

Statutory Policy

**St Paulinus Catholic
Primary School, a Catholic
Voluntary Academy**



**Behaviour Management
Policy**

Written By **Mr S Geaves**

Date Written **March 2020**

Approved by: _____ **Date** _____

(Governing Body)

Approved by: _____

(Head Teacher)

Adopted Date: **March 2020**

Review Date: **March 2021**

Consultation

Children **February 2020**

Staff **March 2020**

Other **March 2020**

St.Paulinus Catholic Primary School, a Catholic Voluntary Academy

Policy for Behaviour Management

1. St Paulinus Primary Ethos Statement

The school was founded by and is part of the Catholic Church. The school is to be conducted as a Catholic school in accordance with canon law and the teachings of the Roman Catholic Church and in accordance with the Trust deed of the Diocese of Middlesbrough and in particular:

- a) religious education is to be in accordance with the teachings, doctrines, disciplines and general and particular norms of the Catholic Church
- b) religious worship is to be in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church;

and at all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ.

Mission Statement

‘Love One Another As I Have Loved You’

In our school we help each other to be the best person we can be. We achieve this through:

Respect Enjoyment Acceptance Love

2. Statement on General Principles on Behaviour and Discipline

The Governors and staff of St Paulinus School are committed to creating an environment, based on Gospel values and the school Mission Statement, where everyone is treated with love and respect, can work, play and express themselves, are cared for and encouraged to develop to their full potential. We believe that every child is unique and created in God’s image and that each individual has an important contribution to make to the school and the wider community. We expect that parents and carers will support the ethos and values of the school and co-operate with the school in the consultation process for the behaviour management policy and its application.

Children have choices to make and they should be encouraged to take responsibility for their actions in a manner appropriate to their age and maturity. Good behaviour will be promoted and celebrated through positive affirmation and appropriate role modelling by adult members of the community. By creating a strong sense of community and by working closely with parents and carers, we expect children to feel safe and confident that inappropriate behaviour will be dealt with fairly and consistently.

The Governors have also produced a **Governance Statement on Behaviour** This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DFE guidance (The school behaviour policy: the role of the governing body).

The purpose of this statement is to provide guidance for the Head teacher in drawing up the Behaviour Management Policy at St. Paulinus School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters.

3. Statement of Intent

The aim of this policy is to promote good relationships and an environment where everyone feels happy and secure and can work together with the common purpose of helping each other achieve their unique potential. The Governors recognise and accept their responsibilities, with respect to behaviour, under the Article 12 of the United Nations Convention on the Rights of the Child, the Education Act 2002, the Education and Inspections Act 2006 and the Equality Act 2010, with respect to safeguarding and promoting the welfare of children, and in respect of pupils with special educational needs.

This policy should be read in conjunction with the school's Policy for Dealing with Abusive Behaviour from Adults, the Code of Practice for School Governors and the Anti-Bullying Policy.

The Governors recognise that teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction. They may do this at any time the pupil is in school, or elsewhere under the charge of a teacher, including on school visits. They can also discipline pupils for misbehaviour outside school which is witnessed by a member of staff, or reported to the school, or occurs when a child is travelling to or from school, or when a pupil is in school uniform or another way identifiable as a pupil at St Paulinus. In addition, St Paulinus staff may discipline a child whose behaviour poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school. Where appropriate, staff can confiscate pupils' property.

4. Aims

Our aims for behaviour are that all children will:-

- have respect for each individual, regardless of gender, ability, status or appearance;
- be tolerant and understanding with consideration for the rights, views and property of others;
- develop a responsible and co-operative attitude towards work and their roles in society;
- achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness;
- take pride and a responsible interest in caring for their environment.

5. Principles

- Every child has the right to learn and no child has the right to disrupt the learning of others.
- The establishment of an appropriate ethos is an essential prerequisite for learning. At St. Paulinus we believe in an approach which promotes consistent, calm, caring and firm management of behaviour at school. Stress is given to regular and consistent praise and reward and not an excessive time on conflict or negative interaction. By recognising the positive aspects of a child's behaviour, we endeavour to raise the child's self-esteem and feelings of self-worth.
- We recognise that there is ample research to support the argument that high self-esteem is linked to good academic judgement. However, we also recognise that self-esteem is not easily quantifiable

6. Governors' Responsibilities

1. To produce a written statement of principles on behaviour and discipline and to review this annually;
2. To ensure that the school's ethos, values and Mission Statement form the basis for the principles of the Behaviour Policy;
3. To ensure that the whole school community is consulted about the principles of the school's Behaviour Policy;
4. To ensure that there is a current and appropriate Anti-Bullying Policy in place;
5. To ensure that the Behaviour Policy does not discriminate against any pupil;
6. Through careful budgetary management, to ensure that there is provision for training of the school's staff on behaviour and discipline;
7. To ensure that teachers' roles in school discipline are consistent with the National Agreement Raising Standards, Tackling Workload and Workforce remodelling; so that there is due recognition of the enhanced roles of support staff and that not all responsibilities are focussed on teachers;
8. To ensure that the Head Teacher is supported in the preparation of the Behaviour Policy and in taking reasonable measures to ensure the wellbeing of staff and pupils;
9. To ensure, through careful budgetary planning, that there is funding for involvement of appropriate support agencies for children with challenging behaviour;
10. To behave in a respectful manner to all members of the school community and to act in accordance with the code of practice for school governors at all times.

7. Head Teacher's Responsibilities

1. To ensure that the Behaviour Policy and procedures promote good behaviour and respect and are founded on the ethos and values of the school and the Mission Statement;
2. To take all reasonable measures to ensure the safety and wellbeing of staff and pupils;
3. To ensure that the Behaviour Policy is publicised to all parents, pupils and staff at least annually and to all new staff, parents and pupils;
4. To ensure that copies of the Behaviour Policy are in the School Prospectus and Staff Handbook and are given to all supply staff when first attending the school;
5. To ensure that the staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies;
6. To ensure that staff are supported in the application of the Behaviour Policy;
7. To ensure that all staff consistently model good behaviour;
8. To ensure consistency in the application of the policy and related procedures;
9. To ensure promotion of pupils' positive behaviour through the active development of pupils' social emotional and behavioural skills;
10. To organise training and professional development around promoting positive behaviour and dealing with inappropriate behaviour;
11. Through classroom observation and performance management to monitor and evaluate teaching and learning opportunities to ensure that all children are being included and feel valued;
12. To work with other agencies to promote community cohesion and safety;
13. To consider whether behaviour under review may be the result of unmet educational or other needs. If this is/may be the case then to consider the need for multi-agency assessment;
14. To consider whether the behaviour under review gives cause to suspect that a child is suffering or likely to suffer significant harm. Where this is the case, the School's Safeguarding & Child Protection policy and procedures should be followed;

15. To involve support agencies, where appropriate, to support children who are exhibiting challenging behaviour in order to promote their inclusion in the school community;
16. To ensure that the Academy's Complaints Policy is publicised to staff, parents and pupils;
17. To work in partnership with parents and carers to promote good behaviour and deal with persistent challenging behaviour;
18. To refer children to and liaise with support agencies as appropriate;
19. To exclude pupils where necessary and appropriate;
20. To inform the Chair of Governors in the event of an exclusion;
21. To ensure that the Policy is reviewed annually with the Governor responsible and through Governor, staff, pupil and parent consultation;
22. To return confiscated items to the relevant parent/carer at the first opportunity.

8. Teachers' Responsibilities

1. To participate in the consultation process and thereby contribute to the Behaviour Policy;
2. To know and understand what the school's Behaviour Policy is and to ensure that they are clear about the extent of their disciplinary authority;
3. To attend any professional development opportunities offered on the promotion of positive behaviour and the management of inappropriate behaviour;
4. To model good behaviour at all times and treat children sensitively;
5. To ensure that children know what is expected of them at all times;
6. To adopt a consistent and fair approach to managing children's behaviour;
7. To work in partnership with parents and carers to promote good behaviour and deal with persistent challenging behaviour;
8. To support, praise and, as appropriate, rewards pupils' good behaviour;
9. To apply sanctions fairly, consistently, proportionately and reasonably, taking account of the Behaviour Policy and procedures, SEN, disability, the needs of vulnerable children and to offer support as appropriate;
10. To promote positive behaviour through the active development of children's social, emotional and behavioural skills and, where appropriate, through the school's curriculum;
11. To ensure that teaching and learning styles are appropriate, enjoyable and inclusive for all children;
12. To ensure that the learning environment is calm, controlled and conducive to learning;
13. To ensure that children understand the pastoral support system;
14. To keep parents and carers informed of their child's behaviour, good as well as bad and use appropriate methods of engaging them and, where necessary, supporting them in meeting their parental responsibilities;
15. To work with other agencies that may be involved with individual children;
16. To confiscate any items which are not appropriate for school use.

9. Support Staffs' Responsibilities

1. To participate in the consultation process for and therefore contribute to the behaviour policy;
2. To know and understand what the school's Behaviour Policy is and to ensure that they are clear about the extent of their disciplinary authority;
3. To attend any professional development opportunities offered on the promotion of positive behaviour and the management of inappropriate behaviour;

4. To model good behaviour at all times;
5. To adopt a consistent and fair approach to managing children's behaviour;
6. To inform teaching staff of situations where unacceptable behaviour has or is likely to occur, as soon as is practicable;
7. To monitor the actions and behaviour of individual behaviour or groups of children as requested by a class teacher of the Head Teacher.

10. Children's Responsibilities and Expectations

1. To follow reasonable instructions from the school staff;
2. To attend regularly and punctually;
3. To obey school rules and accept sanctions in an appropriate way;
4. To uphold the agreed class code of conduct;
5. To act as positive ambassadors for the school, both in the building and when wearing uniform away from the school site;
6. To show respect to staff, fellow pupils, visitors, the school property and environment;
7. To welcome newcomers to the school;
8. To include others in their activities and play;
9. To always behave towards other pupils, staff and visitors in a way you would like them to behave towards you;
10. To co-operate with any arrangements put in place to support their behaviour.
11. To give their best effort at all times;
12. To bring the required equipment to school e.g. reading book;
13. To wear the school uniform with pride;
14. To care for the environment;
15. To make sure they do not prevent the teacher from teaching and disrupt the learning of others.

11. Parents' and Carers' Responsibilities

1. To support the ethos and values of the school as stated in this policy and the school Mission Statement;
2. To behave in a manner that is respectful towards all members of the school community;
3. To talk to staff in an appropriate fashion.
4. To work in partnership with the school to promote an environment where children feel safe and happy;
5. To respect the schools' Behaviour Policy and the disciplinary authority of the school staff;
6. To help ensure that each child follows reasonable instructions from school staff and adhere to the school rules;
7. To send their child to school punctually, wearing full school uniform, and ready to learn;
8. To ensure that school staff are aware of any factor which may result in their child displaying behaviours that differ from those considered normal or that are expected;
9. To work with the school staff to support positive behaviour or as part of a pastoral support system where there is cause for concern;
10. To attend meetings with the Head Teacher, other school staff or support agencies as requested, to discuss behaviour;
11. To have regard for the school's Behaviour Policy when interacting with their own children on school premises and to be sensitive to the potential effect of their actions on other members of the school community.

12. Note For Parents and Carers:

The Governing Body assume that if you choose to send your child to St. Paulinus Catholic Primary School then you are in agreement with our policies – parents and children do not have the right to ‘opt out’ except by choosing an alternative school.

These policies are available for all prospective parents to view on our school website and parents are informed of them from time to time.

All Staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff at a level agreed by head teacher and governing body with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school when and if appropriate.
- Teachers also have a specific legal power to impose detentions in/ outside school hours if age appropriate
- Head Teachers and staff authorised by them have a statutory power to search pupils or their possessions without consent, where they have reasonable grounds to suspect the pupil may have a prohibited items.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in the DFE document ‘Screening Searching and Confiscation – advice for head teachers, staff and governing bodies’.

All staff should be expected to deal promptly with racist, religious, homophobic, transphobic and disability hate incidents which must be recorded using the Local Authority systems and consideration as to whether further support for the victim, community is required and investigated. There is a need to monitor hate incidents in school to get a full picture of the frequency and nature of hate incidents and measure the effectiveness of the methods used by schools in responding to all hate incidents.

13. Further Policy on Sanctions

What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil.

To be lawful, the sanction (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by an appointed member of school staff or a member of staff authorised by the head teacher;
- 2) The decision to punish the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The head teacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip. Corporal punishment is illegal in all circumstances.

Sanctions should be appropriate to meet the needs of the pupils and the school and this subsequently may require a referral to other agencies.

14. Pupils' conduct outside the school gates – teachers' powers

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 head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

In response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school will be dealt with through the sanction steps.

This must be read in conjunction with the anti-bullying policy.

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
 - or travelling to or from school.

15. Procedures for Promoting Good Behaviour

1. Staff will explain the reasons for asking children to do something;
2. Staff will listen to children and treat them respectfully;
3. Appropriate behaviour will be acknowledged with the use of the following rewards:
 - Verbally, individually or in front of the class or school
 - Smiling
 - Written comments in the child's work
 - Samples of work displayed around the school
 - Reward Stickers
 - Fruits of the Spirit Rewards
 - Written or verbal comments to the child's parent or carer
 - Certificates
 - House Points
 - Student of the Week
 - Celebration Assembly

- Attendance Awards- Termly to include progress in attendance.
- Special achievement, real effort, extra good behaviour etc rewarded by praise from the teacher and peer group. Possible visit to eh Head Teacher's Apple.

Staff will ensure that the child(ren) understand why their behaviour is being commended. Staff recognise that it is particularly important to pay attention to children who have previously exhibited poor behaviour, but who have managed to meet the expected standard, as well as to acknowledge those who are consistently good.

It is felt that the approval of peers and adults gives a child the greatest reward, in increasing self-esteem and improving self-image.

16. Procedures for Dealing with Negative Behaviour

St Paulinus disciplinary penalties are designed to impress on the perpetrator that what they have done is unacceptable, to deter them from repeating the behaviour and act as a deterrent for them.

When dealing with negative behaviour staff will ensure that:

1. They consider whether the behaviour may be an indication of learning difficulties, disabilities, stress or trauma;
2. The child is given the opportunity to explain his/her behaviour;
3. The child understands that it is **the behaviour that is being dealt with** – the child is not being stigmatised;
4. Sanctions are proportional to and relevant to the offence with severe sanctions being reserved for persistent or severe misbehaviour;
5. Ensure that sanctions account for individual needs, age and understanding;
6. Avoid whole group sanctions that punish the innocent with the guilty;
7. Use sanctions to assist children in understanding how they can learn from their mistakes and improve their behaviour;
8. Where appropriate, use the sanctions to put right any harm caused;
9. Try to link sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others. In this way, they can increasingly learn to take responsibility for their own behaviour;
10. Sanctions will not be used where low-level interventions such as a non-verbal signal are all that are needed;
11. Staff will quietly, calmly and respectfully explain to the child(ren) what it is about a behaviour that is unacceptable and request that they stop;
12. Depending on the nature of the offence, staff may:
 - Discuss the behaviour with the child and explain why it is not appropriate
 - One-to-one admonishment
 - Ask the child to leave the area where the poor behaviour occurred
 - Apply a sanction related to the nature of the offence
 - Ask the child to report to a more senior member of staff
 - Issue the child with a warning (Step 1) and explain what will happen if the warning is not heeded
 - Record the incident in the behaviour book or CPOMs
 - Inform the child's parent or carer as appropriate.

In addition, Class teachers and the Head Teacher may decide, where appropriate:

a) Teacher Intervention using Verbal Corrections and warnings

For the vast majority of pupils within St Paulinus this is sufficient. It is far more beneficial to focus the child back to the purpose of being at school- to learn. This should be seen as central to correcting behaviour. Bring the child back to the School Rules and give the child the opportunity to redeem themselves. Teaching children to moderate their own behaviour is seen as successful behaviour management. Successful behaviour management works best through personal relationships- not through sanctions. Such warnings may include turning a child's card over or moving down the behaviour chart etc.

b) Isolation

This might be another desk or another classroom.

These need to be for a limited time, which reasonably matches the misdemeanour. Prolonged isolation should never take place.

A child will not be isolated in any area that is not supervised. Children should not be stood outside class.

The maximum time for isolation is one day. If a child needs to be isolated for longer than this the Senior Leadership Team must be informed as to the reason.

Lunchtime isolation may be used particularly if the behaviour is associated with lunchtime. Children should be given some form of work to complete as well as a behaviour reflection sheet (See Appendix 2).

c) Other strategies might include:

- Home School Booklet with built in rewards and success systems.
- Removal of a treat
- Working towards an agreed reward.
- Homework from school, with parental support.
- Daily Report with SLT.

d) Pupil/Parent/Teacher Meetings: (Before Serious Incident Step 1 Level)

Where appropriate Parents can be used to help understand the issues that have arisen.

- Ask the child to explain their behaviours and give reasons for it.
- Agree why it is unacceptable.
- Explore strategies that may have been used to help care for the child.
- Ask the child to think about what they must now do to improve their behaviour.
- Agree support and possible review meeting if appropriate.

Specific guidance for misbehaviour outside:

Minor offences- verbal correction and possible short time out.

More serious offences (Kicking, fighting, deliberately offending another child)- automatically miss the next morning's play and class teacher will inform the parents the reasons why where appropriate. **All behaviour incidents will be logged on CPOMs.**

Teaching Assistants are employed during lunchtime to monitor behaviour and administer first aid.

Teaching Assistants must report to the class teacher any of the following incidents:

- Blurred Vision (Would expect first aid to have been administered)
- Knock to the head. (First aid letter to have been written)
- Fighting or serious play fighting
- Bad Language
- Any sexualised language, gestures or behaviour.

Children should be outside during lunchtime. Social interaction is a very necessary part of Primary Education. If they are allowed to stay in they must be supervised by an adult.

Children must line up, and enter class quickly and calmly after play/lunch times.

Children must not walk unsupervised to any of the play areas.

All staff have a duty and a responsibility to work collectively to ensure that behaviour within the school is exemplary.

17. Procedures for dealing with a serious incident of poor behaviour

A serious incident will be determined by the Senior Leadership Team, taking into account the age of the child. A serious incident is one where a child or group of children, adult has/have been hurt by an action which is physically, verbally, socially or emotionally damaging, or where there was potential and/or intent for this to happen.

It is very rare that we have to apply any of these sanctions because the behaviour of our children is outstanding. We also know that all pupils make mistakes from time to time and that they need to be taught to understand the school community rules in a sensitive and understanding way. Behaviour sanctions are therefore only used where pupils knowingly break school rules or do not comply with the behaviour, uniform and attendance policies.

Parents and staff should be aware that, although rare, the Head Teacher reserves the right to exclude pupils for a fixed term or permanently and will do so if the need arises (the Department for Education publishes separate guidance for schools in this matter). The Governing Body understands that primary children are not always responsible for breaking uniform or attendance / punctuality rules. However, because there are no other available means of sanction against parents, then the sanctions below still apply to those cases.

Step 1: Warning Letter and Isolation from Peers

When a serious incident is reported, investigated and there is proof that a child is guilty a formal warning will be issued in the form of a letter, describing the reason for the warning. (See Appendix 1 for a copy of the letter).

Children will be asked to take the letter home and have it signed by a parent/carer and return it to school the next day. If parents wish to contact school, they should. If teachers wish to speak to parents they will indicate on the letter;

Examples of such behaviours *may* include:

- Refusal to comply;
- Disrupting the learning of others;
- Refusal to listen;
- Disrespect- swearing;
- Harming another person;
- No real sign of remorse

The next school day the child will then work in another classroom with appropriate classwork and complete a behaviour reflection form, if they haven't already. (See Appendix 2). At the end of the day the school staff will meet with parents to discuss the possible return to class the next day. If the child shows no improvement in attitude or behaviour then this will progress to Step 2. If a child is removed from their classroom they will only have supervised breaks and lunchtime. If a child is on Step 1 twice in a half term they will automatically move to Step 2.

Step 2: Letter home and 3 week Support Plan

A letter is issued to parents to request a behaviour planning meeting. Parents will be required to meet with school. The child may be internally excluded and provided with suitable work to complete until the meeting has taken place. A review period of three weeks will be agreed where the class teacher and parent meet again to discuss behaviour and review agreed targets. If a further two incidents occur during this period then it will automatically progress to Step 3.

Step 3: Further Support Plan and Senior Leadership Team Input

Senior Leadership Team will meet with parent to discuss the seriousness of the issue. A 3 week support programme will be set up by the school (which may include monitoring from Governors and other professionals.) If a further two incidents occur during this period then it will automatically move to Step 4.

Step 4: Final Warning

Parent will be asked to attend a meeting with the Head Teacher who will explain that if this persistent misbehaviour or breaking of the school rules continues then exclusion is likely.

Step 5: Possible Exclusion

Continued non-compliance with the school behaviour, attendance and uniform policies in extreme cases and in all cases of physical assault may be considered by the Head Teacher as evidence for permanent exclusion. (See exclusion procedures)

All behaviour incidents will be recorded on CPOMS. It is the responsibility of the SLT to make sure the information is presented for all staff and Governors.

For serious or repeated incidents of poor behaviour, the Head Teacher or Deputy may decide on other sanctions which include:

1. To withdraw participation in school trips or extra-curricular activities;
2. To withdraw access to the school IT system (will normally only be done if bad behaviour involves the misuse of the IT system);
3. To withdraw more than one break. If they do so they will ensure that the child has the opportunity to eat (at lunchtime) to have a drink, use the toilet and to have some exercise/fresh air (weather dependant);
4. To negotiate with parent/carers to remove the child from school for a specified and agreed 'time out' as part of a pastoral support or health plan;
5. To determine a fixed period of exclusion;
6. To determine a permanent exclusion.

18. Exclusions

Governors and staff recognise that exclusion is a very serious matter and will normally only use this where a child is threatening the safety of the staff, other children or buildings, where other sanctions have failed to impact on persistent behaviour and/or where parents refuse to engage with school to address issues.

Where it is decided to exclude a child for a fixed term, the parent/carer will be notified (normally by telephone, followed up in writing) and asked to collect the child from school and informed of the length of the exclusion. Parents/carers must then ensure that the child is not present in a public place, without reasonable justification during school hours for the first five days of each and every fixed period.

Parents/carers may be required to attend a reintegration interview at the end of a fixed term of exclusion.

If a child is permanently excluded, the parents/carers have the right to appeal against the decision, initially to the Governing Body and then to an independent appeal panel. Details of how to do so are available from the Head Teacher.

Parents also have the right to complain, initially to the Head Teacher, then to the Governors and beyond that to the EFA via the Department for Education's School Complaint Form online or by post if they feel that the school has exercised its disciplinary authority unreasonably. The Complaints Procedure is available from the school and on the school website.

This policy was reviewed by the Head Teacher in February 2020.

Consultation with Pupils: February 2020

Consultation with Staff: March 2020

Adopted by the Full Governing Body: _____

Signature of Chair of the Governing Body: _____

Review Date: March 2021

References and Related Legislation, Guidance, Policies and Procedures

Disability Discrimination Act 1995

Education Act 1996, 2002, 2011

School Standards and Framework Act (1998)

Education and Inspection Act (2006)

Equality Act 2010

The Education (Independent School Standards) England Regulations 2014

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

DFE Guidance January 2016 Behaviour and Discipline in Schools – a guide for Head teachers and School Staff

St Paulinus Anti-Bullying Policy

St Paulinus Safeguarding Policy

St Paulinus Positive Handling Policy

St Paulinus Fruits of the Spirit Document

St Paulinus Complaints Policy and Procedure

St Paulinus Health and Safety Policy

St Paulinus Policy for Dealing with Abusive Behaviour from Adults

St Paulinus Policy for Teaching and Learning

St Paulinus E-safety Policies

United Nations Convention on the Rights of the Child (Article 12)

Appendices:

Appendix 1: Copy of Formal Written Letter to Parents.



Appendix 2: Child reflection Sheet.

Appendix 3: Guidelines and Procedures for Behaviour at St. Paulinus

Appendix 4: St Paulinus School Rules.

Appendix 5: St Paulinus Golden Rules.

Appendix 1: Warning Letter to Parents Behaviour

St Paulinus Primary Catholic Voluntary Academy		
	The Avenue, Guisborough Cleveland TS14 8DN Tel. 01287 637978 Fax. 01287 635976 Head Teacher Mr S Geaves	
Love one another		as I have loved you

Formal Written Warning Date ()

Child's Name _____ Year Group ____

Dear Parents and Carers

Please find the Written Warning below. We would appreciate a discussion about your child's behaviour but if it is the first warning of the school year it is not essential. If it is the second or third warning of the school year, your child will be subject to internal exclusion until we have discussed the longer term action with you so it is important that we have the discussion, on the school premises, as soon as it is convenient for those concerned.

This is _____'s first/ second/ third warning of the school year.

Formal Written Warning for Inappropriate behaviour

Your child _____ in Year ____ has been given a Written Warning about

which is not acceptable behaviour. Please comment in the space below and contact the school as soon as you are able.

Signed _____ Head teacher _____ Date _____

Signed _____ Parent/Carer _____

Appendix 2: Behaviour Reflection Sheet:

PUPIL'S NAME:

CLASS:

DATE:

TIME:

1. What school rule did I not follow? What actually happened?

2. What were the consequences of my behaviour? (how has this affected other people?)

3. What could I have done instead?

4. What do I think would be fair to happen now?

5. What else would you like to say? How has this made you feel?

6. Tasks set by the teacher / agreed action and signed

Appendix 3 :Guidelines and Procedures for Behaviour at St. Paulinus

3.1 General Manners

- Courtesy is expected from everyone at all times.
- All children are expected to be well-mannered at all times. Terms of ‘please’, ‘Thank you’, ‘May I ...’ etc. should be used as a matter of course.
- Children are expected to pick up coats, litter etc., and stand aside in the corridor for adults.
- Children are expected to follow the example set by adults in the school.

3.2 Drop-Off & Pick Up

The school operates a flexible opening where parents can bring their children to school from 8.35am when the school gates are open.

Children must not run or climb on the hill that surrounds the school playground. This is to keep them safe and avoid any unnecessary accidents.

3.3 Play-times/Lunch-time

- When children must go to the toilet they should wash hands and then go out calmly into the playground.
- If it is necessary for a child to return into the building, permission must be obtained from the Teaching Assistant, or teacher on duty. Children must ask properly – ‘Please may I .. .?’
- Children must interact with each other sensibly at play-times. Kicking, fighting, name calling etc. is not tolerated.
- When the bell rings at the end of play-time, the children must stand still and wait until they are called by the teacher to walk to their line.
- Children must walk in a quiet and orderly manner to their classrooms at the end of playtimes.
- A separate line may be drawn up for children who are not co-operating.

The class teacher or teaching assistant must be present to escort the children calmly to their classroom.

3.4 Shared corridor and Atrium Spaces

- It is important that care is taken in shared areas especially where space is at a premium.
- Children must walk at all times, preferably in single-file.
- Children must be careful in hanging up coats and bags in the morning and evening, as this is obviously a time when accidents could happen.
- Children should show courtesy to adults and step to the side to allow them to pass first.

3.5 Classroom behaviour

On entering the classroom after breaks and dinner, KS1 children tend to sit on the carpet area and KS2 children sit at their desks and take out work or reading.

For wet playtimes one member of staff cannot supervise a whole key stage. It has to be remembered that playtimes are for the benefit of children – to engage and interact with their peers, they are not for staff.

All children must know where all resources are located in their classroom. They are expected to access any tools or materials for a task by themselves, in a disciplined and courteous manner. Resources must be handled with care, and put away tidily.

Children are not allowed to shout out in class, but must put their hand up and wait their turn to speak.

Children and adults are expected to listen to each other, so that no-one is speaking when another person is speaking, during whole-class or small group sessions.

3.6 Dining-Hall

Water is provided and children may have milk at lunchtime with their meal.

Children are not allowed to shout or move places during dinner, but to talk sensibly with other children on their table.

Children are brought into the hall on a whistle system, led by the teaching assistant on duty. Waiting in a line should be kept to a minimum.

Children should remove outdoor wear (coats, hats etc) when eating.

3.7 Toys

Toys are not allowed to be brought into school, unless for a specific reason. If children do bring toys into school, they will be taken from them and returned at home-time.

3.8 Home Time

- Children are dismissed from their class to meet the parent (Adult) in the front yard. All KS2 will leave through the library door and KS1 will leave through the hall door. FS children leave through their own classroom doors under close supervision of the school staff.
- Children should be ready to leave on time and leave school sensibly and calmly.
- Children who attend Out of School Club will walk calmly to the classroom.
- Children should remember their own belongings.
- Clearing away should be carried out as quickly as possible.
- If it is absolutely necessary for a child to have a mobile phone they should hand this in immediately at the front office in the morning and collect it at hometime.
- It is expected that one adult will escort the children to the exit and that usually this is the class teacher.

Appendix 4: St Paulinus School Rules:

Our School Rules

1. Courtesy, good manners and respect is expected at all times, including lunchtimes. Please and thank you is to be used at all times.
2. All children must line-up in the playground when the whistle goes at the end of playtime and wait quietly and calmly in lines.
3. Children come into school quietly, punctually and hang up their coats in an orderly fashion.
4. Children go straight into class, quietly and get on with the morning activity. Children are encouraged to wait if adults (including staff and Parents) are in a discussion in the classroom.
5. Running and shouting are not allowed in school.
6. In class no child is allowed to disturb or distract other children with the intention of preventing learning. Children and adults must look and listen to each other when they are speaking with one another.
7. In lessons children must put up their hand and wait for teacher to ask them to speak. Calling out is not permitted.
8. All children go outside at play-time, unless they have permission to stay inside.
9. All children stay in their own play-ground, unless given permission to do otherwise.
10. Any form of fighting (even play fighting), kicking, spitting etc. is not allowed. Physical contact is discouraged in all playtime games.
11. Sweets are not allowed in school, this includes cough sweets which should only be used with adult consent.
12. Toys are not allowed, unless given permission.

13. Bad language, or substituted bad language of any kind is not tolerated.
14. Children must change for P.E. (shorts, T-shirt, plimsolls).
15. Children should try to stand aside in the doorways for adults and let them through first.
16. Children are expected to wear school uniform, no boots or trainers are permitted.
17. An explanatory phone call must be sent from home if a child is absent, or has to miss P.E. or Swimming, but teacher may ask child/parent for clarification.
18. Children must complete the homework set for them, and parents are expected to support and encourage their child to work independently.
19. Long hair should be tied back at all times. All hair accessories should be in school colours of blue and white.
20. No jewellery to be worn with the exception of watches.
21. St Paulinus is a no-smoking premises.
22. Mobile Phones are not permitted to be used within the school building whilst children are in school without prior discussion with the Senior Leadership Team.
23. Parents/children are not allowed to bring dogs onto premises.

Headteacher:
2020

S Geaves

Date: March

Chair of Governing Body:
2020

F Campbell

Date: March

- ✓ **We will be gentle.**
- ✓ **We will be kind and helpful.**
- ✓ **We will work hard.**
- ✓ **We will look after property.**
- ✓ **We will listen to people.**
- ✓ **We will be honest.**

Do not hurt anybody.

Do not hurt people's feelings.

Do not waste your time or other people's time.

Do not waste or damage things.

Do not interrupt others.

Do not cover up the truth.