



St. John's C.E Primary Academy
Behaviour, Discipline and exclusion Policy



St John's Primary Academy strives to provide an inclusive, learning rich environment where children feel safe to take risks to enable them to reach their full potential. Pupils are encouraged to take pride in their achievements and embrace change in a positive manner. Learners are inspired to embark on a lifelong learning journey to develop knowledge, skills and become rounded individuals that flourish in our ever-changing environment.

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. St John's Primary Academy believes that behaviour is a shared responsibility. We expect all stakeholders, school staff, children, parents, governors and visitors to be committed to establishing a learning environment which promotes positive behaviour and relationships based on a sense of community and shared values. The school behaviour and discipline policy is therefore designed to support the way in which all members of the community can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Aims of the behaviour policy

- To outline rewards and sanctions and how they will be fairly and consistently applied
- To promote good and outstanding behaviour through a system of rewards which will encourage children to have high expectations and aspirations of themselves and others
- To promote positive behaviour, self-discipline and foster mutual respect for other people and the environment
- To enable pupils to become increasingly independent learners
- To provide clear, fair procedures to deal with inappropriate behaviour when it occurs
- To be fully supported by all stakeholders and to role model the correct manner in which to deal with situations

Expectations of the behaviour policy

- The school expects every member of the school community to behave in a caring and considerate way towards others
- To ensure children can see behaviour is dealt with consistently across the school
- Good behaviour is expected and rewarded. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour
- To reach high levels of self-esteem where children are happy, feel good and enjoy each other's company
- To enable children to deal with conflict in a positive manner giving them the coping strategies to reach positive outcomes
- To help children understand consequences and impact of their behaviour on others

- For all stakeholders (staff, children, parents, governors and visitors) to work together to ensure a calm, safe, stimulating learning environment

School Expectations

St John's has a number of expectations, which are displayed in all classrooms:

St John's stars are expected to at all times in school and when representing the school

- Always be ready to learn, persevere and try their best
- Wear their uniform with pride and always look smart
- Be friendly, gentle and kind
- Be polite, thankful and respectful
- Listen carefully to everyone
- Look after property and care for the environment
- Walk around school sensibly and on the left hand side
- Persevere whatever the challenge and shine brightly

Staff expectations

- Set high standards of social behavior by role modelling: politeness, being well disciplined, having an organised approach and embracing school based tasks with enthusiasm
- Listen to children, making it clear that their opinions and reactions matter and giving them time to talk through actions and responses
- Seek every opportunity to reinforce the behaviour policy through a positive approach, dealing firmly and fairly with those who do not maintain the high standards that is expected of them
- To ensure school expectations are reinforced
- To ensure that their class behave in a responsible manner during lesson time and around school
- To report to parents about any concerns that have about the behavior and welfare of their child

Parent expectations

- Be aware of the school's behaviour policy and actively support it discussing any issues/problems with staff, principal and governors in a respectful manner
- Be polite and reasonable in dealings with school
- Show respect for others by being mindful and thoughtful when using social media sites
- To reinforce the school expectations with their children

Governor expectations

- Refer all matters regarding discipline to the Principal or the chair of governors
- Be familiar with and actively support the school's behaviour policy
- Follow the governor's code of conduct

Rewards

Children who consistently follow the school expectations are recognised by:

- 1) **Verbal Praise/Stickers** - instant recognition for doing the right things.
- 2) **Team Points** - the children collect points to gain certificates for their individual achievements. The team with the most points is announced in Celebration Assembly and individual awards can be achieved.
- 3) **Golden Behaviour Tickets** - these are awarded to children for good behaviour such as being polite, good listening and being helpful.
- 4) **Golden Behaviour Certificate** - awarded to one child from each class. Children are chosen randomly by the class the teacher. Parents will receive a text if their child is chosen for a Golden Behaviour certificate.
- 5) **Principal Tea Party** - the children picked for Golden behaviour go with the Principal and Mrs Connor for a special cake, drink and chat during golden time.
- 6) **Golden Time** - a period of time where the children are given an opportunity to choose an activity that they would like to do.
- 7) **Star of the Day** - the child's name is displayed in the classroom and a mini certificate is sent home.
- 8) **Star of the Week** - each class teacher nominates a child to receive a special certificate and pencil during achievements assembly. Each child also gets a letter from the head teacher and is invited to sit in a special place in assemblies the following week.
- 9) **Lunchtime Superstar** - the lunchtime supervisors choose a child from each key stage to receive a certificate.
- 10) **Celebration Assembly** - star of the week, Golden Behaviour and lunchtime superstar certificates are given out, ten minutes of extra playtime is awarded to the classes with the best attendance
- 11) **Rainbow and Pot of Gold (Reception and Year One)** - children will be placed on the rainbow and pot of gold for good behaviour and good work.

Consequences

Children who choose not to follow the school rules will be expected to accept the consequences. This is always made clear to the children, with the aim of encouraging self-discipline and good decision making. Ultimately, the children need to realise that they are responsible for their own actions.

Reception/Year 1

1) **Verbal Warning** - make the child aware that the inappropriate behaviour has been noticed.

2) **Warning Cloud**- The child's name is moved to the warning cloud. This signals that 5 minutes of Golden Time for that particular day has not been earned. The child's name is recorded on the warning and storm cloud chart.

3) **Storm Cloud**- The child's name is moved to the storm cloud. This

signals that all of Golden Time for that particular day has not been earned. The child's name is recorded on the warning and storm cloud chart and parents are informed.

Consequences- Year 2 to 6	Behaviour	Staff/Parental involvement
Break time Detention (am)	Stopping others learning Refusing to do what an adult has asked Interrupting teaching by shouting Being unkind/hurting others on purpose Not telling the truth Y6 will lose 5 minutes golden time if homework is not completed	Class teacher or adult responsible for the class
Lunchtime Detention (Number of detentions depends on severity of incident) (If only 5/10 minutes after morning break then class teacher must cover)	Continuation of the above Fighting (in the classroom/playground) Inappropriate language Leaving the classroom without permission	Class teacher or adult responsible for the class Parents spoken to or contacted
Isolation (period of time in detention depends on the incident)	Continuation of the above. Violent or aggressive behaviour to pupils or staff Disrupting/damaging classroom furniture Being a danger to themselves or others	Principal/Vice Principal SLT in their absence. Period of time decided by Principal/Vice Principal. Parents contacted by Principal/Vice Principal.
Exclusion	Leaving school premises without permission Physically attacking a member of staff Serious incident with another pupil	Principal/Vice Principal SLT in their absence. Period of time decided by Principal/Vice Principal. Parents contacted by Principal/Vice Principal.
Break times/lunchtimes	Children will be kept in if enough work has not been completed & Homework (Y6)	Class teacher or adult responsible for the class
<p>This is not an exhaustive list and exceptional circumstances may result in a different route of behaviour management and intervention. In cases of serious incident a meeting of SLT and staff involved will take place to decide the suitable consequence.</p> <p>Detention- is when a pupil is kept in during break time or lunchtime as a result of their behaviour. All children are supervised by an adult. Parents will be informed.</p> <p>Isolation - is when a pupil will spend time away from their class completing their work on their own for a period of time supervised by an adult decided by SLT. Parents will be informed.</p>		

Lunchtime expectations

At lunchtime the sequence of consequences are slightly different:

- 1) First Warning - make the child aware that inappropriate behaviour has been noticed.
- 2) Time Out - the child is taken away from situation and asked to stand in a designated space on the playground. Class teachers are informed if children have had time out. This means that the portion of Golden Time for that particular day has not been earned.
- 3) If a child refuses to accept a consequence at lunchtime or for severe incidents, the Senior Lunchtime Supervisor will remove the child or a senior member of staff will be called to remove the child from the playground.

Senior members of staff will assess each individual case and decide upon an appropriate consequence, e.g. miss the next break time or whether the child can return to the playground once they have apologised and are willing to accept the original consequence issued by the lunchtime supervisor. Parents must be contacted by senior staff for any refusals.

The Senior Lunchtime Supervisor will meet with the Family Liaison Officer regularly. Any persistent offenders (three or more warnings in a week) will be issued with a consequence.

Please Note - The list of consequences will be applied as a general rule. However, staff will also take into consideration any documentation (Classroom Support Plan/Individual Learning Plan) referring to specific behaviour related issues for individuals. The Principal or senior members of staff may intervene at any stage of the process, especially regarding any incidents of severe disruptive behaviour which will result in an automatic exclusion.

Monitoring

The behaviour team monitors behaviour frequently and an analysis of break and lunchtime detentions and isolation is produced each half term. If a child is appearing frequently on the tracking then individual interventions will be put in place to support the children as identified on the tracking map (See appendix One) and parents will be contacted. Behaviour logs will then be produced for individual children.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. All staff are made aware of the school's policy on bullying and the operation of the anti-bullying council.

Use of Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff (including Lunchtime Staff) only intervene physically to restrain children or to prevent injury to another member of the school community including another child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children (see also the Child Protection Policy)

Fixed-term and Permanent Exclusions

The decision to exclude a pupil will only be taken if there have been serious breaches of the behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Only the Principal, or in their absence the most senior teacher who is acting in that role, can exclude a pupil from the school. Exclusion will not be used if there are possible alternative solutions. These solutions may include:

- Using a restorative justice process, which enables the offender to redress the harm that has been done to a victim.
- Internal exclusion to diffuse a situation that has occurred in school, which requires the pupil to be isolated from peers but not from school. This may be to a designated area within the school, with appropriate support or to another class on a temporary basis, and will continue during break periods.
- External seclusion to diffuse a situation that has occurred in school, which requires the pupil to be isolated from peers and school. The child will then spend a designated amount of time at another school, with appropriate support. This will only be done with the full knowledge and co-operation of all parties involved, including the parents.
- A managed move. If the school feels that it can no longer manage the behaviour of a particular pupil, another school may be asked to take over his/her education. This will only be done with the full knowledge and co-operation of all parties involved, including the parents and the LEA, and in circumstances where it is in the best interests of the pupil concerned. Parents will not be pressured into removing their child from school under the threat of a permanent exclusion, nor will a pupil be deleted from the school roll to encourage them to find another school place.

Regulations allow the Principal to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. However, individual exclusions will always be for the shortest possible effective time. In all cases of exclusion the class teacher will make arrangements to provide work and mark completed and returned tasks. The Principal will inform parents at the time of the exclusion the arrangements for collection and return of work during the exclusion period.

When the fixed exclusion is for more than 15 school days the Principal will

additionally consider:

- How the exclusion period might be used to address the pupil's problems.
- Together with the LA, what educational arrangements will best help the pupil's reintegration into the school at the end of the exclusion.

Pupils whose behaviour at lunchtimes is disruptive may be excluded from the school premises for the duration of the lunchtime period. A lunchtime exclusion is a fixed period exclusion (equivalent to one half school day) and will be treated as such, and parents have the same right to be given information to appeal. All lunchtime exclusions will be for a specified period of time. Arrangements will be made in conjunction with County Catering for the provision of any pupil entitled to free school meals. This may take the form of providing a packed lunch. Exclusion at lunchtime will not be used for a prolonged period. The period of the exclusion may be used to explore other strategies for dealing with the problem.

If a parent refuses to co-operate with a formal exclusion and sends their child to school, or refuses to collect him or her at lunchtime, the school will have due regard for the pupil's safety in deciding what action to take. In such cases, an exclusion will not be enforced if doing so may put the safety of the pupil at risk. If efforts to resolve the situation are not successful, the school will contact the Education Welfare Service for further advice and possible legal remedies in extreme cases.

All decisions to exclude a pupil will be confirmed in writing to parents. Where the parents of an excluded pupil are known by school not to speak or have a good understanding of English, the school will, in conjunction with the LA, arrange for written documentation to be translated into their mother tongue and for an interpreter to be present at any meetings with parents about the exclusion.

Parents have the right of appeal for any fixed period exclusions of more than 5 days and for any permanent exclusions. The right of appeal and the arrangements to be followed will be made known to parents at the time of the exclusion. The Governing Body will make arrangements to review promptly any exclusions where parents make representations which meet the legal criteria for review. This role will be undertaken by the Discipline Committee of the Governing Body. This Committee will decide whether or not to reinstate the pupil if appropriate or whether the Principal's decision to exclude the pupil was justified. St. Chad's Trust will make arrangements for Independent Appeals Panel to hear appeals against permanent exclusions where the Discipline Committee does not direct reinstatement of the pupil.

The school keeps a variety of records of incidents of misbehaviour. We also keep a record of any incidents that occur at break or lunchtimes. The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded and copies of these records are kept in the pupil's files. It is the responsibility of the governing body to monitor the rate of fixed and permanent and exclusions, and to ensure that the school policy is administered fairly and consistently.

Tracking- Consequence Map	
1-2 Break time detentions	Class teacher to monitor behaviour.
3-4 Break time detentions	Class teacher to meet with parents. Individual reward chart or teachers own strategy to be implemented. Reviewed after 3 weeks with parents.
5+ Break time detentions	Class teacher to meet with parents. Home school diary introduced. Report card for 3 weeks. Reviewed after 3 weeks with parents.
1-2 Lunchtime detentions	
3 + Lunchtime detentions	Class teacher to meet with parents. Report card 6 weeks. Signed after each lesson and break by Senior leader.
5+ Lunchtime detentions	Parents meet with senior Leader. Lunchtime Isolation for period decided by Senior leaders.

Review

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

This policy was presented to and approved by the Local Academy Committee on 15 January 2019 and will be reviewed in Spring 2020