



CHRIST THE SAVIOUR C.E. PRIMARY SCHOOL



Each of you should use whatever gift you have received to serve others, as faithful stewards of
God's grace in its various forms

1 Peter 4:10

Behaviour, Discipline and Exclusions Policy

Policy to be approved by	FGB (Standards Committee)
Policy last reviewed	November 2019
Policy ratified and adopted by the Full Governing Body	March 2020
Policy due for review	September 2020

Behaviour and Discipline

1. Aims

1. Our aim is to provide a safe learning environment recognising and developing the unique gifts each child offers, in accordance with the biblical principles of inclusiveness, tolerance and love.
2. We wish pupils to become responsible, educated citizens in a global world who live by the Christian values of the school and develop in the service of others - regardless of race, religion or belief, sex, sexual orientation, disability, academic ability or additional need.
3. We believe that pupils respond best in an environment which is calm, orderly, secure, formal but flexible and consistent.
4. We seek to develop a school environment where there are clear boundaries, consistency, and encouragement is used to build individuals up in a culture of openness, safety and trust.
5. We believe that our approach to positive behaviour management will enable young people to live and learn effectively whilst considering other people's needs alongside their own and recognising everyone's individual gifts.

2. School Rules

1. At the beginning of the academic year the School Council (elected by each class through a democratic process) will choose the wording of the 7 school rules around the main themes:

- learning
- communicating
- moving
- treating others
- safety
- solving problems
- E-safety

The general school rules are displayed in shared areas for all pupils and school staff to see.

2. Each class will discuss and agree the wording of the 7 rules for their particular class (each rule should be associated with each of the seven themes)
3. The rules are displayed clearly in every class - they are referred to when awarding positive reward points, or highlighting poor behaviour against each rule as a 'school standard'
4. Having the 7 rule themes across the school brings consistency for the community

Language - spoken and written

1. At all times, ensure praise matches the achievement - use judiciously - not everything can be 'excellent'.

The School Rules

in class	theme	around the school
We take turns and participate	learning	We cooperate with others and share the playground.
We speak kindly and respectfully to each other We listen to other people and keep our eyes on the speaker	communicating	We speak kindly and respectfully to each other We never scream
We move safely in our room and put things away carefully	moving	We walk quietly and safely in the corridors, atrium and on the stairs We walk silently up the stairs We do not charge around
We are kind to each other and use good manners	treating others	We do not push or pull other people We are kind to each other We play friendly games
We choose not to hurt people	safety	We play safely and sensibly outside We use equipment safely
We are honest	solving problems	We talk to each other and try to work problems out If we need help we ask an adult
We report any incidents to a member of staff	e-safety	We do not go online without permission

3. Helping children to behave well

PSHE (including circle time)

1. Our PSHE curriculum is central to the positive behaviour we have around the school. It takes place in class once a week and helps establish positive relationships within class groups and promotes self-discipline and self-esteem.
2. Pupils learn and understand the consequences of their behaviour and begin to take on responsibility for themselves and their immediate and wider community. This has been shown to gradually shift responsibility for discipline from the teacher to the children themselves.
3. At the heart of our PSHE curriculum is learning about relationships and positive interactions between all those in our community.
4. Every opportunity is taken throughout the curriculum to discuss concerns, consider and debate moral values, practise positive behaviour and work out solutions in a safe and constructive manner.

Special Responsibilities

1. Special responsibilities e.g. being a librarian, worship leader, house captain, school council member, eco-school member, or just helping staff around the school gives children an opportunity to take responsibility for their school and to use their initiative.
2. In Year 6 the children have the opportunity to become Prefects and take on responsibilities across the school. Prefects are chosen by the school in recognition of their exemplary behaviour and this should be seen as a great honour.
3. Children in Year 2 are chosen by staff as special monitors and will help on The Grove site with special designated responsibilities.
4. Pupils are also given the more responsible opportunities to become servers at the weekly masses and to sing in our school choirs.

4. Rewarding Good Behaviour

Verbal praise

Verbal praise for effort and achievement in both work and behaviour is one of the most effective rewards as long as it is genuinely earned.

We do not encourage unnecessary praise when it is not due and avoid over praising.

1. The school's approaches are influenced by theories on Motivation for example Alan McLean's book - The Motivated School.
2. Staff understand the need to motivate children in their care and understand that children are all motivated in different ways.
3. Staff should take every opportunity to get to know the individuals in their class and try to find out what motivates them to learn.
4. For some pupils with identified needs staff recognise that motivation may be gained in different ways than the majority of pupils and as such this is recorded in their behaviour support plans.

House points

1. The school has a house system and pupils are encouraged to develop a sense of pride in the achievement of their house.
2. The functions of the house system include pastoral care, friendly rivalry in competitions and fundraising.
3. The four houses are:
 - a. St Mary Magdalene (Yellow)
 - b. Our Lady (Blue)
 - c. St John the Baptist (Green)
 - d. Ss Peter and St Paul (Red)
4. Pupils earn house points in class for good work and around the 7 behaviour themes above
5. House points can also be awarded for homework and other areas of learning deemed worthy by the teacher
6. House points should never be taken away from a pupil and are awarded one at a time, with very exceptional occasions when multiple house points may be given.
7. The winning house is awarded a reward at the end of each term with a special activity.

Senior Leader Assemblies

1. Assemblies will take place every Monday and award pupils who have excelled in any area of school life
2. Class teachers nominate **one pupil** for these awards and should note the date of the award in the online mark books to ensure fair distribution
3. Other awards will be presented at these assemblies when relevant

Stickers

1. Staff award school bought stickers to individuals or a group of children when they deem appropriate.
2. Stickers are not stuck in children's individual exercise books.

3. All additional class reward systems should complement the house system and not act in competition with it.

5. Sorting Out Problems

Children are taught the following steps to encourage them to resolve problems

1. If another child is saying nasty things or hitting you, tell them that you don't like it and ask them to stop.
2. If they don't stop, tell them again and warn them that if they carry on you will go to an adult.
3. If they still don't stop, carry out your warning and speak to a supervisor or teacher.
4. We encourage children to try to solve a problem by themselves in the first instance, if this is too difficult they must ask an adult.
5. There is a right and proper way to stand up for yourself and there are adults and other children who will help you.
6. **Do not fight back.**
7. Children should be taught what to do if they observe other children misbehaving.
 - a. Help other children who are in difficulties by getting an adult straight away
 - b. Do not stand or watch, you are as bad as the offender if you do that - Jesus taught us to "love our neighbour" Luke 10: 27
 - c. Do not join in and try to stop it yourself, that can make it worse

6. Positive behaviour steps for staff

Step 1	Reminder of class rules stated to class
Step 2	Reminder of class rule restated individually to child
Step 3	Visual reminder provided for pupil and staff
Step 4	Time out in own class and logged on Arbor
Step 5	Send to Head of Year or Senior Teacher
Step 6	Refer to AHT/ DHT

Consequences of mis-behaviour

Level 1	unacceptable behaviour	response- proportional examples	lead person	records	parents informed
Step 1	Minor misdemeanours e.g Not following expectations for learning e.g fiddling with equipment, off task interfering with others squabbles Reminder about rules	Reminder of school rules	staff	none	as staff feel appropriate
Step 2	as above but problem persists Verbal warning	Class rule re stated to individual Verbal warning	staff	none	as staff feel appropriate
Step 3	problem persists Visual reminder for pupils and staff		staff	none	as staff feel appropriate
Step 4	Problem persists Sanction	Moved within the room	staff	Arbor	as staff feel appropriate
Step 5	Behaviour escalates/ persists Serious sanction	Sent to Head of Year or senior teacher to complete work and give an appropriate sanction, this may include missing playtime or spending time in another class. Incomplete work will be sent home to be completed at home.	head of year senior teacher	Arbor	phone call from class teacher or Head of Year
Step 6	Issue persists or, refusal to follow instructions / complete work Sanction and meeting with parents	Send for AHT or DHT Teacher to speak to parents after school and send home any uncompleted work	teacher AHT/DHT	Arbor	teacher to speak to parents

1. These steps are bypassed if violent behaviour occurs when children will be sent straight to the Head of Year who will inform the Assistant Headteacher or Deputy Head of the action they have taken.
2. Step 5
If behaviour continues to be challenging then the Head of Year, with the class teacher, will make an appointment to see the parents to discuss the possible sanctions and draw up a behaviour plan based on an appropriate reward system with the aim to re-motivate the pupil. This will be monitored by the class teacher, the Head of Year and the AHT or Deputy Head.
3. Step 6
If the child's behaviour is still challenging then the child will be referred/discussed with support services for guidance and support if necessary (e.g. Primary Behaviour Support team, Educational Psychologist, or CAMHS).
4. Step 7
Fixed Term Exclusion (see exclusions policy below).
5. Step 8
Exclusion (see exclusions policy below).

Level 2 Step 7	Violent or aggressive behaviour including racist/ sexist remarks	<ol style="list-style-type: none"> 1. Send for senior member of staff 2. At playtime/lunchtime SLT must be sent for and incident recorded on Arbor. 	Deputy Head Head of Year	Electronically: Arbor Outside agency form completed if required.	Invited to meeting with senior leadership/ DH to discuss decisions made by school including exclusion if required.
Level 2 Step 8	Extreme or persistent violent or aggressive behaviour	<ol style="list-style-type: none"> 1. Send for DH 2. Refer to HT if required 3. Exclusion 	Headteacher	Electronically: Arbor Incident report form Pastoral Support Plan Behaviour Contract	Phone call to collect child Letter explaining exclusion Meeting arranged for interview before returning to school.

1. Where a child misbehaves significantly at lunchtime a warning letter/ email will be sent home to parents.
2. Isolation from their year group within school as a preventative and restorative approach may be taken. Children are never left alone and would usually complete work in another year group.

Communication with parents

1. It is our practice to telephone parents or send a letter/email home when a child has misbehaved significantly.
2. We aim to teach children that good behaviour is the only option and this helps them to be responsible for their own behaviour.
3. Parents are expected to support the school in this approach.
4. If a child is presenting extremely challenging behaviour, we will recommend that external assistance is sought to support them.
5. Targets or a behaviour contract may be given or a behaviour contract signed between home and school.
6. If physical restraint has been used to prevent a pupil hurting themselves or others, as far as reasonably practicable, the parent of the pupil involved must be contacted on the same day.

Inclusion

1. Some pupils may require special adaptations to their classroom and outdoor environments in order to fully include and support them in school. These adaptations will be compiled by working with the Head of Inclusion and senior staff.
2. It can be helpful for staff to explain any reasonable adjustments that have been made to other pupils in the class so they understand the reasons for different behaviour expectations when appropriate.

Exclusions

Aims

We are committed to valuing diversity and to promoting equality of opportunity.

1. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.
2. The Governing Body recognise that it is unlawful to take into account anyone's age, disability, gender or gender reassignment, race, religion or belief, sex or sexual orientation.
3. Full consideration has been given to this during the formulation of the above policy as it is the governors' aim that no-one at the school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds
4. **We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. See behaviour policy and approach.**
5. We recognise that difficult behaviour can sometimes be symptomatic of a deeper need for our support and understanding. We recognise that there is often a difference between a pastoral concern and discipline.
6. All children can go through times of displaying inappropriate behaviour and we strive to never "give up" easily as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.
7. A decision to exclude a pupil, either for a fixed period or permanently *is seen as a last resort by the school* – especially if it hindering the education of the pupil in question, other pupils or poses a health and safety threat in any way.
8. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some rare situations, exclusion may be necessary, if all other strategies have been exhausted.
9. The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct.
10. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.
 - a. These are:
 - i. Behaviour, Discipline and Exclusions Policy;
 - ii. Anti-Bullying Policy;
11. No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, an investigation. Advice should always be sought from the local authority exclusions team.
12. **Reasons to consider exclusion:**
 - a. Serious breach of the school's rules or policies;
 - b. Risk of harm to the education or welfare of the pupil or others in the school.
 - c. Only the Headteacher can exclude a pupil
13. **Temporary exclusion**
 - a. A temporary exclusion (a fixed term exclusion) should be for the shortest time necessary.
 - b. 1-3 days is usually enough to secure benefits without adverse educational consequences.
 - c. Internal isolation and supervision of work is an alternative to formal fixed term exclusion, but this should never take place without consultation with the Headteacher or Head of Inclusion.

14. Persistent or cumulative problems

- a. Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies.

15. Single incident

- a. Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence.
- b. In such cases the Head will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies.
- c. The pupil will be encouraged to give his/her version of events and the Head will check whether the incident may have been provoked, for example by bullying or racial harassment.

16. Permanent exclusion

- a. A permanent exclusion is a very serious decision and one which should only be taken if all other means of support or discipline have been exhausted or there is no alternative due to the severity of an incident.
- b. It will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:
 - i. Serious actual or threatened violence against another pupil or a member of staff;
 - ii. Possession or use of an illegal drug on school premises;
 - iii. Persistent bullying;
 - iv. Persistent harassment;

17. The decision to exclude

- a. If the Head decides to exclude a pupil they must:
 - i. ensure that there is sufficient recorded evidence to support the decision;
 - ii. explain the decision to the pupil;
 - iii. contact the parents, explain the decision and ask that the child be collected;
 - iv. send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion;
 - v. the length of the exclusion and any terms or conditions agreed for the pupil's return;
 - vi. in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked;
 - vii. plan how to address the pupil's needs and integration back into their class on their return;
 - viii. plan a meeting with parents and pupil on his/her return.
 - ix. The head will also consider any advice from local authority officers

18. Safeguarding

- a. An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.
- b. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

19. Behaviour outside school

- a. Pupils' behaviour outside school on school business e.g. on school trips, at sports fixtures, is subject to the school's behaviour policy.
- b. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.

20. Pupils with special educational needs and disabled pupils

- a. The school must take account of any special educational needs when considering whether or not to exclude a pupil.

- b.** We have a legal duty under the Disability Discrimination Act 2005 and the Equality Act 2010 as amended not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Head should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

21. Marking attendance registers following exclusion

- a.** When a pupil is excluded temporarily, they should be marked as absent using Code E.

22. Removal from the school for other reasons to prevent exclusion

- a.** The Head may suggest to a parent that a pupil be sent home in some limited circumstances such as if in distress so as to avoid escalating behaviour
After consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease.
This is not an exclusion and should be for the shortest possible time.

23. Procedure for appeal

- a.** The school will adopt the local authority's most current practice for notifying parents of an exclusion and any subsequent appeal procedures; this includes forming an appeal hearing of governors.
- b.** If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Body.
- c.** This policy will be adapted to take account of the latest guidance on exclusions by the Local Authority or Department of Education if such advice is more recent than this policy.