



## **St. Mary's Catholic Primary School**

### **Behaviour, Discipline and Exclusion Policy**

This policy is underpinned by our school mission and values:

#### **Mission:**

*Nurturing our God-Given Talents*

#### **Values:**

*Respect*

*Resilience*

*Truth*

*Faith*

*Love*

*Mercy*

**Date: Autumn 2023**

**Review Date: Autumn 2025**

**Compiled by the staff after consultation with governors, parents and children.**

#### **Introduction**

- At St. Mary's we strive to develop a Christian and Catholic Community where staff and pupils may deepen their faith through receiving the Sacraments, through study, example and respecting the beliefs and values of others. We have a happy, learning environment where everyone feels secure and confident.
- We aim to cater for the Individual needs of pupils, provide for their talents and help them to overcome any learning and emotional difficulties.
- We nurture self-confidence and self- esteem through praise. We encourage all pupils to become independent learners and be eager to face new challenges.
- Pupils are encouraged to look after their school environment and become aware of everyone's need to care for the world/ communities in which they live.
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- Our policy aims to present a system of rewards, sanctions and strategies for developing children's self-esteem that is linked to agreed codes of conduct. This is then applied consistently throughout the school.

#### ***Self – Discipline***



- We aim to develop a sense of self – discipline and an acceptance of responsibility for ones actions.
- We aim to create an orderly community in which effective learning can take place where mutual respect can be seen for all members.
- We strive for a pleasant atmosphere, in which pupils can give their best, both in classroom and in extra – curricular activities.



- Good efforts are rewarded with praise.
- We aim to provide a relevant and appropriate curriculum to motivate pupils and involve them fully, thus ensuring a well – ordered/ motivated school.

### ***Our part***

*At St Mary's we expect all adults to:*

- Implement the behaviour policy consistently
- Model positive behaviour
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents
- Keep calm to reduce any tensions
- Listen to all sides-fairness earns respect
- Build positive relationships
- Have high expectations/challenge children
- Treat everyone with respect, courtesy and fairness-by example and attitudes
- Be fair in our assessments and record keeping
- Value children's work with positive suggestions for improvement
- Motivate children, reward success and emphasise potential
- Provide an environment that fosters independence
- Support children to be able to calculate risks in different environments

Staff will create and maintain a stimulating environment that encourages pupils to be engaged and will develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning
- Establishing clear routines
- Communicating expectations of behaviour
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

The senior leadership team will support staff in responding to behaviour incidents.

### ***Children's part***

At St Mary's, we work towards standards of behaviour based on our school values: respect, resilience, truth, faith, mercy and love.

The school expects pupils to:

- Attend school regularly
- Show respect for themselves and others
- Arrive on time



- Be ready to learn and take an active part in school life, making it possible for all pupils to learn
- Respect school property (the building and equipment)
- Wear the correct school uniform
- Settle differences in a calm and appropriate way or seek additional help from a child or adult
- Refrain from swearing, name calling or fighting
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Participate in school activities
- Move quietly round the school
- Keep the school tidy and litter free

***Break time expectations:***

- Always ask permission to go to the toilet or to go into school
- Play sensibly with play equipment and report breakages
- Do not loiter in the toilets.
- When the whistle blows at the end of play – Stand still in silence.
- Return to the building quietly and sensibly.

***Entitlement***

- All pupils within the school have equal entitlement to the behaviour policy.
- The policy is based on the teacher's right to teach and the pupil's right to learn. Disruptive pupils are not allowed to interfere with the rights of those who wish to learn.

***Implementation***

- Each year group agrees a set of class rules at the beginning of each school year (Teacher and pupils).

**Celebration of good work/presentation/good conduct**

- We try to emphasise the positive in all pupils wherever possible in order to encourage high self – esteem.
- Every half term, the headteachers award a certificate to those pupils who have worked hard in a particular area. These are awarded in the assembly.
- Pupils who have worked particularly hard through the half term receive a small prize at a special assembly.
- Midday supervisors award stickers to pupils who are polite and helpful.
- Every half term at a special assembly, children choose a child in their class who has shown true friendship/kindness to others. They receive a PSHE certificate (Personal/Social/Health Education).



- Year 6 pupils act as monitors to assist the good behaviour in the school. They help in the following ways:
  - lunchtimes – helping in the playground/supporting Infant games
  - Digital Leaders
  - Library assistants
  - Stair monitors
  - Being – ‘playground buddies’ –looking out for younger children who may “need a friend”.
- Teachers make comments in the books of pupils, picking out specific points or ideas for positive comment. A range of feedback is used in books and in class, with the emphasis on positivity and how children can improve their work.
- Pupils are sent to the headteachers with good pieces of work.
- Good behaviour is reported in the school newsletter particularly if pupils have been praised on educational visits.
- School reports comment on behaviour.
- Parents are notified if children show an improvement in behaviour.

### ***Prevention of bullying***

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

### **Types of bullying**

#### **Emotional**

Being unfriendly, excluding, tormenting

#### **Physical**

Hitting, kicking, pushing, taking another’s belongings, any use of violence

#### **Racial**

Racial taunts, graffiti, gestures

#### **Sexual**

Explicit sexual remarks, display of sexual material, sexual gestures, sexual harassment, child on child abuse, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

#### **Direct or indirect verbal**

Name-calling, sarcasm, spreading rumours, teasing

### **Cyber-bullying**

Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Children are actively taught that any form of bullying or prejudice-based and discriminatory behaviour is not tolerated at St Mary’s. Any reported or observed incidents will be investigated, recorded and appropriate sanctions will be applied. We encourage the children to discuss sensitively, a wide range of behavioural issues during class discussions, Circle



Time, RHE Curriculum; PSHE lessons and assemblies. Children are encouraged to recognise for themselves the importance of:

- Not discriminating;
- Treating others as they would want to be treated,
- Actively including others;
- Taking responsibility for avoiding and resolving conflict;
- Sharing their feelings with others.

Please refer to our Anti-Bullying, Equal Opportunities and Online Safety policies.

At St. Mary's we have the following measures in place to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)

- We use the curriculum, where possible, to reinforce the ethos of the school, British Values and those of our Catholic Faith.
- We have open and clear lines of communication between all adults and pupils.
- Pupils know that they must report any incidence of bullying to an adult within school. If another pupil tells them that they are being bullied or if they see bullying taking place they should report this to a member of staff.
- In addition, each Key Stage contains a 'Worry Box', where pupils are able to drop notes. Each teacher monitors the box and opens a discussion with pupils individually or as a class.

For further information about how incidents of bullying are dealt with, please see the school's Anti-Bullying Policy.

### ***E-safety***

The Internet and use of other electronic forms of communication is an essential element in 21<sup>st</sup> century life for education, business and social interaction. The school has a duty to provide pupils with quality Internet access as part of their learning experience and equip them with the knowledge and skills to stay safe. The school policy for e-safety outlines this in further detail. In order to minimise the risk of cyber-bullying, pupils and parents are informed about online safety and the 'report button' that is on social websites. Pupils and parents are made aware of the age children should be to access social media sites. Please refer to the school's online safety policy and anti-bullying policy.



### ***Serious Misbehaviour***

We define serious misbehaviour as:

- Repeated breaches of the school rules
- Child on child abuse
- Any form of bullying
- Sexual assault or unwanted sexual behaviour
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

### ***Restorative Justice***

When investigating incidents between pupils it is vital that situations are dealt with fairly and justly. The aim is to reaffirm, repair and rebuild relationships. Where tensions are high the following questions may help to calm things down and be addressed to each person involved: -

- What happened?
- What were you thinking at the time?
- Who was affected? How?
- What have you been thinking/feeling at the time and since?
- What needs to happen to put things right and what support do you need?

Mini-conferences and meetings may need to be held in order to restore relationships between pupils. These should be managed carefully enabling each child to have a voice.

### ***Sanctions***

Even in a well-ordered and positive environment, it may be necessary from time to time to impose sanctions for inappropriate behaviour. There will be a clear distinction between minor and more serious misconduct with appropriate sanctions imposed. They will not infringe school aims or the law. All situations will be different and knowledge of the child important.

The following are guidelines:

- Removal from the group or class. Pupils are asked to work with another teacher.
- Pupils could be sent to Key Stage Leader.
- Withdrawal of break or lunchtime privileges
- Withholding participation in any school trip or sports event that is not an essential part of the curriculum.
- Withdrawal from a particular activity if the health and safety of others is at risk.
- Withdrawal from a particular lesson.
- Carrying out a useful task in the school.
- Parents notified by the class teacher/ headteachers.



- Contact book set up.
- Exclusion, fixed term or permanent.

Corporal punishment is illegal and should not be used in any circumstances.

If children continue to misbehave, parents are informed. Meetings are arranged with parents and the class teacher. A contact book may be put into place. This can be completed on a daily basis, recording the behaviour of the child. Parents see the contact book and sign it.

In extreme cases, children are sent to the headteachers and parents are invited in to discuss the way forward. An action plan is agreed and a date set for evaluation.

### **Excluding pupils during the midday break**

This action should only be taken after careful consideration and discussion with the parents. The headteachers, not the class teacher, should impose this sanction. Parents will receive a written warning. It is important that all reasonable steps have been taken before a pupil's exclusion.

If a pupil is in receipt of free school meals, the meal must be provided before he/ she leaves the premises.

A record is kept of all pupils excluded from school during the midday break.

### ***Exclusion***

Only the headteachers have the power to exclude a pupil from school. The headteachers may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The headteachers may also exclude a pupil permanently. It is also possible for the headteachers to convert fixed term exclusion into a permanent exclusion if the circumstances warrant this.

Parents will be notified immediately of the reason for the exclusion. At the same time, the headteachers will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how they can do this.

The headteachers informs the Governing Body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term.

After any term of exclusion and before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to





discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated.

A written record of the discussion, and commitments to the agreed plan, by both parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

The headteachers keeps a record of any pupil excluded for a fixed term or who is permanently excluded. The Local Authority receives the necessary paperwork from the school.

It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure the school policy is administered fairly and consistently.

### ***Positive Handling***

On rare occasions, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### ***Action in self – defense or in an emergency***

Everyone has the right to defend themselves against an attack provided a disproportionate degree of force is not used. Similarly in an emergency, if a pupil is at risk, a member of staff may intervene.

### ***Recording incidents where force is used***

A written report must be passed to the headteachers as soon as possible. Staff may find it helpful to seek advice from a senior colleague when compiling a report. Parents should be informed. They should also have the opportunity to discuss the incident.

### **Physical contact with pupils**

Staff should always avoid touching or holding a pupil in a way that might be considered inappropriate. Staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.



### ***Special Educational Needs***

Appropriate targets may need to be set in the Individual Action Plans by the SENCO and Class teacher. These will be monitored and reviewed within a set time scale

### **Risk Assessments**

*Staff must write a risk assessment for any child that is at risk of hurting themselves or others. These risk assessments must be passed on to all staff including external staff.*

### ***Incidents against Staff***

Physical or verbal abuse of staff will not be tolerated. Staff must do everything possible to avoid situations where pupils become violent, through thorough risk assessments and good communication. All incidents of physical or verbal abuse against staff must be recorded on CPOMs.

### ***Equal opportunities***

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Monitoring**

In light of this policy, the Senior Leadership Team will continually monitor the behaviour throughout the school.

After twelve months, the effects of this policy will be evaluated through consultation with all the parties involved, i.e. children, parents, staff and governors.

Agreed changes will then be incorporated as necessary.



***Other linked policies are:***

- ***Safeguarding***
- ***SEND***
- ***Teaching and Learning***
- ***Anti-Bullying***
- ***Online Safety***
- ***Positive Handling***