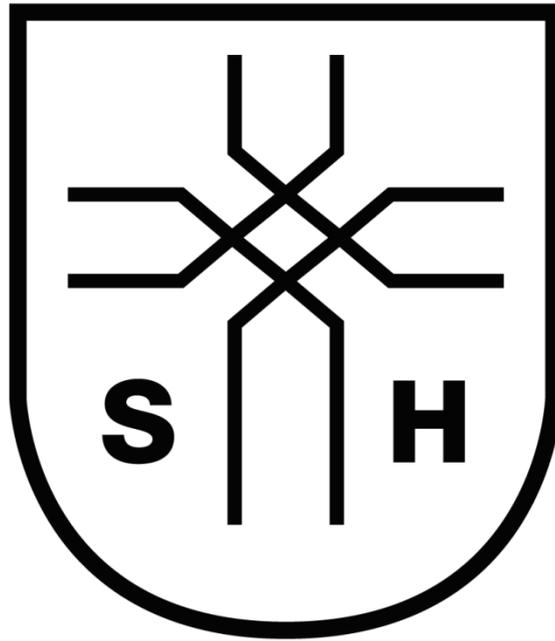


Sacred Heart Catholic Primary School



Positive Behaviour & Procedures for Exclusions Policy

Date approved	January 2018
Date of next review	January 2020

Equality Act Statement:

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Please refer to St John the Baptist Multi Academy Trust Equality & Diversity Policy

1. Aims and expectations of this policy

- a) We aim to develop and nurture a positive self-image for each individual. At Sacred Heart school we believe that each child is a gift from God, made in His image and likeness and therefore entitled to be valued and respected as a unique individual.
- b) It is a key aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our school behaviour policy is designed to promote positive behaviour and encourage consistency in dealing with poor behaviour.
- c) Our priority is to promote positive relationships with all members of our school community, so that staff and pupils can work together effectively.
- d) The school expects every member of the school community to behave in a considerate way towards others. Specific rules will be discussed and agreed with the children at the beginning of each school year.
- e) This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- f) The school will promote and reward self discipline, a respect for authority, respect and care of others, and good behaviour. While developing an ethos of kindness and co-operation.

2. Rewards and Incentives

- a) We believe it is important to have a reward system that recognises all forms of academic as well as social success. The school acknowledges all the efforts and achievements of children both in and out of school. These successes will be regularly shared with children and parents. This will be done in a Celebration Assembly; with a sticker for the child to wear, a positive comment or sticker in their book.
- b) We use House Points rewards children for such things as:
 - Acts of kindness
 - Excellent work
 - Sharing
 - Homework
 - Cheerful attitude
 - Effort
 - Dealing with a problem patiently, etc.
- c) These achievements are recognised after 10, 25, 50 or 100 house points are received. House points are collected on a weekly basis with the winning house rewarded weekly with a trophy. At the end of each term the winning house will choose an appropriate reward e.g. extra playtime, film to watch etc
- d) Individual teachers may also have additional reward systems in place in their classroom.

3. Sanctions

- a) The school employs a number of sanctions to enforce the school rules, as well as to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- b) The class teacher discusses school rules with their class. In addition each class also has its own classroom charter, which is agreed by the children and displayed on the wall of the classroom. This charter will also be shared annually with governors. 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.
- c) It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly.
- d) Children will be taught to take responsibility for their own behaviour through discussions and lessons.
- e) Consistent behaviour issues will be discussed with parents and referred to the Senior Leadership Team.
- f) A serious incident should be directly referred to the Headteacher and parents will be contacted that day.
- g) Lunchtime staff will follow the school behaviour procedures.
- h) See Annex 1 for procedure for dealing with inappropriate behaviour

4. Exclusion

- a) If a pupil's behaviour is considered to be disruptive or violent, in spite of the application of all the appropriate measures/strategies and undermines the quality of teaching and learning for other pupils or puts them at harm, then procedures for the exclusion of the pupil will commence. In dealing with incidents resulting in exclusion of a pupil, the Head Teacher and Governing Body will follow the Guidelines for Exclusion by Peterborough Local Authority.
- b) Fixed term exclusions will be used if the incident, in the opinion of the Headteacher or in his absence, a member of SLT, is very serious. Examples include - physical violence towards pupils or staff.
- c) Fixed term exclusions will also be used if a child's behaviour shows no improvement after all available options to the school have been used and procedures followed.
- d) The ultimate sanction is to permanently exclude a child from school. This can only be carried out by the Headteacher.

5. Bullying

- a) We will not tolerate bullying of any kind.
- b) If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.
- c) Any reports of bullying will be dealt with by Key Stage Leaders or the Headteacher.
- d) See Bullying Guidance for full details.

6. Physical Restraint

- a) Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children.

7. The role of parents/carers

- a) We expect parents to support their child's learning and co-operate with the school as set out in the home-school agreement. We try to build a supportive dialogue between the home and school. We inform parents, in accordance with procedures outlined above, if we have concerns about their child's welfare or behaviour.
- b) The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- c) We encourage parents to initiate contact with the school if they have any concerns.
- d) If the school has had to use reasonable sanctions to punish a child, we would expect parents to support the actions of the school.
- e) If parents have concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

8. The role of the class teacher

- a) It is the responsibility of class teachers to ensure that the school rules are enforced in their classes and that their classes behave in a responsible manner during lesson time.
- b) The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.
- c) The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- d) If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Senior Leadership Team.
- e) The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

- f) The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

9. The role of the Headteacher

- a) It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- b) The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.
- c) If the Headteacher excludes a pupil, parents must be immediately informed, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to parents that they can, if they wish, appeal against the decision to the Governing Body.
- d) The Headteacher informs the LA and the Governing Body about any permanent exclusion and about any fixed term exclusions beyond 5 days.

10. The role of the Governors

- a) The Governing Body has the responsibility of approving these general guidelines on standards of behaviour, and reviewing their effectiveness.
- b) The Governing Body itself cannot exclude a pupil or extend the exclusion period made by the Headteacher.
- c) The Governing Body has a discipline committee which will consider any appeals on behalf of the Governing Body. If they have to consider an appeal against an exclusion they should consider the circumstances in which the pupil was excluded and any representation by parents and the LA.
- d) If the governors' appeal panel decide that a pupil should be reinstated, the Headteacher will comply with this ruling.
- e) 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.

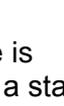
11. Recordkeeping

- a) The school keeps a variety of records concerning incidents of misbehaviour, including class behaviour logs, whole school behaviour incidents and discussions held with parents.
- b) The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- c) It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

12. Review

- a) The governing body will review this policy every two years.

ANNEX 1 - Procedure for dealing with inappropriate behaviour

Stage 1	Spoken to by the class teacher with an explanation as to why the behaviour they have demonstrated is not acceptable. A record of this discussion is kept by the class teacher.	
Stage 2	If behaviour reoccurs child to be moved/isolated in the classroom. A record of this involvement is kept by the class teacher.	
Stage 3	Spoken to by another teacher (where possible KS leader) A record of this is kept by the class teacher.	
Stage 4*	Missed break time, including a written explanation of why behaviour is not acceptable (KS2) All behaviour incidents at stage 4 are recorded and monitored by SLT.	
Stage 5	Time spent in a different classroom (work to be provided)	
Stage 6	Time spent in the Headteacher's office	

*Stage 4 may occur earlier if classroom disruption is significant or behaviour at playtime is particularly poor. Missed break times will be spent in the 'inclusion room' supervised by a staff member.

- ❖ Any poor behaviour must be reported to parents at the end of each day.
- ❖ If poor behaviour persists the involvement of SLT must be sought quickly

Stage 7 onwards are relevant if no improvement is seen in the child's behaviour

Stage 7	Daily behaviour record implemented.	
Stage 8	Formal behaviour meeting with parents and Headteacher agreeing actions – Behaviour plan	
Stage 9	LA behaviour support sought.	
Stage 10^	Fixed-term Exclusion Permanent exclusion	

^This may occur earlier for sever behaviour incidents for example; physical violence to staff.