



**HOLY FAMILY & ST.
MICHAEL'S
CATHOLIC PRIMARY
SCHOOL, A
VOLUNTARY
ACADEMY**



Everything we do is for the children

The main aim of our Mission Statement is that our teaching and learning are centred on the teaching and example of Jesus Christ.

Policy: Behaviour Policy

Date Agreed: September 2018

Date of Review: September 2019

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Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We will act quickly and follow our procedures to ensure children receive early help and effective support, protection and justice.

BEHAVIOUR POLICY

“The Governors must ensure that all aspects of school life are firmly rooted in Christian principles and that both staff and pupils are valued as individuals. It is essential therefore that pupils are given a secure, well-ordered school which will allow for their spiritual, emotional and intellectual growth.”

(Our Catholic Schools)

Our mission statement underlies our philosophy on behaviour.

Our Mission as a Catholic school is to create and develop a community centred upon the teaching of Jesus Christ where all individuals are enabled to reach their full potential. This is expressed through:-

A climate based on respect, justice and trust that affirms the uniqueness, selfworth and dignity of the individual.

A curriculum which fosters equal opportunities regardless of race or gender and enables the development of each individual child's gifts and talents.

Our commitment to the ongoing development of the links between school, home, parish and the wider community.

A variety of forms of prayer, worship and liturgy to contribute to the development of faith of each individual in the school community.

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To implement reward and sanctions systems consistently and fairly.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Our purpose is:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

Expectations

We believe that all children are capable of good behaviour, attainment levels and social skills. Our belief in the individual worth of every member of the school community needs to be reflected in the quality of relationships and respect witnessed within the school.

Throughout the following expectations, we aim to encourage respect for everyone:

- Self-discipline and independence with or without supervision
- The addressing of everyone politely and respectfully
- Listening attentively
- Sensible application to work in class
- Quiet, careful movement around the school
- Safe activities in the playground
- Care for the school environment, their own property and that of others
- Good manners at all times

Children's Responsibilities

- To treat others with respect
- To work to the best of their abilities and to allow others to do the same
- To obey instructions of the school staff
- To co-operate with other children and adults
- To take care of property and the environment, in and out of school

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Parents' Responsibilities

We welcome the involvement of parents in the promotion of good social behaviour.

The Parents can help by:-

- Making children aware of appropriate behaviour in all situations.
- Encouraging independence and self-discipline.
- Showing an interest in all that their child does in school.
- Fostering good relationships with the school.
- Supporting the school in the implementation of this policy.
- Being aware of the school rules and expectations.
- Offering a framework for social education.

Code of Conduct

The Golden Rules

We are gentle	We do not hurt any body
We are kind and helpful	We do not hurt people's feelings
We do work hard	We do not waste your time or other people's time
We do look after property	We do not waste or damage things
We do listen to people	We do not interrupt
We are honest	We do not cover up the truth

Basic Assumptions

Pupils are less likely to misbehave if they are on task.

Pupils tend to be engaged in tasks if:

- the tasks are meaningful
- the level of challenge is appropriate, i.e. not too hard so that the pupil feels overwhelmed or confused nor too easy so that the pupil becomes bored
- the pupils have a clear sense of short term and long term goals and receive positive feedback leading to a growing sense of confidence
- they have high self-esteem through being valued and the development of a growing sense of competence
- there is a recognition on the part of teachers that a pupil's level of motivation can vary from EXTRINSIC to INTRINSIC. Recognition for positive efforts work or behaviour can be more dependably achieved than for misbehaviour
- the teacher-pupil contact rate is adequate.

Misbehaviour

Although the school encourages good behaviour through positive approaches, it recognises that misbehaviour will arise and must be dealt with appropriately. The children's recognition and management of their own misbehaviour will be encouraged.

How Children Can Sort Out Their Own Difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults should take responsibility for teaching them strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict **without** resorting to violence, swearing or abuse.

Suggested Strategy For Resolving Conflict - 3 Steps

Each child has a turn to say:

- 1) What the other(s) has/have done to upset them.
- 2) How they feel about it.
- 3) How they would like them to behave in future.

No-one is allowed to interrupt or argue.

They go on taking turns until everyone is finished.

The adult makes sure that the turns are taken, that children stick to the three steps, that they listen to each other and maintain eye-contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgment and take appropriate action.

The 'No Blame Approach'

This is used to assist the children in understanding that it is the behaviour rather than the individual which is unacceptable. It allows pupils to develop greater tolerance and understanding and a perception of the aims of the Mission Statement which promote positive behaviour.

We will create a safe and pleasant environment. The Learning Mentor is available to help children with their concerns. A 'Worry Box' is located in the KS2 Shared Area with photograph cards for Foundation Stage and KS1 children and 'I need a chat', cards for KS2 children to write their names. The box is checked on a daily basis.

We have specific rules being enforced on the grounds of health, welfare and safety

a. Food and drink

Children may bring fruit or healthy snacks from home to eat at morning play. They may also obtain fruit through the National Fruit Scheme KS1 or from the tuck shop. Other than fruit, healthy snacks and water bottles may be obtained. Packed lunches may be brought to school.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment.

b. Jewellery

Watches are the only items of jewelry which may be worn at school in KS1 from Y2 and KS2, not in Foundation Stage and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewelry. If children cannot remove it themselves it should be taken off at home on the days the child does PE.

Reasons: Rings, necklaces, bracelets, earrings etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others. Parents will be reminded of school policy but may be asked to come in and remove earrings if the reminders fail.

c. PE Kit

Appropriate clothing must be worn for all PE activity

Indoors:-No jewellery, bare feet, shorts, T shirt or vest

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors:- No jewellery, plimsolls or trainers, shorts, Tee shirt, (Tracksuit in certain conditions).

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles (see PE Policy).

Hair to be tied back at all times not just P.E. but throughout school.

School Clothing

The school has a separate school uniform policy. Uniform may be purchased from the school office. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn.

Reasons: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heeled shoes and boots are unsafe for the school environment.

Behaviour Guidelines – Procedures

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised.

Movement around School - Suggested Procedures for Large Groups

- Call the group together using the familiar phrase: 'Are you listening'?
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement around School - Suggested Procedures for Individual Children

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each playground. Supply teachers should cover the duty of absent teachers but should never be without support.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per yard area maximises levels of visual supervision.

An internal bell rings at the end of play. Upon hearing the bell, children should line up in year groups. If, for whatever reason, the internal bell does not sound, staff should assume that playtime will end at the normal time and respond accordingly.

Upon hearing the bell children should stop what they are doing, then walk to designated year group lines, joining at the back of the line. Staff send children in a colour group at a time, ensuring there is no running or congestion. Good behaviour whilst lining up and during playtimes should be reinforced with praise.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances the teacher on duty remains responsible for the supervision of their Key Stage, with suitable, quiet activities provided for children.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by a member of staff with first aid training.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Behaviour Guidelines	Rewards
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It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards

1) General

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school (see Display Policy).
- A visit to the Headteacher for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library area, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, School's Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) **Whole School Reward System: 'Dojo'**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the Dojo online reward system which also informs parents of areas of success.

Once awarded a Dojo can never be deducted (see Sanctions).

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

Certificates

A weekly Celebration Assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Parents are invited to attend and witness the presentation of certificates.

Behaviour Guidelines	Sanctions
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Sanctions

- In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e. 'that was a silly thing to do because...' and not 'You are a silly boy'.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required, other sanctions can be used at the discretion of the class teacher after discussion with the Key Stage co-ordinator and children, regarding which step best reflects the most suitable sanction given the behaviour displayed. . **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

(Classroom teacher)

Use normal strategies:

e.g. Polite requests, warnings (no more than three), repositioning, separating etc.

Step 1 (Classroom teacher)

Give a final warning:

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Classroom teacher)

Time Out (A)

- Child sent to designated area.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.

If behaviour improves return to lesson.

*If not or if child refuses, move to **Step 3***

For a regular offender:

- Record who, when, why.
- Possible removal of treats / playtime etc.
- Discussion with other member of staff and/or SENCO : consider Behaviour Intervention.

Step 3 (Teacher colleague)

Time Out (B)

- Child escorted to designated colleague.
- Up to 1 hour working alone without causing disturbance.
- Possible removal of a treats / playtime.

If behaviour improves return to class.

*If not or if child refuses, move to **Step 4***

For a regular offender:

- Discussion with Team Leader and/or SENCO : consider School Action of the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Parents informed by letter that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support and meeting.
- Consider alternative strategies, inform other agencies.

Step 5 (Head /SENCO)

Pastoral Support Programme (On Report)

- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider CAF.
- PSP Meeting with parents/child.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Weekly feedback to parents.
- PSP to last a minimum of two weeks/a maximum of 16 weeks, and reviewed when needed.

If targets are achieved remove from PSP.

*If PSP failed, move to **Step 6**.*

Step 6 (Headteacher)

Behaviour Contract

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Complete a CAF.

Sanctions Procedure: Playground

If unacceptable behaviour occurs:

Step 1 (Dinner Supervisor/Duty Staff) Use normal strategies:

- Polite but firm request, discussion, separation etc. **NO MORE THAN 3 WARNINGS**

Step 2 (Dinner Supervisor/Duty Staff) Give a final warning

- Use agreed phrase, 'This is your final warning. Do you understand?'

FROM NOW ON NO MORE WARNINGS: TAKE ACTION.

Step 3 (Dinner Supervisor/Duty Teacher) Time Out /Isolation A

- Stand for no longer than 5 minutes in a designated area, (facing wall) to reflect and calm down.
- Child loses appropriate golden time.

If behaviour improves return to playground.

*If not, if child refuses or if behaviour is more serious move to **Step 4**.*

Step 4 (Dinner Supervisor/Duty Staff) (Isolation B)

- Child removed from playground.
- Child stays in isolation for remainder of playtime/lunchtime.
- Child loses appropriate golden time.
- Class teacher informed.
- Possible loss of next playtime.

For a regular offender:

Discussion with teaching staff and/or SENCO.

- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Inform parents of concerns / targets (IEP).
- Consider alternative strategies.
- Isolation from playground.

Step 5 (Management Team) Detention (Isolation C)

For more serious incidents including violent behaviour:

- Detention .
- Parents informed of detention by letter.
- Detentions are administered when a child's behaviour transgresses the school Behaviour Policy which is on the school website.
- Any child who receives three detentions in a half-term will then be excluded at lunchtime for a week should there be a further incident which warrants a detention.

Troubled children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential.

Behaviour Targets

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.

"To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.

Should provide clear consequences for breaking the agreement e.g. exclusion.

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child
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Detention

The Department for Education clarifies guidance on school discipline policies for detentions and exclusions. (updated 26 April 2012)

What the law allows

- Teachers have a legal power to put pupils aged under 18 in detention.
- Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
 - a. any school day where the pupil does not have permission to be absent
 - b. weekends - except the weekend preceding or following the half term break
 - c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
- The headteacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only, or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably, as described in paragraph 15 above, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent

**The Use of Force to Control or Restrain Pupils
(Education Act 1996 Education and Inspections Act 2006 - Updated DfE Guidance 26.04.12)**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

Teachers and other staff may use reasonable force to prevent pupils committing a crime, causing injury or damage or causing disruption.

Such incidents in which reasonable force may be used to control or restrain a pupil are recorded and parents are immediately informed.

Updated and reviewed: 2nd February 2016

To be reviewed bi-annually.

Signed: _____ Date:
Claire Cade Headteacher

Signed: _____ Date:
Vice-Chair of Governors

Signed: _____ Date:
Parent Governor

Pupil Exclusion Policy (See updated DFE Regulations 1st September 2012)

Our expectations and code of conduct are based upon the Gospel values outlined above in the Mission Statement. It is for this reason that we enlist parental support within the Exclusion Policy. Reaching the third category is considered extremely serious as to warrant exclusion being considered as the appropriate punishment. Members of staff recognise that each child and each situation may vary and each incident will be thoroughly investigated before any judgement is made.

	BEHAVIOUR	SANCTIONS	COMMENTS
1	Being disruptive, creating a disturbance, being cheeky/ making off-hand comments, annoying other children, refusing to follow instructions e.g. not wearing indoor shoes.	Separation from the rest of the class group; writing a letter of apology; completing unfinished work at playtime or at home. Time out of class as considered appropriate; breaktime detention.	Persistent repetition leads to Stage Three as this would be blatantly defying a member of staff by challenging his/her authority and would merit exclusion
2	Deliberately throwing objects	Exclusion from class/detention	Details of incident recorded.

	to cause damage or harm to property or to a pupil/member of staff; Repeated refusal to do set tasks; continued or serious cheek/challenge to authority; harmful/offensive name calling; bullying	Telephone contact with parents by headteacher/ classteacher. In agreed cases child sent to another adult. Daily /weekly Behaviour Diary to encourage positive behaviour	Parents asked to support positive behaviour. Persistent repetition leads to Stage Three. Three detentions in a half-term lead to lunchtime exclusions for a week should there be a further incident which warrants a detention.
3	Fighting and intentional physical harm to other children; name-calling leading to serious aggression; serious challenge to authority in the blatant defying of any member of staff. Verbal/physical abuse to any staff. Persistent bullying. Running out of school; stealing; vandalism.	Requires immediate involvement of headteacher. Telephone call or meeting with parents at the end of the day/ as soon as possible. Letter to parent(s) informing of details and reason(s) for the detention/fixed term exclusion. Child to be returned to school by parent who will report to the headteacher with the child. (Arrangements for the latter to be agreed. N.B. See “Comments”)	Possible involvement of outside agencies - DfE 2012. Work to be set for the pupil; arrangements to be made for the return of the work to school. A follow up meeting to be arranged with parent(s) should it be impossible for the parent to return the child to school on the agreed date of return.

N.B. Certain examples of behaviour which are “school-related” will merit the above sanctions even when they happen outside school hours and off school premises.

The above are broad guidelines and cannot cover every situation where exclusion may be the correct sanction. The Governors reserve the right to add to this list should the need arise.

2012

Statutory guidance from the Secretary of State recommends that parents/carers note the following:

- the power to discipline beyond the school gate;
- pastoral care for school staff accused of misconduct; and
- when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

2) Power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items

- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.