

# St Joseph's RC Primary School



## Behaviour and Exclusion Policy

At St Joseph's we believe that our Catholic ethos of showing respect, upholding justice and practising forgiveness are the corner stone of our behaviour policy.

We believe good behaviour is based on respect. We provide a positive and caring learning environment where children are valued individuals, and we deal with disruptive behaviour in as calm a way as possible. All children will be helped to develop self-discipline and control, to become responsible and independent members of our school family and accept responsibility for their own behaviour.

All staff share responsibly for supporting the children and managing their behaviour. Mutual support will assist the successful implementation of our policy. It is essential that all the staff are fair and consistent in their approach, that there are clear lines of communication and that any action taken is followed up and brought to a satisfactory conclusion.

We positively involve parents in all aspects of their child's learning and behaviour at parent and carer meetings throughout each year and whenever necessary.

This policy will be referred to if a child's misbehaviour at any time:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil, member of staff or member of the public
- could adversely affect the reputation of the school

either when taking part in any school-organised or school related activity or in some other way when identifiable as a pupil of St Joseph's RC Primary School.

In order to achieve the aims of our behaviour policy, the following school rules will be applied. These have been drawn up and agreed in consultation with the children.

### **School Rules**

- We will show respect and listen to each other
- We will look after our school and our belongings
- We will be kind
- We will try our best
- We are proud to be part of St Joseph's family

These rules apply to all of our children at all times and in all places where they represent our school.

### **Outstanding Behaviour**

At St Joseph's we regularly encourage appropriate behaviour and attitudes. We constantly refer to our expectations for behaviour during assemblies, in class and throughout our school. We use a variety of rewards to encourage outstanding behaviour.

- Positive praise

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- House points – awarded for good work and effort. These are recorded in each class, totalled up every week and the winning house announced in our Celebration Assembly. At the end of each term, the winning house receives a treat. **House points will continue to be used,**
- Weekly celebration assembly – star of the week, worker of the week, Headteacher certificates, prizes, house team weekly winners cup. **Celebration assemblies will take place within bubbles, no visitors may attend, certificates and prizes will not be given out whilst social distancing measures are in place.**
- Certificates to take home. **These will not be given whilst social distancing measures are in place.**
- Stickers and comments on work. **This will not be used as a reward system whilst social distancing measures are in place.**
- Conversations with parents, **via phone, email whilst social distancing measures are in place.**
- Visits to school leaders to show good work. **This will not be used as a reward system whilst social distancing measures are in place.**

*Our school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.*

*We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. **All pupils will sit by themselves at all times whilst social-distancing measures remain in place, we may review the positioning of individual children within the classroom if required***

*We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.*

*If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. **Whilst this is rarely used anyway, we would only use this sanction whilst social-distancing measures remain in place if it can be done safely and supervision remain appropriate***

*The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. **Where the behaviour endangers the safety of others by not following social-distancing rules and protocols designed to reduce the risk of Covid-19 infection/transmission, the school will isolate the pupil and then liaise with parents and make an immediate decision as to the availability of a school place for that child whilst social-distancing measures remain in place (see also the section on the use of exclusions)***

*If a child threatens, hurts or bullies (see also anti-bullying policy) another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.*

*The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'. **Class rules will be reviewed with the children to take account of the safety measures in place – children will be made aware of any changes and will have the opportunity to design appropriate rules for themselves***

*Our 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 children attend school free from fear.*

## What will happen if I misbehave?

Each class displays the same behaviour chart, with all the children's names displayed on the Green Zone. Children always begin the morning and afternoon sessions in the Green Zone.

1. After being reminded about my behaviour, my name will be moved to the Yellow Warning Zone and I must try to improve my behaviour.
2. My name will be moved into the Yellow Zone. (I may miss a playtime or be moved to sit on my own in class to reflect on my behaviour.)
3. If I continue to misbehave my name will be moved to the Red Warning Zone.
4. Finally if my behaviour does not improve my name will be moved into the Red Zone. (I may have time out in another class.)
5. If I am in in the Red Zone a note will be sent home explaining why. If I have 3 Red Zone notes in a half term I will not be able to attend any planned school trips or visits. **During this time, parents will be informed via phone, text or email.**

***If I do anything serious I will be sent straight to Mrs Hince or Mrs Harris and my parents will be informed. This will not be used whilst social distancing measures are in place. Where the behaviour endangers the safety of others by not following social-distancing rules and protocols designed to reduce the risk of Covid-19 infection/transmission, the school will isolate the pupil and then liaise with parents and make an immediate decision as to the availability of a school place for that child whilst social-distancing measures remain in place (see also the section on the use of exclusions)***

## Exclusion

In extreme cases, a pupil's behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from the school by the Headteacher in accordance to the Local Authority Children's Service Admissions and Exclusions guidelines.

If behaviour involves one or more of the following, a child may be excluded from school for a fixed period or permanently:

- Physical Assault against a Child or Adult
- Verbal Abuse or Threatening Behaviour towards a Child or Adult
- Bullying
- Racial Abuse
- Sexual Misconduct
- Drug or Alcohol Related
- Deliberate Damage
- Theft
- Persistent Disruptive Behaviour

**Stage 1** - A discipline letter will be sent home and must be returned signed by the parents/guardians. The Headteacher may require a meeting with the parents/guardians, to discuss their child's behaviour.

**Stage 2** - Should exclusion be deemed necessary the chair of Governors would be notified and the situation explained. Information on exclusions is shared anonymously within the Effectiveness Committee and reported in the Headteacher's report on a termly basis. Data is also submitted to the Local Authority on an annual return.

The Headteacher must notify the child's parents immediately and issue the exclusions letter, which explains the reason for the exclusion, the length of time and a date for a return to school interview with parents. Information on how to appeal and support from the LA must be included.

**Stage 3** - A permanent exclusion would be for persistent poor behaviour after warning or a very serious offence. The parents/guardians would be informed that they could appeal against the decision by writing to the Chair of Governors. A sub-committee of the Governing Body would then meet to discuss the appeal. After the meeting, a letter would be sent to the parents/guardians informing them of the decision made by the committee. All these stages would be in line with the LA/DfE guidelines for exclusions.

### **Immediate exclusion**

This would be for an offence deemed too severe to keep a child in class or school e.g. assault on an adult.

Parents or guardians will be notified immediately and be expected to come and remove their child from the school premises.

### **Use of Reasonable Force**

*Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Designated staff received Team Teach training in January 2019. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The use of restraint is exceptionally rare. If it had to be used, the school protocols as outlined in the Covid-19 Risk Assessment and school specific protocols will be followed*

### **Confiscation of inappropriate items**

Members of staff may confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully according to Section 94 of the Education and Inspections Act 2006. Confiscated items will be returned to a child's parent or named carer or be handed to the police, depending on what the item is and why it was confiscated.

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## **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will (discipline the pupil in accordance with this policy), suspend and/or exclude the pupil in accordance with LA guidelines.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## **Damage to school or other property**

If a child deliberately damages school or other property the school will expect the parents/guardians to make good the damage.

## **Governing Board**

The governing board also emphasises that violence or threatening behaviour from anyone will not be tolerated in any circumstances. All adults whilst on school premises are expected to act as positive role models for our children.

## **Supporting Policies:**

- Child Protection
- Anti-Bullying
- Health and Safety

## **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools \(DfE 2016\)](#)  
[Searching, screening and confiscation at school \(DfE 2016\)](#)
- [The Equality Act 2010](#)  
[Use of reasonable force in schools \(DfE 2013\)](#)  
[Supporting pupils with medical conditions at school \(DfE 2017\)](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). (DfE 2015)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE \(2014\) guidance](#) explaining that maintained schools should publish their behaviour policy online

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*This policy will remain under review from Monday 1<sup>st</sup> June 2020 to ensure that it works in tandem with the Covid-19 Risk Assessment and school-specific protocols.*