

ST JAMES' BEHAVIOUR, DISCIPLINE AND EXCLUSION POLICY

This policy has the School's Motto at its heart.

**Faith in action,
Growing together,
Walking in the footsteps of Christ**

Rationale

At St James' RC Primary School self-discipline and pride in a job well done are the ideals towards which we aim. Good behaviour enables effective learning and teaching to take place. However, in order to achieve these ideals it is necessary to provide an enriching, stimulating and challenging environment where positive discipline and clear expectations enable children to develop and mature. Our Three Golden Rules were formulated by staff and children and are displayed throughout the school.

Our Three Golden Promises

- 1. Children should have RESPECT for themselves, others and all property.**
- 2. Children should move around the building quietly and responsibly showing COURTESY to all.**
- 3. Children should take PRIDE in working to the best of their ability at all times.**

Class Rules

At the beginning of each school year the children will discuss the rules of the class and the school, then draw up their own list of rules which will be agreed and displayed. This method has been found to give the children themselves ownership of the rules and greater responsibility is taken by each child, should the rules be broken.

Why do we need a positive approach? – EVERY CHILD MATTERS

- To promote the spiritual, cultural, social, mental and physical development of our children
- To promote and value:
 - Respect for others
 - Honesty
 - Truth
 - Fairness
 - Tolerance and compassion
 - Self respect
 - Self discipline
 - Respect for property
 - Respect for the environment

- To encourage children to take on duties and responsibilities
- To encourage children to take responsibility for their own actions and behaviour
- To state clearly what is right and what is wrong
- To explain what is acceptable and unacceptable behaviour
- To promote the development of the 'whole' child with the support of parents and the wider community.

Positive reinforcement

As teachers, in partnership with parents, we need to have high expectations of all children's work and behaviour. We must always try to create a learning environment which enhances opportunities for all our pupils. As well as various reward systems within each class, we also provide positive reinforcement through 'Enrichment time', 'Gold Stars', 'Achievement Awards', 'Star Award', The 'courtesy cup' Petts Wood Award, 'Sports Personality of the Year', 'lunchtime raffle tickets' and 'Special Head Teacher Awards'. The school holds award assemblies in order to celebrate these achievements.

All those involved in the education of the children are role models for them and therefore need to make the role model a good one at all times. The frequent use of praise for actual achievements and efforts is an effective route to providing a positive atmosphere in the classroom. Praise should always be earned.

Rewards

Teachers expect good behaviour from all pupils. Pupils' sense of responsibility to the school community, pride in his or her contribution to the school and especially their own self esteem can be enhanced by:

- The general ethos of the school and the warm, friendly environment
- Living the School Motto
- Promoting positive relationships to achieve understanding and mutual respect
- Encouraging children to take responsibility for their actions
- Providing opportunities for children to take on duties and responsibilities
- Encouraging children to be as fully involved in school activities as possible
- Involving children in decisions that affect their lives
- Highlighting achievements publicly
- Rewarding attitude, conduct and effort appropriately
- Written comments – stickers, stamps and certificates
- Informing parents
- Affirmation from Head Teacher.

Restorative Justice

When investigating incidents between pupils it is vital that situations are dealt with fairly and justly.

The aim is to Reaffirm, Repair and Rebuild relationships.

Where tensions are high the following questions may help to calm things down when addressed to each person involved:-

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

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

Sanctions

When unacceptable behaviour is displayed, it is necessary to provide a suitable, prompt response that is appropriate to the child and misbehaviour. The list of sanctions should be clearly understood by all.

Sanctions, which are humiliating and degrading, should never be used.

Sanctions take a variety of forms. If possible our aim is that the child should make some form of reparation for the misbehaviour.

Sanctions:-

1. Verbal warning.
2. Withdrawal from the situation – ‘time out’ (ensure child is supervised)
3. Detain the pupil at playtime (supervised by teacher)
4. For KS1 notify Early Years Leader or Deputy Head Teacher or Head teacher, in KS2 Deputy Head or Head Teacher
5. Informally report situation to parents, having kept a record of incidents. Our home/school agreement encourages parents, pupils and staff to work towards common goals. If necessary, agree plan of action with parent and child.
6. If the situation continues arrange a formal meeting with parents and Head Teacher.
7. In-school seclusion for a fixed term.
8. Exclusion will be considered for a fixed term.
9. Permanent exclusion will be carried out after 3 fixed-term exclusions, in full consultation with the Governing Body, LA and parents of the child.

Where there are incidents of physical violence against pupils or staff it may be necessary to go straight to point 7, 8 or 9 above. Incidents are investigated fully in order to make the appropriate decision. Restorative justice strategies will be appropriate in most circumstances and will enable fair sanctions to be applied.

Exclusions

At St. James' we strive to avoid exclusions and apply inclusion strategies that will help any vulnerable pupils, to change behaviours that hurt others, themselves or that interfere with the learning of the other pupils.

It is vital that any incidents of abusive behaviour towards pupils and adults are recorded in the appropriate logs; these are to be found in the staffroom and must be signed and dated.

Strategies we employ might be:

- Regular meetings with parents and the pupil to discuss objectives and strategies;
- Ensuring that the community is positive with and about pupils with behaviour difficulties;
- Finding aspects of the curriculum that motivate and inspire;
- Ignoring some of the lower level behaviours where possible;
- Only picking battles that are absolutely necessary;
- Adapting the way that the school day is organised for any vulnerable pupil.

Sometimes it may be necessary to apply a fixed term exclusion if a pupil:

- Is verbally abusive to pupils or adults after an agreed number of warnings;
- Is physically harmful to pupils or adults after an agreed number of warnings;
- Continues to be disruptive in class after reasonable strategies have been applied.

Fixed – Term Exclusions procedure

1. As soon as the incident is under control, the pupil will be asked to collect their belongings, under adult supervision and will sit with the adult in a space away from the rest of the children e.g. HT's office or outside the school office ready to be collected.
2. The parent/s will be contacted and told that because of an incident that occurred, the school has imposed a fixed term exclusion and they must come and collect their child. The parents will be told the length of exclusion and will be given work to complete. They will be told that the pupil must not return until the date and time specified. A reintroduction meeting will be held at a date and time specified by the Head Teacher before the pupil is allowed back into class.
3. The Head Teacher writes formally to the parent/s on the same day as the exclusion using appendix 1,2 or 3 as appropriate. It can be hand delivered, or emailed and then posted out as a hard copy.

4. At the reintroduction meeting, the Head Teacher will set out the expectations for the pupil's behaviour, with the parent/s present and will warn them that any further incidents could result in a longer exclusion. After 3 exclusions then a permanent exclusion may be actioned.

Throughout the process the LA will be kept informed and give guidance:

Hilary.Stead@bromley.gov.uk

Should a permanent exclusion be necessary, alternative placements will be discussed by the Bromley FAP team.

Expectations

In general, children should:

- Adhere to the 3 Golden Promises
- Behave in a responsible manner, show consideration, COURTESY and RESPECT at all times to everyone
- Be ready to learn and take an active part in school life
- Work hard
- Make every effort to attend school every day and be punctual
- Take PRIDE in their appearance and possessions, as well as those belonging to others
- Speak politely to each other and adults.

Behaviour in the classroom

Children must:-

- Never be left unattended in their classroom during lessons. In an emergency staff should inform their adjacent colleague of any temporary absences.
- Never be sent to work outside the staffroom at playtimes or lunchtimes.
- Not bring tippex or any other solvents to school.
- Only bring sweets to school if it is their birthday. Chewing gum, sweets and fizzy drinks are not allowed.
- Wear school uniform and only wear simple plain stud earrings.
- Wear Mid length or long hair tied back away from the face
- Bring fruit only snacks for break time and water bottles must contain pure water
- Bring lunch boxes that do not contain food with nuts, soups or glass containers.

Serious breaches of discipline should be referred to the Deputy Head Teacher or Head Teacher.

Expectations for behaviour in the playground

General

- Be kind to each other
- No hurting each other physically or verbally
- No play fighting or pulling clothes
- Always ask permission to go to the toilet or into school
- Children to play sensibly with lunchtime play equipment and report breakages.

Any tensions between pupils should be diffused by asking each pupil in turn:-

- What happened?
- How did you feel at the time?
- How do you feel now?
- What would you like to see happen?

At lunchtime, breaches of discipline will be recorded in the contact book by midday supervisors and shared with the class teacher. It will be dealt with by the teacher on the first occasion and the KS1 Leader or the Deputy Head Teacher subsequently. Parents will be contacted when a name appears in the contact book 3 times, or if there is a serious breach of conduct.

KS1 Playtime

- No contact with the fence (bouncing, leaning, hanging or kicking etc)
- Queue sensibly for climbing play equipment – only four children at a time.
- When the bell rings at the end of play –
Stand still. No talking.
When told, WALK into class without talking
Walk into the building quietly and sensibly.

Home time

Teachers ensure that pupils are handed over to their parents/carers.

- Pupils walk to their parent/carer. Stay with parent/carer.
- No riding scooters in the playground or climbing on gates/trees.

KS2 Playtime

- Year 6 monitors are allowed to move around the building unsupervised, if they have permission from their teacher.
- When the bell rings –
Children stand still.
Do not talk
Wait until their colour is called

Walk into the building quietly and sensibly.

Playground routine for teaching staff and midday supervisors

- Notify the teachers in the staffroom just before the bell rings.
- When the bell rings children stand still.
- Children do not talk
- All children are sent into the building in class (KS1) or colour groups (KS2), they do not need to line up.
- Toilets cloakroom should be checked regularly to prevent loitering.
- Serious injuries should be reported and noted in the accident book.
- Bumps to the head should be reported to the office and a note sent home.

Bad weather arrangements

Morning play

- In KS2 the teacher on duty will circulate throughout the classes.
- In KS1 all teachers remain in their own class.

Lunchtime play

- Midday supervisors will circulate through their allocated classes.

General Rules

- It is the responsibility of the class teacher to ensure that there are appropriate activities and that the children know rules for wet play.
- No glue or scissors to be used.
- Children must have permission from their teacher in order to use the computers.
- KS1 work through playtime in the afternoon, if wet.

Racist incidents/bullying

Children are actively taught that any form of racism or bullying is not tolerated at St James' RC school.

Any reported or observed incidents will be investigated, recorded and appropriate sanctions will be applied.

Refer to the Anti-Bullying and Equal Opportunities Policies.

We encourage the children to discuss sensitively, a wide range of behavioural issues, including bullying and racism (class discussions, Circle Time, PSHEC lessons, Assemblies).

In general children are encouraged to recognise for themselves the importance of:

- Treating others as they would want to be treated.
- Actively including others in the classroom and outside activities.
- Taking responsibility for avoiding and resolving conflict.
- Sharing their feelings with others.

On the rare occasion, when a child must be moved for either their own safety or the safety of others, it may be necessary to use 'reasonable force' in line with National policy. We will always inform the parent if this has happened or is likely to happen.

Pupils abusing Staff

Staff are able to use Safer Handling techniques if they have had the formal training. Staff are able to use 'Reasonable Force' to protect other pupils and themselves against physical harm from pupils.

Physical or verbal abuse of staff will not be tolerated and will trigger a sanction.

Adults must do everything possible to avoid situations where pupils become violent, through thorough risk assessments and good communication. Parents must always be informed as soon as possible after an incident.

Risk Assessments

In order to avoid being hurt, teachers must write a risk assessment for any child that is likely to hurt other pupils and adults. These risk assessments must be passed on to club staff and be made known to supply teachers and all adults dealing with the child.

Records

All incidents of Physical or verbal abuse against staff must be recorded in the incident book which is kept in the Staffroom.

Sanctions

Sanctions given will depend upon the severity and context of the abuse. Special Needs pupils will need to have consequences that are meaningful and that take into consideration the nature of their needs.

Suggested sanctions for any child would be:-

- Loss of playtime and Lunchtime play – Number according to severity;
- Internal exclusions, where a pupil works in isolation, with supervision;
- A letter of apology;
- A temporary exclusion, in extreme cases for pupils without a related Special Need.

No child can be given an exclusion without the permission of the Head Teacher.

Confiscation and the right to search

The school has the right to search any pupil's belongings or person, if they suspect that the pupil is carrying a dangerous weapon. The weapon will be held by the school. If necessary the school will inform the police.

Equal opportunities

We ensure that equality of opportunity is reviewed regularly in all areas of practice and our Equal Opportunities Policy is endorsed by all members of the school.

Other linked policies are:

- Safeguarding
- SEND
- Teaching and Learning
- Anti-Bullying
- E Safety

This policy has been drawn up as a result of joint staff, pupil and governor discussions.

The policy has the full agreement of the Governing Body and staff.

This policy will be evaluated and reviewed in autumn 2019 or sooner if required

Appendix 1

Model exclusion letter 1 (Sept 2012)

From the head teacher notifying the parent, of a fixed period exclusion of 5 school days or fewer in one term and where a public examination is not missed

Dear **[parent/carer's name]**

I am writing to inform you of my decision to exclude **[child's name]** for a fixed period of **[period of exclusion]**. This means that **[child's name]** will not be allowed in school for this period. The exclusion **[begins/began]** on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family but the decision to exclude **[child's name]** has not been taken lightly. **[Child's name]** has been excluded for this fixed period because **[reason for exclusion]**.

We will set work for **[name of child]** to be completed during the period of exclusion as specified in the previous paragraph. Please ensure that work set by the school is completed and returned to us promptly for marking **[detail the arrangements for this]**.

You have a duty to ensure that your child is not found in a public place during this exclusion i.e. **[specify dates]** unless there is reasonable justification for this. I must warn you that you may be prosecuted or receive a penalty notice from the local authority, if your child is found in a public place during normal school hours, on the specified dates, without reasonable justification.

You have the right to make representations to the governing body. If you wish to make representations please contact **[name of contact]** on/at **[contact details: address, telephone number, email]**, as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

If you think this exclusion has occurred as a result of discrimination then you may also make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Education Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the governing body.

You also have the right to see a copy of **[name of child]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[name of child]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact **[name and job title for LA exclusion contact]**, who can provide advice. **[He/She]** can be contacted by telephoning **[telephone number]** or by emailing **[email address]**.

You may also find it useful to contact **Coram Children's Legal Centre**, which is an independent national advice centre that offers information and support on state education, including on exclusion from school. They can be contacted on **08088 020 008** or at **www.childrenslegalcentre.com**. A copy of the Government's guidance, '*Exclusion from maintained schools, Academies and Pupil Referral Units in England*', can be downloaded from the Department for Education's website at **www.education.gov.uk**.

[The following paragraph may be used if the head teacher chooses to hold a reintegration interview]

You **[and your child or pupil's name]** are requested to attend a reintegration interview with me **[alternatively specify the name of another member of staff]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school as soon as possible to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

[Name of child]'s exclusion expires on **[date]** and we expect **[name of child]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]

Head teacher

Appendix 2

Model exclusion letter 2 (Sept 2012)

From head teacher notifying the parent of a fixed period exclusion when the total period of exclusion is more than 5 and up to and including 15 school days in total in one term

Dear **[parent/carer's name]**

I am writing to inform you of my decision to exclude **[child's name]** for a fixed period of **[specify period]**. This means that **[child's name]** will not be allowed in school for this period. The exclusion **[begins/began]** on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[child's name]** has not been taken lightly. **[Child's name]** has been excluded for this fixed period because **[reason for exclusion]**.

We will set work for **[name of child]** to be completed during the first five school days of this exclusion. Please ensure that work set by the school is completed and returned to us promptly for marking **[detail the arrangements for this]**.

You have a duty to ensure that your child is not found in a public place during the first five school days of this exclusion i.e. **[specify dates]** unless there is reasonable justification for this. I must warn you that you may be prosecuted or receive a penalty notice from the local authority, if your child is found in a public place during normal school hours, on the specified dates, without reasonable justification.

[Paragraph for use if the individual exclusion is for more than five days. If you are unable to supply information on the alternative arrangements now it must be provided in a follow up letter without delay and no later than 48 hours before the provision is due to start].

From the sixth school day of **[pupil name]**'s exclusion **[specify date]** until the expiry of the exclusion **[specify date]** we will provide suitable full-time education. On **[specify date]** **[child's name]** should attend at **[give the name and address of the alternative provider]** at **[specify the time – this may not be identical to the start time of the home school]** and report to **[staff member's name]**.

You have the right to request a meeting of the governing body at which you may make representations and the decision to exclude can be reviewed. As the period of exclusion exceeds more than five school days in one term the governing body must meet if you request it to do so. The latest date by which the governing body must meet is **[insert date — no later than 50 school days from the date the governing body is notified of this exclusion]**. If you wish to make representations to the governing body and wish to

be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details - address, telephone number, email]**, as soon as possible. **[Pupil's name]** is also able to attend and participate in the meeting if you feel it is appropriate to do so. Please advise if you have a disability or special needs which would affect your ability to attend a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

If you think this exclusion has occurred as a result of discrimination then you may also make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Education Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the governing body.

You also have the right to see and have a copy of **[name of child]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[name of child]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact **[name and job title for LA exclusion contact]**, who can provide advice. **[He/She]** can be contacted by telephoning **[telephone number]** or by emailing **[email address]**.

You may also find it useful to contact **Coram Children's Legal Centre**, which is an independent national advice centre that offers information and support on state education, including on exclusion from school. They can be contacted on **08088 020 008** or at **www.childrenslegalcentre.com**. A copy of the Government's guidance, '*Exclusion from maintained schools, Academies and Pupil Referral Units in England*', can be downloaded from the Department for Education's website at **www.education.gov.uk**.

[The following paragraph may be used if the head teacher chooses to hold a reintegration interview]

You **[and your child or pupil's name]** are requested to attend a reintegration interview with me **[alternatively specify the name of another member of staff]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school as soon as possible to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

[Name of child]'s exclusion expires on **[date]** and we expect **[name of child]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name] Head teacher

Appendix 3

Model exclusion letter 3 (Sept 2012)

From the head teacher notifying the parent of a fixed period exclusion when the total period of exclusion is more than 15 school days in one term

Dear [parent/carer's name]

I am writing to inform you of my decision to exclude [child's name] for a fixed period of [specify period]. This means that [child's name] will not be allowed in school for this period. The exclusion [begins/began] on [date] and ends on [date].

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [child's name] has not been taken lightly. [Child's name] has been excluded for this fixed period because [reason for exclusion].

We will set work for [name of child] to be completed during the first five school days of this exclusion. Please ensure that work set by the school is completed and returned to us promptly for marking [detail the arrangements for this].

You have a duty to ensure that your child is not found in a public place during the first five school days of this exclusion i.e. [specify dates] unless there is reasonable justification for this. I must warn you that you may be prosecuted or receive a penalty notice from the local authority, if your child is found in a public place during normal school hours, on the specified dates, without reasonable justification.

[Paragraph for use if the individual exclusion is for more than five days. If you are unable to supply information on the alternative arrangements now it must be provided in a follow up letter without delay and no later than 48 hours before the provision is due to start].

From the sixth school day of [pupil name]'s exclusion [specify date] until the expiry of the exclusion [specify date] we will provide suitable full-time education. On [specify date] [child's name] should attend at [give the name and address of the alternative provider] at [specify the time – this may not be identical to the start time of the home school] and report to [staff member's name].

As the period of exclusion is more than 15 school days in total in one term the governing body must meet to consider the exclusion. At the review meeting you may make representations to the governing body if you wish. The latest date on which the governing body can meet is [date here — no later than 15 school days from the date the governing body is notified]. If you wish to make representations to the governing body and wish to be accompanied by a friend or representative please contact [name of contact] on/at [contact details — address, telephone number, email], as soon as

possible. **[Pupil's name]** is also able to attend and participate in the meeting if you feel it is appropriate for them to do so.

You will, whether you choose to make representations or not, be notified by the clerk to the governing body of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

If you think this exclusion has occurred as a result of discrimination then you may also make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Education Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the governing body.

You also have the right to see and have a copy of **[name of child]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[name of child]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact **[name and job title for LA exclusion contact]**, who can provide advice. **[He/She]** can be contacted by telephoning **[telephone number]** or by emailing **[email address]**.

You may also find it useful to contact **Coram Children's Legal Centre**, which is an independent national advice centre that offers information and support on state education, including on exclusion from school. They can be contacted on **08088 020 008** or at **www.childrenslegalcentre.com**. A copy of the Government's guidance, '*Exclusion from maintained schools, Academies and Pupil Referral Units in England*', can be downloaded from the Department for Education's website at **www.education.gov.uk**.

[The following paragraph may be used if the head teacher chooses to hold a reintegration interview]

You **[and your child or pupil's name]** are requested to attend a reintegration interview with me **[alternatively specify the name of another member of staff]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school as soon as possible to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

[Name of child]'s exclusion expires on **[date]** and we expect **[name of child]** to be back in school on **[date]** at **[time]**.

Yours sincerely **[Name]**

Head teacher

Monitoring and Evaluation

This policy will be updated in line with any new developments in the school and/or any new government guidance.

This Policy will be renewed annually.

It was last reviewed in: September 2018

It will next be reviewed in: September 2019

This statement of policy was approved by the Governing Body at their meeting on:-

Date: _____

Signed:

_____ (Chairperson)

_____ (Head teacher)