

# Behaviour and Exclusion Policy



'Love your neighbour as yourself,' (Luke 10:27)

<b>Approved by:</b>	SLT and Governors	<b>Date:</b> October 2019
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## CRC Links

**Article 2** (Non-discrimination): All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3** (Best interests of the child): All adults should do what is best for the children. When adults make decisions, they should think about how their decisions will affect children.

**Article 12**(Respect for the views of the child): Children have the right to give their opinion, and for adults to listen and take it seriously.

**Article 15** (Freedom of association): Children have the right to choose their own friends and join or set up groups, as long as it isn't harmful to others.

**Article 19** (Respect for the views of the child): Children have the right to be protected from being hurt and mistreated, in body or mind.

**Article 29** (Goals of education): Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

**Article 30** (Children of minorities/indigenous groups): Children have the right to practice their own culture, language and religion - or any they choose. Minority and indigenous groups need special protection of this right.

**Article 32** (Child labour): Children have the right to protection from work that harms them, and is bad for their health and education.

**Article 36** (Other forms of exploitation): Children have the right to protection from any kind of exploitation (being taken advantage of).

**Article 37** (Detention and punishment): No one is allowed to punish Children in a cruel or harmful way

**Article 39** (Rehabilitation of child victims): Children have the right to help if they've been hurt, neglected or badly treated.

## Introduction

Every school must have a behaviour policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Independent Schools Standards Regulations 2010 (Academies).

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

The Governing Body is responsible for setting general principles that inform the behaviour policy and ensuring this policy is published on the school website. They are responsible for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

Head teachers are responsible for developing the behaviour policy and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules. They will act in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour. They will establish high expectations of pupils' conduct and behaviour, and implementing measures to achieve this and publicise this policy in writing to staff, parents and pupils at least once a year. They will also report to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

This Policy should be read in conjunction with the following school policies and procedures:

- Special Educational Needs Policy
- Behaviour Principles Written Statement
- Anti-Bullying Policy
- Health and Safety Policy
- Admissions Policy
- Complaints Procedure
- Single Equality Plan and Policy
- Safeguarding and Child Protection Policy
- Data Protection Policy
- Whistle Blowing Policy

## **Vision and aims**

Our Vision statement "...Inspiring, nurturing and educating our children to serve God by reaching their full potential, serving our local community and by looking after our environment as global citizens of today and tomorrow..."

Our Mission: 'Love your neighbour as yourself.' Luke 10:27

Our Values: Faith, Hope and Love (1 **Corinthians 13:13**)

## **This policy reflects the aims of the school:**

- To provide a school that supports children's development through its Christian foundation.

- To create an environment in which each child's potential can be realised, academically, socially, creatively, physically and spiritually.
- To organise a safe and happy school where everyone is valued and respected and their individual qualities and creativity are recognised and celebrated.
- To build a team of experienced, committed and caring staff with a broad range of expertise and meeting the needs of the children.
- To work with all members of the school community to provide challenging learning targets appropriate to each individual child.
- To develop the children with a broad and balanced curriculum in order to create a firm foundation for children's future education and life.
- To encourage all children to adopt and maintain safe and healthy lifestyles.
- To foster in children the qualities of self-belief, care and consideration for others, and to encourage high expectations in all areas of school life, in order to equip them to be good citizens for the future.

### **Ethos and values**

As a Christian school, there is a family environment in our school with high expectations of behaviour within a framework of Faith, Hope and Love. A shared and understood code of conduct ensures a consistent message of respect and self-control for adults towards children. We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with adults help children to behave well.

St Bridget's C of E Primary School is a place where learning and personal development take place in a climate of trust and confidence. Children feel secure. They are encouraged to talk and are listened to. Curriculum activities and opportunities for PSHE, including Heartsmart, equip children with knowledge, skills and vocabulary that they need to develop self-control, self-regulation and respect for others. All staff and volunteers working in school have a responsibility to act as role models of acceptable behaviour.

A climate of trust, openness and communication exists between home, school and the wider community. Sanctions are appropriate and consistent with a clear progression of severity. 'Negative' behaviour may indicate emotional and behavioural special needs where a child needs special support to be included in school life.

### **School rules**

Our school rules are based on the work of Paul Dix and his book 'When adults change, everything changes'. We recognise that clear structures of predictable outcomes have the best impact on behaviour.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a shortcut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

*Paul Dix, Pivotal Education*

Good behaviour is recognised sincerely. Children are praised in public and reminded in private. Our school has 3 simple rules that focus on building community:

- Be safe
- Be ready
- Be respectful

These rules can be applied to a variety of situations and are taught and modelled explicitly; they underpin all our work and communication within school.

### **School values**

Our school adopts the following values which frame our approach to behaviour and underpin our understanding of the school rules.

Faith, Hope, Love, Responsibility, Perseverance, Truthfulness, Respect, Compassion, Creativity and Friendship.

At the start of each year, every class has the chance to create their own class charter based on our school rules '**be ready, be safe, be respectful**' and link this with the Convention on the Rights of the Child. This is then signed by all children and adults who are in that classroom and displayed in or near the classroom.

### **Responsibilities**

The commitment of staff, pupils and parents is vital in order to develop a positive whole school ethos. The expectations of staff, pupils and parents/carers are outlined below.

### **What pupils can expect from adults**

You may expect staff and other adults in the school to demonstrate safe, ready, respectful visible consistencies:

- meet and greet you on arrival
- arrive at lessons on time;
- persistently catch children doing the right thing
- praise in public
- remind in private
- plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and worship times;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised, attractive room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for your age and ability;
- treat you fairly and be sensitive to your feelings;
- eliminate or control hazards which may cause you harm;

- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you at appropriate times;
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently.

### **What staff can expect from pupils**

Staff may expect you to demonstrate safe, ready and respectful in the following ways:

- arrive at school and at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- use appropriate language;
- listen to others' ideas and work cooperatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school policy;
- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying); • behave appropriately when outside school; • be an ambassador for the school.

### **What staff can expect from their colleagues**

You may expect your colleagues and other adults in the school to demonstrate safe, ready and respectful in the way they:

- treat you with respect;
- work and cooperate with you for the overall good of the school community;
- respect your values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of your job remit and respect its boundaries;
- use ICT appropriately and in accordance with the schools Acceptable Use Policy;

- be aware of and consider the possible implications for the school, colleagues and themselves when posting inappropriately on Social Network Sites;
- use on-line technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community.

### **What staff can expect from parents**

Staff and other adults in the school may expect parents to demonstrate safe, ready and respectful in the way they:

- treat you and your colleagues with respect;
- treat other parents, pupils and visitors to the school with respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform, with any necessary equipment e.g. P.E. kit;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's policies, strategies and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take a proportionate responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school as a whole;
- support the school's approach to e-safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media 'on behalf' of the school without the Head teacher's express permission



## **What parents can expect from staff and adults in school**

### **Visible Adult Consistencies**

**These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.**

**1 Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.**

**2 Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.**

**3 Staff will ‘pay first attention to the best conduct’ and will endeavour to catch children ‘doing the right thing’ in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.**

- You may expect staff and other adults working in the school to demonstrate safe, ready and respectful in the way they:
- treat you with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to do their best at all times;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this policy and the school system;
- promote positive behaviour and reward such behaviour in accordance with this policy and the school system;
- promote positive behaviour beyond the school gates on educational visits, and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child’s actions with them, give a warning and ensure that your child knows what the consequence will be should they continue to misbehave.
- provide a balanced curriculum in order to meet the needs of each child;
- keep you informed about general school matters, and your child’s individual progress;
- let you know if there are any concerns about a child’s work, attendance or behaviour;
- support the child’s homework or home-based activities.

## **Celebrating success**

At our school, we regularly celebrate the success of all pupils in a variety of visible ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. Good behaviour is recognised sincerely rather than just rewarded.

## **Verbal praise**

To be used to encourage all children when positive behaviour is demonstrated. To be used specifically and clearly directed towards identifying the qualities displayed when demonstrating the following behaviours:

- Safe,
- Ready,
- Respectful,
- School values,
- British values
- Our mission to 'Love your neighbour as yourself'.

## **Team award and dojo points**

**Aim:** To encourage individuals to work with readiness, safely and respectfully as part of a wider team in order to gain as many 'Dojo points' as possible as rewards for positive behaviour, effort and achievement that reflect commitment to our school rules.

## **Organisation\*:**

- On entry to school, all children will be allocated to one of 5 teams.
- Teams to be named: HILBRE, BEACON, MARINE, SHORE and ASHTON. Each team is allocated a colour.
- Year 6 children to be elected Team Captains and Vice Captains (2 boys and 2 girls per team).
- 'Pots of Gold' in EYFS is used where children are still learning what rules, values and our mission really mean. These are totalled and shared across teams in the same way as Dojos are for the rest of the school.
- Our aim is to gradually ensure that by the end of Year 6 children are able to self-regulate their behaviours and actions based on the intrinsic reward of exemplifying values and behaviours that contribute positively to society.  
Positive points are awarded for actions linked to the school rules, school values, British values and our school mission. Negative points are given for actions that go against our school rules, values, British values and mission.
- Dojo Points to be totalled for each team, each week across the school and the children are informed in a whole school assembly. A cup and ribbons are presented and displayed centrally in school.
- Dojo Points to be totalled for a half term and a non-uniform day awarded to the winning team.
- Teachers and Teaching Assistants are allocated to teams.

The election of Team Captains and Vice Captains allows Year 6 children who wish to be elected to present a small election presentation. Children listen to this message and then vote accordingly. This is managed and organised by the staff within each team ensuring all children in attendance have the opportunity to vote.

**Enrichment time:****Aim:**

To promote the positive behaviour and adherence to **safe, ready and respectful** by all children on a regular basis by linking positive exemplification of values, rules and mission to the well-being of self and the community as a whole. To deal with negative behaviour in a clear, consistent and meaningful manner. To involve staff throughout the school in this process.

**Organisation:**

Enrichment time - EYFS and KS1 Friday 30 minutes, KS2 Friday 30 minutes WEEKLY. A choice of planned activities to be undertaken both within and occasionally beyond the classroom as staffing and resources allow. Year groups, and or Key Stages, to plan together considering the children's needs and requests.

The use of negative dojos are to be used only to manage children who have caused particular concern during a particular week and must be applied in a sensitive and respectful manner. The number of negative dojos are available from the dojo point website and all children's information is accessible by the Headteacher (or Deputy Headteacher), who overviews and monitors all behaviours.

- All positive dojo points = clear to participate in full Enrichment Time
- Enrichment time can be adjusted if a child has had a difficult week and has not followed the school rules, values or mission. Teachers will use their judgement where appropriate. For instance, not all children will lose time if they have shown good learning and behaviour for the majority of the week and have shown an improved attitude to school and learning. Where children have made efforts to improve but still need some time to consider their mistakes, the teacher will ask them to miss part of their enrichment time. This will be done within class and provides an opportunity for the child to discuss with their class teacher how their choices have affected their own and others' well-being.
- Where a child's attitude has been significantly challenging or there has been a serious incident, they may be asked to miss their enrichment time to review their actions with a senior member of staff.
- Children who are given negative dojos are encouraged to gain positive dojos through making a change in behaviour and making good choices. All dojo points given should be accompanied by clear, sensitive verbal direction from staff indicating the reasons for the allocation of both their positive and negative dojos, with reference to the school rules of safe, ready and respectful.
- Staff across the school e.g. Midday Supervisors and Teaching Assistants can give dojo points. Midday supervisors report back verbally to teachers after lunchtime. The senior midday also gives awards in merit assembly for two children each week (EYFS/KS1 and KS2).

## **Merit Awards**

Staff across the school are invited to identify one or two children who have demonstrated particularly outstanding achievements in safe, ready, respectful behaviour, work or meeting our school values throughout a week. Merit Badges will be issued with the reason for the child being chosen to receive an award written onto the certificate.

. During this assembly the Team point winning team of the week is also announced. The Captains of the winning team take the cup and put on their team colours, which is then displayed in the entrance hall.

In Year 5 and 6 where we recognise children's transition towards secondary school and the importance of fostering a sense of self-belief at an often particularly challenging and anxious time, the merit badge is accompanied by 'compliment child' post-its which allow the awardees' classmates to validate them with carefully chosen compliments.

Midday awards are also issued. Each week, two children are chosen (one from KS1 and the other from KS2) for demonstrating excellent safe, ready and respectful behaviours during the lunch time, either inside or outside of the dining hall.

## **Prefects, Librarians and Play- Leaders assigned from Year 6**

### **pupils Aim:**

- To promote responsibility amongst our oldest children who can act as role models of safe, ready and respectful behaviour to younger children.
- To enable children to take an active part in the day to day running of our school community.

### **Organisation:**

- Majority of the children to be selected from the year group.
- Y6 children should put themselves forward for consideration by filling in an application form.
- Role holders to be reviewed each term in order to consider other children taking over or replacing children if concerns arise.
- Role holders are encouraged to act as role models for positive behaviour.
- Badges given out to identify children.
- Profile to be raised amongst the whole school to promote active citizenship.
- Year 6 staff to oversee their role. Rotas to be drawn up to ensure a variety of tasks are regularly and effectively undertaken.

Duties to include jobs such as:

- Helping to facilitate play at lunchtime
- Helping to promote a love of reading with younger children
- Supporting the promotion of school values and rules

## **Staff induction, development and support**

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

## **Strategies, sanctions and consequences**

Although this school aims to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour.

When behaviour that is not safe, ready or respectful does take place there is an expectation from children and adults alike that appropriate sanctions should be applied. These are clearly understood by children and adults and are consistent across all classes, with due regard to the age and understanding of the child. At all times reminders should maintain the dignity of the child involved, each time maintaining the maxim '***praise in public and remind in private.***'

They are progressive and are relative to the frequency or severity of the inappropriate behaviour:

### **Stage 1**

If a child misbehaves in class, their class teacher will give one verbal warning referencing school rules of safe, ready and respectful behaviour.

### **Stage 2**

If the behaviour persists after another verbal warning, the child may be given negative dojos.

### **Stage 3**

Repeated examples of poor behaviour, or more serious acts, should be discussed with the class teacher (particularly if a child has a high number of negative dojos in one week) in the first instance, and managed appropriately. The SLT will be made aware of the issues by the class teacher. These are recorded and detailed in the behaviour log on the shared drive for all staff, referencing the behaviour and actions taken.

### **Stage 4.1**

If this poor behaviour becomes regular as evidenced in our behaviour records, then the Special Education Needs Coordinator (SENCO)/Head Teacher can become involved to discuss behaviour with the child and the parents.

### **Stage 4.2**

Where concerns persist, or on advice from the SENCO and other professionals, a positive behaviour support plan (PBS) may be used to help manage pupils with behavioural problems. A multi-agency assessment can be put into place at this stage if deemed appropriate.

## **Stage 5**

Exclusion (see section 8)

At any stage, under the guidance of the Headteacher, a pupil may face other consequences such as-

- missing playtimes, and/or missing part of their lunch break
- being removed from their classroom and placed in another class or in isolation (supervised by an adult).
- missing the opportunity to attend extra-curricular events
- being asked not to attend non-curricular events e.g. discos

### **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

## **Restorative Justice**

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. It fits with our principle of building relationships through our focus on being safe, ready, and respectful.

- What happened?
- Why did it happen?
- Which school rule (safe, ready, respect) did you forget or not use? •What will you do in future to stop this happening?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

The values of reconciliation and forgiveness are a key aspect of these meetings with pupils encouraged to resolve differences and forgive hurt so that both parties can move on.

### **Exclusion Fixed term exclusion**

Exclusion will always be seen as a last resort at St Bridget's CofE Primary School and will usually follow a lengthy period of work with the child and parents. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's behaviour expectations, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as removal of privileges are considered inappropriate.

### **Permanent exclusion**

A decision to exclude a pupil **permanently** will be taken only:

- a) In response to serious breaches of the school's behaviour expectations; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a pupil **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or one-off offence.

### **Exclusions - the right of appeal and legal responsibilities**

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

We take our guidance from the government document found through this link:

<https://www.gov.uk/government/publications/school-exclusion>

### **Pupil conduct and misbehaviour and outside of school premises**

#### **What the law allows**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable.' Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity



- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a pupil at the school or misbehaviour at any time,

whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

### **Out of school behaviour**

This school is committed to ensuring our pupils act as positive ambassadors for us demonstrating be safe, be ready, be respectful in the wider community. Taking the above into account, we expect the following:

- Good order on all transport (including the school taxi) to and from school, educational visits or learning opportunities in other schools
- Good behaviour on the way to and from school
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Sanctions - Out of school behaviour**

Sanctions may be given for poor behaviour that fails to demonstrate safe, ready, respectful behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being members of the school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff)
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future

### The use of reasonable force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. Physical restraint will only be used as a last resort and only as a method of restraint.

The Governing Body have taken account of advice provided by the DfE found through this link:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupils path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own

Force will **never** be used as a punishment. Wherever possible staff will ensure that a second member of staff is present to witness the physical intervention used. **All use of physical restraint must be reported to the headteacher and parents as soon as reasonably possible.**

The following staff (who are positioned across every area of the school) have been trained in **TEAM TEACH** and they will be the first point of contact and support :

name	role
R. Cotterell	EYFS lead
V. Neal	EYFS teacher
K.Jones	Year 1 teacher
C. English	Year 2 teacher
C. Lacey	Year 2 teacher

T. Taziker	Year 2 teacher
A. Kirkby	Year 3 teacher
H. Cordy	Year 3 teacher
A.Owen	Year 4 teacher
S. Job	Year 4 teacher
N. Inglis	Year 5 teacher
N. Smith	SLT across school and y6
A.Broughton	TA
L Macleod	TA
J Champion	TA
P Carroll Vickers	TA
A McHattie	TA
N Crawford	TA
S Malcolm	TA
S Darby	Teacher EYFS/Y1 and supply
J Coughlin	TA
C Redgrift	TA and Buddies Manager
R Green	TA and Play Manager
L Conroy	Site Manager and Play Manager
L Ashton	Year 1 teacher
A Coughlin	SENCO and year 5 teacher

Training in Teach Teach is limited by the providers to a strict number of participants for each session. Further future training will be undertaken to ensure that all remaining staff are trained in Team Teach.

### **Movement to another room**

The school may decide to move pupils to a separate room away from other pupils for a limited period for the safety of the pupil in question and other pupils. This will only happen where absolutely necessary for the safety and well-being of all pupils and the pupil will be supervised at

all times. The use of this strategy will be primarily to provide a safe space to de-escalate situations arising and to maintain the dignity and safety of all pupils and staff.

### **Sexual abuse and discrimination**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous incidents, advice from agencies and recorded on MyConcern.

### **Allegations against staff and other adults within school**

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. The Governors of St Bridget's C of E Primary School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers. The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the School reference can also be made to the school's Whistleblowing policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children.

### **Action in the event of a malicious allegation**

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

### **Screening, searching and confiscation**

The law enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The school has the 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 the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

Confiscation – The school can seize any prohibited item found or any item which is considered detrimental or harmful to school discipline. Weapons, controlled drugs and extreme or child pornography will be handed into the police.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items. This government document found through this link:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

### **Review**

This policy will be reviewed as and when necessary. The Headteacher and staff will review this policy in accordance with the development priorities stated in the School's Development Plan. Any suggested amendments will be presented to the governing body for discussion.

