



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 created	August 2021
Policy ratified and adopted by the Full Governing Body	September 2021
Policy due for review	Dynamic and ongoing

School Vision:

Rooted in our Christian foundation, we are an aspirational community loving and serving God. We seek to recognise and develop our unique gifts in accordance with the biblical principles of inclusiveness, tolerance and love, preparing children to be educated citizens in a global world.

Behaviour and Discipline

I. 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.

School Rules

1. We have 3 school rules that help to sustain a nurturing learning environment and the greatest opportunity to realise our vision. These are:
 - Be Safe
 - Be Kind
 - Be an Active Learner

At the beginning of the academic year each class should create additional statements to show how they can achieve each of these rules. Some examples can be found below.

in class	theme	around the school
We follow adult direction We move safely in our classroom and put things away carefully We report any e-safety incidents to a member of staff We wash our hands regularly We use hand sanitiser in the classroom whenever the adult asks We use a tissue or an elbow to cover our mouths when we cough or sneeze Tissues go in the bin (catch it, bin it, kill it)	Be safe	We follow adult direction We move calmly around the school We stop playing as soon as we hear the bell We never share food We keep our hands and feet to ourselves We only use the equipment that has been provided outside the classroom We use equipment safely We do not charge around We walk quietly in the corridors, atrium and on the stairs We never slide on the bannisters We always keep to the left in the corridors We never scream

		If we need help we ask an adult
We speak kindly and respectfully to each other We listen to the teacher and follow instructions We use good manners We are honest We choose not to hurt people We value everyone's contributions to learning	Be kind	We do not push or pull We are kind in the playground We talk to each other and try to work problems out We speak kindly and respectfully to each other We choose not to hurt people We play friendly games
We listen to our teacher We participate in lessons We work independently and in pairs We have our equipment ready for learning We are always engaged We can share and discuss our prior learning We listen to the views of others We recognise the contributions of everyone in the class	Be an active learner	We recognise the importance of all subjects We can choose the appropriate resources for different subjects We are always ready for the next lesson We don't waste time between lesson

Helping children to behave well

Staff are explicit about what good behaviour looks like when pupils return to school and consistently throughout the day through teaching new routines for:

- Lining up
- Travelling through school
- Taking the register
- Working in class
- Asking to speak
- Leaving to go to the loo
- Illness
- Starting the lesson
- Carpet time
- Lunch
- Entering the classroom
- Exiting the classroom
- Leaving school
- Waiting for parent collection

Teachers will explicitly teach the behaviours they want to see and the new routines that will support this.

Students will be explicitly told the consequences for behaviour that goes against our school rules.

A small number of students may need to leave the classroom in order to regulate their emotions and behaviour or move to a quieter area in the classroom to regulate. This should be detailed in their behaviour support plan and they may benefit from a calm down kit in the classroom so provision to support their behaviour is pro active and not reactive.

PSHE (including relationship building)

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.

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. Staff understand the need to motivate children in their care and understand that children are all motivated in different ways.
2. Staff should take every opportunity to get to know the individuals in their class and try to find out what motivates them to learn.
3. 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 following the 3 school rules.
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.

We recognise that some pupils need daily targets and rewards to motivate them, rather than waiting for the end of the week announcement of house point totals and awards in the celebration assembly. Staff in each year group may wish to create their own age appropriate reward system for use in class but this reward system should be based upon the house point system e.g. if the class receive over a certain number of house points in a day they can have 5 minutes of 'golden time' at the end of the day. For safeguarding reasons, 'Free time' on Chromebooks is **never** given as a reward - pupils only use Chromebooks for educational purposes and may only visit educational websites approved by the class teacher e.g. Mathletics, BBC Bitesize, EdShed. Reward systems should not be individual to the class but should be consistent across the year group.

EYFS

Classes will create a positive reward system involving stickers, smiley faces, stamps, cards home.

KS1 and KS2

All names for the day to be written on the large whiteboard - visible - and any positive behaviour gets a point. Staff will describe what positive behaviour will look like to receive a house point e.g. completing work in a given time, lining up safely and quietly etc.

Teachers should be consistent and fair when awarding house points and remember that our evidence shows that: Teachers who give out the most house points do not have to give the same number of sanctions/ negative points.

Celebration Assemblies

1. Assemblies will take place every Friday. We recognise achievement and success against the school vision
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 for example total house points, achievements in individual curriculum subjects as well as recognising individual pupils or year groups' success against our vision

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.

Positive behaviour steps for staff

Level 1	Reminder of rules stated to pupil and class
Level 2	Reminder of rules restated, visual reminder to pupil and de-escalation strategies
Level 3	Time out of bubble to work with senior staff
Level 4	Removed by DHT or HT who will make an appointment to see the parents
Level 5	Phone call home by HT to collect child, removed by DHT or HT

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

Consequences of mis-behaviour

Positive behaviour steps for staff

- Step 1 Reminder of class rules stated to individual child or verbal warning
- Step 2 Visual reminder provided for pupil and staff - recorded on Arbor
- Step 3 Time out of class to Head of Year - recorded on Arbor and parent informed
- Step 4 Send to AHT or DHT - recorded on Arbor and parent informed
- Step 5 Refer to DHT or HT

Level	Dealt with by	Concern examples of unacceptable behaviour	Possible actions
1	Lead adult	Minor misdemeanours e.g. not following expectations for learning, fiddling with equipment, off task, talking over teacher, interfering with others, squabbles	Reminder of school rules Verbal warning given in a positive way
2	Lead adult	Repeated minor misdemeanours e.g. not following expectations for learning, fiddling with equipment, off task, interfering with others, squabbles, name calling, answering adults back, Preventing others from learning e.g. calling out, distracting others, persistent talking Using swear words (not directed at others) Mobile phone in school	Visual reminder to support de-escalation Movement within the classroom, time taken from play/lunchtime or senior staff sent for to come to the room to support within classroom Recorded on Arbor
3	Lead adult with Assistant Headteacher or DHT	Continued incidents that prevent others from learning Repeated incidents of 1 or more offensive language to peers or low level unsafe behaviour e.g. swearing at others, not following instructions in class, pushing or pulling in the playground, leaving their bubble.	To work outside their class with senior staff, reintegration when appropriate Parents notified Isolation from their class within school as a preventative approach may be taken. Recorded on Arbor
4	Assistant Headteacher or DHT	Violent or aggressive verbal behaviour including intended racist/ sexist/ homophobic remarks. Violent or aggressive physical behaviour including punching/ slapping/ kicking/ pinching/ biting.	AHT or DHT immediately remove pupil from their classroom to work DHT or HT, 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.

		Unhygienic behaviour such as spitting, coughing or refusing to wash hands Serious Damage to Property	Discuss decisions made by school including exclusion if required. Recorded on Arbor
5	Headteacher	Extreme or persistent violent or aggressive behaviour Unhygienic behaviour such as spitting, refusing to wash hands	Phone call to collect child Letter explaining exclusion Meeting arranged for interview before returning to school

Communication with parents

1. We share our behaviour policy with parents via the school website.
2. Parents are able to ask for a copy of their child's behaviour record from the school office
3. If a child is presenting extremely challenging behaviour, we will recommend that external assistance is sought to support them or parents work with the school to find a solution.
4. Targets or a behaviour contract may be given or a behaviour contract signed between home and school.
5. 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 and an individual risk assessment for the pupil will be created outlining the risks this may pose for pupils and staff.

Inclusion

1. Some pupils may require special adaptations to their classroom and outdoor environments in order to fully include and support them in school.
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

School Vision:

Rooted in our Christian foundation, we are an aspirational community loving and serving God. We seek to recognise and develop our unique gifts in accordance with the biblical principles of inclusiveness, tolerance and love, preparing children to be educated citizens in a global world.

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 above.**
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 is 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;
 - iii. Reasonable Force and Restraint 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.

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.

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