

St Mary's C.E. Primary School

Behaviour and Exclusion Policy



Learning and Caring for Each Other

Creativity*Perseverance*Love*Respect*Forgiveness

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Ready, Respectful, Safe

With God All Things are Possible (Matthew 19:26)

St. Mary's is a warm, happy, high achieving and welcoming Church of England Primary School. Our children feel safe and everyone is valued, respected as an individual and encouraged to achieve their full potential.

Learning and Caring for Each Other
through creativity, perseverance, love, respect and forgiveness.

Rational:

Children's behaviour is central to the learning process and is an intrinsic element of education. Behaviour problems in educational settings are frequently the product of a complex interaction between the individual, school, community and wider society.

We work restoratively and believe that social interaction based on our key Christian values of love, forgiveness and mutual respect are fundamental principles at St Mary's Church of England Primary School. Our policy is compliant with section 89 of the Education and Inspection Act 2006.

Expectations:

Our behaviour rules are simple - 'Ready, Respectful, Safe'. They are discussed with all children, referred to regularly and displayed prominently throughout the school. In this way, every child and all adults know the high standards of behaviour expected. These values align with our Christian values and ethos.

We aim to:

- Ensure every child feels safe as a member of our school community
- Ensure all members of the school and community are valued
- Ensure all members of the school and community are respected as individuals
- Encourage all members of the school to work to their full potential at all times.

Through collaborative working as a community, staff share skills and ideas for promoting appropriate, positive behaviours. We aim to maximise the effectiveness of the curriculum and individual learning of every child.

This will be achieved by:

- Supporting the Christian values and ethos of our school
- A whole school approach with all staff having a shared responsibility for all children
- Fostering (in the pupils) a positive self image, self discipline, empathy which in turn promotes and develops helpful attitudes towards self and others
- Ensuring that expectations are easily remembered, understood and constantly observed
- By applying the behaviour policy in a consistent manner

- Helping parents to understand our policy and expectations
- Providing a calm and positive learning environment

Staff Roles and Responsibilities:

- Talking through situations with pupils
- Making positive and constructive comments
- Listening to children
- Encouraging parental support and involvement
- Establishing what is acceptable and unacceptable
- Build relationships with children in informal situations
- Encouraging and take a positive interest in achievement and personal interests
- Speak in a controlled manner
- Use agreed sanctions
- Encourage all children to feel confident in their teachers and be available to talk to them
- Provide children with the opportunity to explain their actions fully
- Discuss acceptable and unacceptable behaviours and explain rewards and consequences
- Act as a role model for acceptable and appropriate behaviour

Our behaviour policy applies both inside school and in the playground. These are our only rules - Ready, Respectful and Safe.

Ready	Respectful	Safe
School Uniform Home learning work Listening PE kit Ready in the line Ready to learn	Listen to others Good manners Right voice Right time Looking after people and things Represent the school Be kind and helpful	Keep hands feet, objects and unkind words to yourself Sensible walking around school Play with equipment safely

We reward and praise all children who keep to the Ready, Respectful and Safe. We warn children who make poor behaviour choices and then there are consequences.

All are based on the Christian values at the heart of St Mary's. By following these important ideas, they will help us to achieve our whole school ethos of '*Learning and caring for each other*'.

Rewards and recognition

- Names made public each week in our celebration assembly and on the school website.
- Class reward systems which may vary and be age dependent.
- Every day is a new day. We will always respond with fairness and kindness.
- Reward time on a Friday afternoon

As a Church of England school we refer to the teachings of Jesus and use stories from the bible to encourage children to reflect on the actions of Jesus asking, 'What would Jesus do?'

We refer specifically to our Christian Values in collective worship and in class teaching

Consequences

Consequences happen on the day or on the next day.

1. If children break one of the rules they are given a verbal warning.
2. If a child continues to choose to behave in this way they are given a further warning.
3. If the child continues to break the rules they will lose 3 minutes of their own time during play or lunch.
4. If this behaviour continues, the child will sit on the 'blue chairs' outside the office for 10 minutes to reflect on their behaviour and to plan a positive integration when they return to class/play.
5. If the child continues to break the rules they will then be taken to work with DHT/HT for 15 minutes or elsewhere if appropriate. Parents will be informed if this happens.
6. If a child continues to break the rules the member of staff sends to Mrs Grant/ Mrs Moran to discuss their actions. The child will then be removed from their class for the rest of the day. Mrs Faryniarz will then meet with the parent or carer as soon as possible and discuss the child's behaviour.

If there is any extreme behaviour eg. fighting in the playground, prejudice behaviour children will move more quickly up the stages.

As a consequence a child may miss a portion of their reward time to reflect upon behaviour and then reintegrate into the activity.

All incidences of behavior, low level, and more serious episodes will be logged on CPOMS to allow staff to monitor this.

Inclusion

A very small group of children need individualised behaviour support out with this policy. This will be developed in partnership with children, families and other professionals. See SEND.

Responsibilities

All staff are responsible for:

- Contributing to an ethos and culture of mutual respect and the shared values of the school.
- Being role models for positive behaviour, respectful relationships and constructive communication.
- Using a wide range of approaches to encourage positive relationships and behaviour.

School Staff

All staff will follow the same policy.

All staff will follow restorative practice questions if time allows.

DHTs will support this.

When a child moves to a new teacher the system resets.

Parents and Carers

Are encouraged to work in partnership with the school at every level to assist in maintaining positive relationships and high standards of behaviour.

Both parties must speak respectfully and calmly, sharing a common goal with the child at the centre.

Families play a crucial part in helping children to be Ready, Respectful and Safe.

Families have the opportunity to raise with the school any issues arising from this policy. Any behaviour concerns should be initially addressed to the classteacher, then the Deputy Headteachers, Mrs Grant and Mrs Moran. Then Mrs Faryniarz, Headteacher.

EYFS

In the Early years we understand the importance of setting expectations for good behaviour and making the right choices. We follow the Ready, Respectful, Safe principles by using child friendly language which enables them to understand this at their level. An example being that we talk about, 'our carpet expectations'-Ready. Alongside talking about using our '*kind hands, feet and words*'-Respect. Walking to the hall, not running-Safe.

Every morning all children start off on the planet earth. The idea is they are trying to work their way onto the stars or even to the moon. The children are rewarded with stickers. If they do not follow our rules (e.g. refuse to tidy up) they firstly get a verbal warning, if we continue their rocket will move down stars. I

If we are still not following our rules (physically hurt another child) they will be moved down the stars back to the earth. If we continue to not follow our rules we will be moved off the chart and we will have five minutes of thinking time-this will then be time to talk to the grown up about why they have lost the reward.

Throughout the day they can earn back rewards and go back up the chart. We instill the idea that 'Every day is a new day' and the children start again back on the earth the next day.

Special Educational Needs (SEND)

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 SENDCo, along with the classteacher, 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.

Restorative Practice

St. Mary's C.E. Primary uses **Restorative Practice** to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. We refer to the teachings of Jesus and promote forgiveness at all times.

Any form of humiliation or sarcasm is not acceptable. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly.

Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Why No 'Why?' Questions?

'Why?'

- implies: 'I have already judged you and found you lacking – I know what I think you should(n't) have done.'
- is a question young people often can't answer – just as they often act with no awareness of possible consequences.

Complaints from parents:

Parents can make an appointment to speak to the class teacher, Deputy or Headteacher. It may not be possible to speak to a member of staff on demand as time

and privacy may be required to discuss behaviour issues and concerns.

Fixed-term and Permanent Exclusions:

Only the Headteacher (or Acting Headteacher) has the power to exclude a pupil from school. Exclusion will be a very last resort, after a range of measures have been tried.

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has adopted the Guidance on Exclusion from School and Child Referral Units (DCSF, January 2003) and works closely with the LA following its guidance on exclusions. We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. This serves as an extremely effective deterrent in the vast majority of cases. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing board. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing board itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Exclusion Policy

At Saint Mary's C of E Primary School, we follow the statutory exclusion guidance issued by the Department for Education (DfE) when making decisions regarding exclusion from school and carrying out the exclusion process.

The current version of the DfE exclusion guidance '**Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England**' can be found on the school exclusion page of the Gov.uk website:

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

All maintained schools in England must have regard to this guidance when carrying out their functions in relation to exclusions. The phrase 'must have regard', when used in this context, means that everyone involved in the exclusion process at Saint Mary's C of E Primary School will follow the sections of statutory guidance unless there is a good reason not to in a particular case, in which case the reason must be justified.

Our overall approach to exclusions at Saint Mary's C of E Primary School is set out in the behaviour policy.

This exclusion policy will be reviewed annually and with any published changes to the statutory DfE exclusion guidance.

Monitoring and Review

This policy is monitored by the Governing Board and is reviewed every two years, or earlier if necessary.

Ratification

This policy was agreed and adopted by our Governing Board on 16.11.22