

St. Joseph's RC Primary School

Behaviour and Exclusion Policy Autumn 2023

"I came so that
you may have life,
and have it to
the full."

– John 10:10



Faith

Respect

Confidence

Resilience

Empathy

Headteacher: Mrs R. Hince

St. Joseph's Drive, Ordsall, Salford, M5 3JP

Tel: 0161 921 1890

E-mail: stjosephsordsallrcprimaryschool@salford.co.uk

Website: stjosephsordsall.co.uk

St. Joseph's RC Primary School

"I came so that you may have life, and have it to the full." – John 10:10

Behaviour and Exclusion Policy

At St Joseph's we believe that our Catholic ethos of showing respect, upholding justice and practising forgiveness are the corner stone of our behaviour policy.

We believe good behaviour is based on respect. We provide a positive and caring learning environment where children are valued individuals, and we deal with disruptive behaviour in as calm a way as possible. All children will be helped to develop self-discipline and control, to become responsible and independent members of our school family and accept responsibility for their own behaviour. Restorative conversations take place between children facilitated by our staff.

Routines are used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils is made into a commonly understood routine, these routines are simple for everyone to understand and follow.

At St. Joseph's, we consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

All staff share responsibly for supporting the children and managing their behaviour. Mutual support will assist the successful implementation of our policy. It is essential that all the staff are fair and consistent in their approach, that there are clear lines of communication and that any action taken is followed up and brought to a satisfactory conclusion.

We positively involve parents in all aspects of their child's learning and behaviour at parent and carer meetings throughout each year and whenever necessary.

This policy will be referred to if a child's misbehaviour at any time:

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

either when taking part in any school-organised or school related activity or in some other way when identifiable as a pupil of St Joseph's RC Primary School.

In order to achieve the aims of our behaviour policy, the following school rules will be applied. These have been drawn up and agreed in consultation with the children.

School Rules

- We will show respect and listen to each other
- We will look after our school and our belongings
- We will be kind
- We will try our best
- We are proud to be part of St Joseph's family

These rules apply to all of our children, at all times, and in all places where they represent our school.

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments are made proactively and by design where possible. Adjustments may be needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. As part of meeting any of these duties, we will as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Outstanding Behaviour

At St Joseph's we regularly encourage appropriate behaviour and attitudes.

We constantly refer to our expectations for behaviour during assemblies, in class and throughout our school. We use a variety of rewards to encourage outstanding behaviour.

- Positive praise
- House points – awarded for good work and effort. These are recorded in each class, totalled up every week and the winning house announced in our Celebration Assembly. At the end of each term, the winning house receives a treat.
- Weekly celebration assembly – star of the week, worker of the week, Headteacher certificates, prizes, house team weekly winners cup.
- Certificates to take home.
- Stickers and comments on work.
- Conversations with parents in person, via phone and cards sent home.
- Visits to school leaders to show good work.

Our school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies (see also anti-bullying policy) another pupil, the class teacher records the incident on CPOMS and a sanction is put in place. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

What will happen if I misbehave?

Each class displays the same behaviour chart, with all the children's names displayed on the Green Zone. Children always begin the morning and afternoon sessions in the Green Zone.

1. After being reminded about my behaviour, my name will be moved to the Yellow Warning Zone and I must try to improve my behaviour.
2. My name will be moved into the Yellow Zone. (I may miss a playtime or be moved to sit on my own in class to reflect on my behaviour.)
3. If I continue to misbehave my name will be moved to the Red Warning Zone.
4. Finally if my behaviour does not improve my name will be moved into the Red Zone. (I may have time out in another class).

If I am in in the Red Zone a note will be sent home explaining why. If I have 3 Red Zone notes in a half term I will not be able to attend any planned school trips or visits.

If I do anything serious I will be sent straight to Mrs Hince or Mrs Harris and my parents will be informed.

Exclusion

In extreme cases, a pupil's behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from the school by the Headteacher in accordance with the Local Authority Children's Service Admissions and Exclusions guidelines.

If behaviour involves one or more of the following, a child may be excluded from school for a fixed period or permanently:

- Physical Assault against a Child or Adult
- Verbal Abuse or Threatening Behaviour towards a Child or Adult
- Bullying
- Racial Abuse
- Sexual Misconduct
- Drug or Alcohol Related
- Deliberate Damage
- Theft
- Persistent Disruptive Behaviour

Stage 1 - A discipline letter will be sent home and must be returned signed by the parents/guardians. The Headteacher may require a meeting with the parents/guardians, to discuss their child's behaviour.

Stage 2 - Should exclusion be deemed necessary the chair of Governors would be notified and the situation explained. Information on exclusions is shared anonymously within the Effectiveness Committee and reported in the Headteacher's report on a termly basis. Data is also submitted to the Local Authority on an annual return.

The Headteacher must notify the child's parents immediately and issue the exclusion letter, which explains the reason for the exclusion, the length of time and a date for a return to school interview with parents. Information on how to appeal and support from the LA must be included.

Stage 3 - A permanent exclusion would be for persistent poor behaviour after warning or a very serious offence. The parents/guardians would be informed that they could appeal against the decision by writing to the Chair of Governors. A sub-committee of the Governing Body would then meet to discuss the appeal. After the meeting, a letter would be sent to the parents/guardians informing them of the decision made by the committee. All these stages would be in line with the LA/DfE guidelines for exclusions.

Immediate exclusion

This would be for an offence deemed too severe to keep a child in class or school e.g. assault on an adult.

Parents or guardians will be notified immediately and be expected to come and remove their child from the school premises.

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Designated staff received Team Teach training in January 2019. Updated training will be undertaken during Autumn term 2023. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Confiscation of inappropriate items

Members of staff may confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully according to Section 94 of the Education and Inspections Act 2006. Confiscated items will be returned to a child's parent or named carer or be handed to the police, depending on what the item is and why it was confiscated.

Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

The list of prohibited items is:

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

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, or damage to property of; any person (including the pupil).

an article specified in regulations:

- tobacco, cigarette papers and vapes;
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. See Keeping Children Safe in Education and Working Together to Safeguard Children.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will (discipline the pupil in accordance with this policy), suspend and/or exclude the pupil in accordance with LA guidelines.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Damage to school or other property

If a child deliberately damages school or other property the school will expect the parents/guardians to make good the damage.

Governing Board

The governing board also emphasises that violence or threatening behaviour from anyone will not be tolerated in any circumstances. All adults whilst on school premises are expected to act as positive role models for our children.

Supporting Policies:

- Child Protection
- Anti-Bullying
- Health and Safety
- Safeguarding

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools \(DfE 2016\)](#)
[Searching, screening and confiscation at school \(DfE 2016\)](#)
Searching, screening and confiscation at school DfE July 2022
Behaviour in schools; advice for Headteachers and school staff 2022
- [The Equality Act 2010](#)
[Use of reasonable force in schools \(DfE 2013\)](#)
[Supporting pupils with medical conditions at school \(DfE 2017\)](#)

It is also based on the special educational needs and disability (SEND) code of practice. (DfE 2015)

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE (2014) guidance explaining that maintained schools should publish their behaviour policy online

Updated: September 2023