



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, Suspension and Exclusions Policy

Policy to be approved by	FGB (Standards Committee)
Policy updated	Summer 2025
Policy ratified and adopted by the Full Governing Body	1st September 2025
Policy due for review	Dynamic and ongoing

## School Vision:

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

## Behaviour and Discipline

### 1. Aims

The guiding principles of our school's behaviour policy is our desire to create a calm, orderly, safe and supportive environment conducive to learning, with high aspirations for all our pupils. Our policy should be read alongside:

- Our Behaviour Principles Written Statement
- Behaviour in Schools: Advice for Headteachers and School Staff (Feb 2024)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (2023 update)

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. We believe that pupils respond best in an environment where routines are the norm (see behaviour systems).

### 2. School Rules

Our school rules are based around 3 broad themes:

- Be safe
- Be kind
- Be an active learner

These rules are displayed clearly in every class and staff will refer to these rules in their directions to pupils and when awarding house points or other positive reinforcements e.g.

- "You used really polite words to ask that question to your partner - that's a house point for being kind."
- "Thank you for picking up your friend's coat - that's a house point for safety."
- "I could see you didn't give up and you both tried to work out that problem together - that's a house point to you both for being active learners."

They are also referred to when correcting poor behaviour, each rule can be referred to when correcting pupils as a 'school standard' that needs to be adhered to. E.g

- 'Do not leave the classroom without permission, - it is important to follow our school rule and keep safe.'
- 'Do not shout out - it is important to follow our school rule and speak kindly to each other'
- "Do not slouch in your chair, it's important we sit up straight and show that we are ready to learn."

At the beginning of the academic year staff should share with the pupils what behaviour they expect to see for 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	<b>Be safe</b>	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

Tissues go in the bin (catch it, bin it, kill it)		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	<b>Be kind</b>	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	<b>Be an active learner</b>	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

### **Behaviour Systems - helping children to behave well**

It is imperative that the school has well-established and universally understood systems of behaviour. Any area of general behaviour that can be sensibly translated into a routine is done so explicitly; this removes uncertainty about school expectations and reduces anxiety. (e.g. routines for lining up, washing hands, handing out white-boards or chromebooks etc.)

At the beginning of each academic year, to support school organisation it is important for all pupils to learn these new routines. This is key for the youngest pupils in our school as well as pupils moving to new year groups. Adults define the expected behaviours in the year group and illustrate what successful routines and habits look like. Staff should define the successful behaviour they expect to see from pupils, clearly and positively. They should frame the curriculum around the good behaviour they want to see, instead of a list of prohibited behaviours.

Staff can reinforce this through the positive language they use with pupils, for example:

#### **Do say**

Line up quietly outside the classroom

Clear away your tray after finishing lunch

#### **Don't say**

Don't be disruptive in the line outside the classroom

Don't leave a mess on your table after lunch

Routines that are taught explicitly include:

Lining up, travelling through school, taking the register, working in class, asking to speak, leaving the classroom to go to the loo, what to do if you are unwell during a lesson, starting the lesson, carpet time, leaving the classroom for lunch and playtime, entering the classroom, leaving school at the end of the day, 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 behaviours that go against our school rules and a child friendly version of the chart below can be found in every classroom.

### **Behaviour Curriculum**

We actively teach and reinforce appropriate standards of personal behaviour and we seek to promote our key values of inclusiveness, wisdom, love and service through:

- Promoting courtesy, consideration and respect for others and property within the school e.g. teach pupils to greet staff and visiting adults with a 'good morning sir, or good morning miss', and to hold doors open for adults.
- Promoting the emotional, physical and psychological safety of people in the school – pastoral care is paramount and at the heart of what we do.
- Never labelling a child because of their current behaviour but rather teaching and leading them into what they can become.
- Inclusion - teach children and help them to be understanding of difference and inclusion.
- Teach children to value honesty, responsibility and accountability.

### **Behaviour Curriculum, 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. 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 but this must always be based on our house point system and must be consistent across all classes.

### 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

### 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

### **Unacceptable behaviour:**

Unacceptable behaviour includes: ignoring reasonable instructions, answering back, rudeness or aggression, making unkind/ derogatory remarks, damaging property, biting, spitting, hitting and kicking, sexualised behaviour (harassment & violence) including, online behaviour, name calling, unwanted physical touching of a sexual nature, (including bottoms), up-skirting, swearing, racist comments, homophobic comments, bullying (refer to Anti-bullying policy), theft.

Unacceptable behaviour should always be challenged, no matter how small.

### **Mobile phones:**

Pupils in Year 6 who travel home alone are permitted to carry a simple, non-expensive mobile phone to school. The phone should have no internet access or camera facility (for example a Nokia 105), it should be clearly marked with the pupil's name, the phone should be switched off before they enter school and placed in their school bag, the phone should never be taken out during the school day. A simple mobile phone remains the responsibility of the student at all times and the school will not take action if it is lost or stolen. Failure to comply with the guidelines will result in staff following sanctions below.

### **Pupils with Special Educational Needs:**

Behaviour will often need to be considered in relation to a pupil's SEN needs, although it doesn't follow that every incident of misbehaviour will be connected with their SEND. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of support being provided. Staff should make reasonable adjustments in line with the Equality Act 2010 and the Children and Families Act 2014 to meet the needs of children with SEND. Examples could include:

- Short, planned movement breaks
- Adjusting seating plans
- Adjusting uniform requirements for a pupil with sensory issues or medical needs
- Individual reward systems
- Additional aids such as enlarged school rules (or specific targets identified)

### **Consequences of mis-behaviour**

Positive behaviour steps for staff

Step 1	Reminder of class rules stated to individual child/ verbal or non- verbal warning
Step 2	Visual reminder provided for pupil and staff/ 5 mins off play - 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	Examples of unacceptable behaviour	Consequence
<b>1</b>	Class teacher	Minor misdemeanours <ul style="list-style-type: none"> <li>not following expectations for learning</li> <li>Ignoring reasonable instructions</li> <li>fiddling with equipment</li> <li>off task</li> <li>talking over teacher</li> <li>interfering with others</li> <li>impolite to adults</li> <li>answering back</li> <li>calling out</li> <li>distracting others</li> </ul>	<ul style="list-style-type: none"> <li>Reminder of school rules either verbally or pointing at the display</li> </ul> <i>be safe</i> <i>be kind</i> <i>be an active learner</i>
<b>2</b>	Class teacher	Repeated minor misdemeanour (see above) or <ul style="list-style-type: none"> <li>using swear words (not directed at others)</li> <li>pushing or pulling in the playground or other unsafe playground behaviour</li> </ul>	Name written on the board and 5 mins off playtime (reduced time for younger pupils) If the misdemeanour occurs in the playground they should receive a sanction directly and stand on the wall for 5 mins  Teacher can give the child a verbal reminder (not in front of the full class) that they can have their name taken off the board if they stop the behaviour  <b>Recorded on Arbor if the sanction is given</b>
<b>If a child has a sanction at stage 2 they should return to class with a fresh start. This should be made explicit to the child.</b>			
<b>3</b>	Class teacher/Head of Year	Continued incidents that prevent others from learning or dangerous playground behaviour  Repeated incidents of level 1 behaviour or: <ul style="list-style-type: none"> <li>offensive language to peers</li> <li>swearing at others</li> <li>theft of property</li> </ul>	<ul style="list-style-type: none"> <li>Learning to be completed outside the child's classroom in another class in the same year group for the duration of one lesson</li> <li>Parents notified by class teacher with support of Head of Year</li> <li>If child refuses to continue their learning in another classroom the teacher should escalate to level 4 actions</li> </ul> <b>Recorded on Arbor and restorative justice conversation should take place before child returns to class (see restorative justice prompts)</b>
<b>4</b>	Assistant Headteacher or DHT	Violent or aggressive <b>verbal</b> behaviour including: <ul style="list-style-type: none"> <li>intended racist/ sexist/ homophobic remarks</li> <li>repeated inappropriate or impolite language towards classroom adult</li> <li>sexualised behaviour including online behaviour or name calling</li> </ul> Violent or aggressive <b>physical</b> behaviour including deliberate or intended:	<ul style="list-style-type: none"> <li>AHT or DHT to be called to the classroom or playground immediately</li> <li>Child to continue their learning outside the classroom for the remainder of the morning or afternoon session including lunch. If the behaviour happens towards the end of the day the child should complete work outside their classroom for the following morning. This could be with a member of SLT or in another year group.</li> </ul>

		<ul style="list-style-type: none"> <li>• punching</li> <li>• slapping</li> <li>• kicking</li> <li>• pinching</li> <li>• biting</li> <li>• serious damage to Property</li> <li>• sexualised behaviour including unwanted physical touch, upskirting</li> </ul> <p>Accessing a mobile phone during school time or other unsafe use of a mobile phone during the school day.</p>	<ul style="list-style-type: none"> <li>• AHT or DHT, will make an appointment to see the parents to discuss the consequences and draw up a behaviour plan based on an appropriate reward system with the aim to re-motivate the pupil</li> <li>• If this is repeated event the HT will contact parents to explain the policy regarding a suspension</li> </ul> <p><b>Recorded on Arbor and restorative justice conversation should take place before the child returns to class</b></p>
<b>5</b>	<b>Headteacher</b>	<p><b>Extreme or persistent</b> Violent or aggressive verbal or physical behaviour *</p> <p>The possession of any prohibited items**</p>	<ul style="list-style-type: none"> <li>• Phone call to collect child</li> <li>• Letter explaining suspension</li> <li>• Meeting arranged for interview before returning to school</li> </ul>

\* Including but not limited to: choking and punching,

\*These items are listed in the DfE document Searching, Screening and Confiscation, July 2022

### Supporting a pupil following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This can include completing a restorative justice reflection log, reintegration meetings, daily contact with a key adult, an individualised behaviour plan, support from our play worker, a call home.

Examples of a restorative conversation or reflection log:

*What happened? (child's perspective)*

*Who was upset/hurt?*

*What can I do to make them feel better? (Maybe an apology/letter/do something kind for them)*

*What could I do next time to avoid the same result? (What strategies do I have?)*

### The use of reasonable force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. This involves a degree of physical contact to control or restrain a child. Reasonable in these circumstances means using no more force than is needed. The school has a comprehensive policy Reasonable Force and Restraint Policy. Staff must ensure they are familiar with this document.

### 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.



# Suspensions and Exclusions

## School Vision:

Rooted in our Christian foundation, we are an aspirational and inclusive community loving and serving God. We seek to recognise and develop our unique gifts in accordance with the biblical principles of wisdom 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 the importance of the Equality Act 2010 and understand 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 suspend or 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, suspension or 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, Suspension and Exclusions Policy;
    - ii. Anti-Bullying Policy;
    - iii. Reasonable Force and Restraint policy
11. No suspension or 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 suspension**

- a.** A temporary suspension (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.

### **14. Persistent or cumulative problems**

- a.** Suspension 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 suspension 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 suspended temporarily, they should be marked as absent using Code E.

### **22. 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.