietor

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but the owner may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

8. Drug and Alcohol-Related Incidents

It is the policy of this school that no student should bring any drug, legal or illegal, to school. If a student will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to Reception who will ensure a Permission for Administering Medicines consent form is completed by the parent or guardian. Any medication needed by a student while in school must be taken under the supervision of the authorised member of staff.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any student involved will always be notified. Any student who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the student will normally be permanently excluded, and the police and social services will be informed.

If any student is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that student to be taken home.

In cases where students are suspected of being under the influence of illegal substances, the school reserves the right to conduct drug testing to ensure the safety and well-being of all students. The decision to test will be based on observable behaviours or signs of impairment, and students will be treated with fairness and respect throughout the process. If a student tests positive, appropriate disciplinary actions will be taken in accordance with the school's policies, and support resources will be offered to help the student address any underlying issues.

It is forbidden for anyone, adult or student, to bring onto the school premises illegal drugs. Any student who is found to have brought to school any type of illegal substance will normally be punished by a temporary exclusion. The student will not be readmitted to the school until a parent or guardian of the student has visited the school and discussed the seriousness of the incident with the Headteacher.

If the offence is repeated the student will be permanently excluded.

If a student is found to have deliberately brought illegal substances into school and is found to be distributing these to other students for money, the student will be permanently excluded from the school. The police and social services will also be informed.

Should the Headteacher judge that it is appropriate for the student to be required to leave, they will present the case to the owner or a director and request approval for this action to be taken.

9. Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. The school has a register of sanctions, and the Headteacher keeps a record of any student who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Headteacher to ensure that the school policy is administered fairly and consistently. Particular attention is paid to matters of racial equality. No student is treated unfairly because of race or ethnic background.

Date	Position	Name of Reviewer	Date of Next Review
March 2025	Director of Pastoral	Miss A. McGowan	August 2025
March 2025	Proprietor	Mr A. Khan	August 2025